

Willerby Carr Lane

Primary School



Teaching and Learning Continuity Plan

Last updated – 8th March 2021

Purpose

We are operating in a world where it is becoming a regular and normal occurrence for pupils to be sent home to self-isolate. It is expected that this will occur repeatedly through the year. It may be an individual pupil who has to self-isolate, a year group bubble or, at worst, the whole school with the possible exception of key workers.

It is important therefore that we have clear plans for supporting pupils and their families and for enabling them to continue with their education as best as possible. We need to try to replicate as much of the curriculum that is taking place at school at home whilst they are absent. We also need to provide emotional and mental health support to help children and families cope with the strains of isolation and home learning. Ideally, children should return to school following their period of isolation and, with minimal support, be able to slot straight back into the sequence of learning within their class.

Aims

- To provide access to learning from the 1st or 2nd day following notification of absence
- To provide lessons and activities which replicate learning that is happening within school each day.
- To provide regular telephone contact between home and school to support with technical assistance, learning activities and emotional well-being
- To facilitate children slotting straight back into school with minimal gaps in their learning arising from their absence

Our Tiered Approach

We have designed a tiered approach to respond to various levels of self-isolation:

- Tier 1: individual pupils
- Tier 2: year group bubbles
- Tier 3: the whole school except for critical worker and vulnerable children
- Tier 4: the whole school

We have produced the following guides to support parents which have been emailed home together with this contingency plan:

- Parents' guide to self-isolating
- Continuing with your child's education while they are isolating
- Google Classrooms - guide to logging on

Accessing remote education

How will my child access any online remote education you are providing?

The school uses Google Classroom to support online remote education. We start and end each day with an online live GoogleMeet meeting. Pre-recorded lessons are available on Google Classrooms and work can be submitted and feedback given. Staff arrange live drop-in sessions during the day to allow children to seek help with any of their work or to discuss any concerns.

We also make use of a number of Apps including DoodleMaths, Times Table Rock Stars, Lexia, Spelling Frame, Reading Plus, Class Dojo, Teachers2Parents

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We have a number of devices available for loan to access online learning (Chromebooks and iPads)
- We also have a bank of free data SIM cards to help families stay connected
- Where families have no online access, parents should contact the school office to enquire about the collection of printed materials

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- Live teaching – meetings at the beginning and end of the day; access to live teacher support at drop in sessions during the day
- Recorded lessons – made by the teachers and supplemented by Oak National Academy and White Rose Hub lessons
- Printed worksheets produced by teachers
- Commercially available websites supporting the teaching of specific subjects or areas, including DoodleMaths, Times Table Rock Stars, Lexia, Spelling Frame, Reading Plus, Class Dojo

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Pupils are expected to engage with learning each day and as fully as possible with remote learning.

If pupils are unable to access live teacher inputs, they can access the uploaded lessons via Google Classroom and teachers are available should they need further support or clarification.

Staff expect pupils to:

- Engage with learning each day and as fully as possible

- As a minimum, make a good effort to complete the Maths and English lessons each day. Ideally engage with all lessons that have been made available.
- Do some reading (or listen to some reading) every day
- Seek help if they need it from adult(s) at home or teachers online
- Have fun.

Staff can expect parents to:

- Support the school's approach to remote learning as much as possible, providing routine and structure to support learning
- Support their child(ren) as best they are able given their own home circumstances, health and work commitments etc
- Seek help from the school if they need it

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Registers will be taken at the start of live inputs. Staff will monitor pupil responses to work to ensure they respond to remote learning.
- Where pupils are not engaged with remote learning, teachers will inform parents either via ClassDojo or telephone.
- If no improvement is seen a member of Intervention and Support Team will contact the family to discuss concerns.
- In the event that no pupil contact is made throughout the week, the school Attendance Officer or Headteacher will make a welfare call to the family concerned.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Work will be marked and feedback provided via Google Classrooms
- Teachers will respond to individual pupils who may need further support and provide feedback.
- Teachers will also use self-marking and platforms such as DoodleMaths, Times Table Rock Stars, Lexia, Spelling Frame, Reading Plus. Many of these computer based learning Apps automatically tailor the level of challenge set based on an individualised children's performance, to provide a personalised programme.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Where appropriate, teachers provide and allocate personalised lessons and work for individual children.
- The Intervention and Support team will provide higher levels of telephone support (twice a week) for children with vulnerabilities or social and emotional difficulties.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- Please see our Tier 1 Response below.

Tier 1 Response - individual pupils

- Either the school is notified by parents or the school sends the child home
- The office will update the database of children isolating
- Class teacher will be informed by the office the same day
- Intervention team will be notified by the office the same day
- An intervention team member will contact the parents on the same day or next day and confirm their child can access their Google Account. Any problems will be reported to the Headteacher.
- Year group teachers will load up work onto Google Classrooms from the 1st or 2nd day after notification
- Work on GC will replicate, as far as possible, work carried out in lessons each day, making use of the same Powerpoint slides or pre-recorded lessons from Oak Academy. It will cover as much of the days' lessons and areas of curriculum as is possible. For some subjects, such as Art, PE and Music, we may make some adaptations to take account of the different equipment and resources available at home.
- We expect that remote education (including remote teaching and independent work) will take pupils approximately 3 hours each day in Key Stage 1 and 4 hours in Key Stage 2
- There will be no teacher support during the day, given that the teachers are working in school.
- There will be some marking/response at the end of the day in line with what would happen if the child were in school.
- A member of the intervention team will aim to ring the family up to twice a week, if possible, (usually Monday and Thursday) to ensure they are accessing work and to offer reassurance (this being highly contingent on the number of children self-isolating).
- The classteacher will aim to ring the family once a week (usually Wednesday), if possible, to ensure they are accessing lessons and to offer reassurance (this being highly contingent on the number of children in a class self-isolating).

Tier 2 Response – year group bubbles

- Year group teachers and teaching assistants will also be isolating at home
- The class teaching assistant will contact all parents in the class on the first day after notification and confirm their child can access their Google Account. Any problems will be reported to the Headteacher.
- Year group teachers will load up work onto Google Classrooms from the 1st day after notification. Work will be scheduled for each day.
- If a teacher is ill, then the other teacher in the year group will load up work.
- If both teachers are ill, then the school will aim to still set some work – but this will be dependent on staffing capacity.
- Work on GC will replicate, as far as possible, work carried out in lessons each day, making use of the same Powerpoint slides or pre-recorded lessons from Oak Academy. It will cover as much of the days' lessons and areas of curriculum as is practically possible. For some subjects, such as Art, PE and Music, we may make some adaptations to take account of the different equipment and resources available at home.
- We expect that remote education (including remote teaching and independent work) will take pupils approximately 3 hours each day in Key Stage 1 and 4 hours in Key Stage 2
- There will be no 'live lessons' but teachers will be able to make use of recorded lessons e.g. narrated Powerpoints or resources such as Oak Academy recorded lessons. This will enable families with multiple siblings/ limited technology to access the recordings at their convenience
- There will be times in the day where teachers are live on Google Meet to maintain social contact and interaction.
- **Teachers:** To ensure consistency across the school, teachers will be available as follows:

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| 9.00am | Whole class Google Meet (explanation of the day's tasks) |
| 9.00am to 10.00am | On GC or Meet, responding/ marking/ scheduling |
| 10.00am to 10.30am | Break |
| 10.30am to 12.00pm | On GC or Meet, explaining, responding/ marking/ scheduling |
| 12.00pm to 1.15pm | lunch |
| 1.15pm to 1.45pm | On GC or Meet, responding/ marking/ scheduling |
| 1.45pm to 2.15pm | Telephoning up to 6 parents each day |
| 2.30pm to 3.00pm | On GC, responding/ marking/ scheduling |
| 3.00pm to 3.30pm | Whole class Google Meet (recap of day/ story) |
| After 3.30pm but no later than 6.00pm | Marking |
| As required | Ensuring scheduled work is ready for net day |

- Teaching Assistants: To ensure consistency across the school, teaching assistants will be available within their normal pre-covid core hours (1/2 day or full day) excluding normal breaks and lunch-times, to:
 - Keep a register of children online and engaging with work
 - Contact children who are not engaging, offer them support and also explain how vital it is that they do engage with their learning. Follow up each day until they are engaging. Refer disengaged children to teacher to also follow-up.
- Mark and respond to work on GC

- Telephone parents – working with teachers to ensure that all parents are rung at least once a week and those who are struggling, are called more frequently as required.
- Teachers who have SEMH concerns about family should refer them to the school ELSA and SENCO so they can arrange further support.

Tier 3 Response – the whole school, except for critical worker and vulnerable children, are at home

- Children will come to school and be taught in their normal classroom by default
- Where there is a significant difference in numbers between classes in the same year group, children will be moved to rebalance them
- Parents will be required to provide evidence of critical worker status
- Parents will be required to book in places required a week in advance.
- Parents will be encouraged to only book days that are required
- In each year group, one class will be taught by the teacher; one class will be taught by the support staff under the direction and with the support of the teacher
- The teacher will teach Maths and English; the support staff will teach foundation subjects
- Children will stay where they are and staff will swap classrooms am/pm
- The school will continue to operate with a staggered schedule for all keyworker/ vulnerable
- Teachers and Teaching Assistants who are supporting from home will provide remote learning as for Tier 2.

Tier 4 Response – the whole school is locked down and all children are at home

- Teachers and Teaching Assistants who are supporting from home will provide remote learning as for Tier 2.