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## Contingency Plan for Remote Education Procedures Updated 21<sup>st</sup> September 2020

Structures, systems and procedures have been put in place, so that in the **event of: pupil self-isolation, pupils waiting for COVID results, year group self-isolation, or local lockdown** requiring pupils to remain at home, we can offer effective remote education.

This document should be read in conjunction with the St Joseph's Risk Assessment for Whole School Opening (09/20), the full reopening of St Joseph's school (07/20), The Government Guidance for Full Opening (Updated regularly, most recently on 10/9/20) and the St Joseph's Staff Code of Conduct, which includes guidance for safer working practice for those working with children and young people. There is also a shorter version, written specifically for parents and carers, entitled 'Strategy for Remote Education Procedures'.

### Research and Rationale:

In preparing this contingency plan, we have:

- used a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- given access to high quality remote education resources
- selected the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provided printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognised that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we will:

- set work so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be learnt and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos

- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily interaction with teachers

Following the guidance for safer working practice, we have reviewed our online safety policy and acceptable user protocols to ensure that all online teaching adheres to an appropriate level of security. Throughout Lockdown, staff were able to provide consistent, well-sequenced learning with individual feedback for pupils through the use of Google classroom. We have considered issues such as safeguarding, accessibility, workload, mental health and wellbeing, as well as evaluating the merits of each platform available.

### **St Joseph's Plan for Remote Education and Home Learning**

If a pupil has to self-isolate or remain at home waiting for COVID results they can access the COVID pack which is on their Google classroom page. This will be updated on a weekly basis by the teacher to reflect what is being taught in the classroom. Teachers will not be able to fully interact with individuals as they will still be class room based at this point.

If a year group 'bubble' or the whole school community is required to self-isolate / quarantine, we will use Google classroom as our primary route of information and learning for all pupils in Years 1-6. Tapestry will continue to be the platform used by children in Reception.

We will use a mixture of pre-recorded contact/lessons which introduce carefully planned sequences of work, alongside the existing online resources of the Oak Academy, White Rose and other established websites.

For the time being (although this will be under constant review), we have decided not to deliver 'live' lessons on a daily basis for many reasons. These include:

- the safeguarding risks surrounding our inability to control what is seen or heard through live lessons.
- the inaccessibility of lessons in 'real time' for some pupils, particularly where the family owns only one device to receive the lessons (digital devices will be provided by the government for disadvantaged pupils from Years 3-6)
- the challenge regarding training of our whole school community to use platforms such as Microsoft Teams.
- our requirement for SLT to be able to monitor the content of lessons, which could not happen if fourteen live lessons were to be taught simultaneously
- the challenge of managing to support all pupils with diverse needs, on a platform where comments would be heard by all
- filters within pupil homes may be set at a different level from that of an educational establishment
- the requirement of young pupils to have adult support with their learning
- the emotional and practical impact and pressure that live lessons may have upon children and their families
- the security of all pupils, alongside the possibility that other pupils/families may be recording the interaction

Through our use of Google classroom, we will ensure the safety of pupils, and enable accessibility and support for all. We have found our use of Google classroom to be a very effective way of engaging pupils with home learning, with an uptake of over 90% of our families during previous lockdown.

### **Daily/Weekly Routine**

Each morning, children will receive a personal message from their teacher, which outlines the work set for the day and makes connections with prior and future learning. The teacher might provide some examples and teach key skills/facts, but lessons will remain short. There will be some occasions where more than one video is required for the day's teaching.

Children will be expected to complete some English and maths work each day, along with at least one task from another curricular area. Over the week, a broad range of work across different curriculum areas will be covered. Children will also be reminded to undertake regular exercise, reading, relaxation and mindfulness activities. Children will be expected to complete a similar amount of formal work to that usually required in school.

Google classroom will continue to be used for staff to post tasks and accompanying worksheets for pupils. Pupils will be able to upload their finished work, videos and photographs of their achievements. Teachers will provide feedback on individual work, giving appropriate support and guidance as well as rewards for good effort. There will also be links to our school website and other useful online resources. It is anticipated that at least one curriculum area each day will be delivered through the Oak Online Academy. This may vary across year groups, and within themes of learning.

### **The Oak Academy and other Online Resources**

The Oak Academy has been specially commissioned by the government and includes lessons that cover the entire National Curriculum. St Joseph's staff will carefully re-order topics and lessons to match our own established medium-term planning and curriculum. The curriculum also includes specialist content for pupils with SEND, including communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy.

At St Joseph's school, we use White Rose Maths as a basis for our mathematics planning across the school. During Lockdown, we provided links to the home learning units, and this would continue in a future period of school closure/year group quarantine. We will continue to provide printed resources for identified pupils where necessary.

### **Accessibility for All Pupils**

The DfE has produced guidance to support accessibility for disadvantaged pupils in the document 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)' – August 2020:

'Devices will be available for disadvantaged children in years 3 to 11 and those in any year group who are affected by disruption to face to face education at their school, or have been advised to shield because they are clinically extremely vulnerable.

In the event of disruption to face to face education at schools due to coronavirus (COVID-19), DfE can provide support to help disadvantaged children and young people who are otherwise unable to access remote education.

Examples of this include disadvantaged children:

- with no digital devices in their household
- whose only available device is a smartphone
- with a single device in their household that's being shared with more than one other family member
- who do not have a fixed broadband connection at home'

We will seek information from our families to establish who might be in need of such support in the event of further remote learning. We will then be in a position to order the devices and distribute them as appropriate. We will also continue to lend our own school devices wherever possible.

Teachers will use their usual professional understanding of the pupils in their class to differentiate work and to support pupils in their learning. Some tasks will be inappropriate for all children and alternatives will be provided.

If families do not engage with our remote education, we will continue to contact them by other means, and find out what barriers are hindering the learning opportunities of pupils. We will offer support and do what is possible to ensure that all pupils can access a high-quality curriculum, whether at school or at home.

There is an abbreviated version of this Contingency Plan for Remote Education Procedures, written specifically for parents/carers and entitled 'Strategy for Remote Education Procedures'. Please also see the 'COVID' information packs which are on Google classroom. Each class teacher updates this regularly for individuals who are in self-isolation or suffering from Covid-19 symptoms. This provides advice and links to the Oak Academy, White Rose Maths, as well as other age-group specific websites.

*If a prolonged period of whole-school closure is required, it may be appropriate to re-evaluate the merits of live teaching via Google Classroom, considering and testing its effectiveness and impact. If such a decision is made, a further revision to this plan will be made at the time.*

## Supplementary Documentation:

# Gov.uk Guidance for full opening: schools

Updated 10 September 2020

## Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

**The following range of resources to support schools in delivering remote education is available.**

## **Catch-up support**

Schools can spend their catch up premium on contingency planning for remote education, for example purchasing additional devices or more textbooks. The EEF Covid-19 Support Guide includes information on how to support effective remote education and access to technology.

### **Video lessons**

From that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.

### **SEND**

Oak National Academy includes specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.

### **Digital education platforms**

There's government-funded access to one of 2 free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education. Schools can apply through The Key for School Leaders. The Key also provides feature comparison and case studies on how schools are making the most of these platforms.

### **EdTech Demonstrator programme**

This is a network of schools and colleges for help and support on the effective use of tech for remote education that can be accessed through the EdTech Demonstrator Programme.

### **Laptops, tablets and 4G wireless routers**

Laptops, tablets and 4G wireless routers were made available to local authorities and academy trusts to support vulnerable and disadvantaged children (specifically, care leavers, children and young people with a social worker, and disadvantaged year 10 pupils) between May to July 2020. Local authorities and academy trusts will continue to own these devices.

Following pupils returning to school in the autumn term, laptops and tablets will be distributed directly to schools affected by a local coronavirus (COVID-19) outbreak. These will be available for disadvantaged pupils in years 3 to 11 and clinically extremely vulnerable children from all year groups unable to attend school. These devices will be owned by the school.

### **Wifi hotspots**

In addition to 4G routers provided to local authorities and academy trusts, DfE is working in partnership with BT to offer free access to BT wifi hotspots for disadvantaged pupils. We are also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires pupils to learn from home and access social care services online. More information on increasing internet access for vulnerable and disadvantaged children is available.

### **Support on delivering remote education safely is available from:**

- Safe remote learning, published by SWGfL / Online safety and safeguarding, published by LGfL
- The National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely
- Safeguarding and remote education during coronavirus (COVID-19), published by DfE

- Annex C of Keeping Children Safe in Education
- St Joseph's Primary School Staff Code of Conduct

**Excerpt from: Guidance for safer working practice for those working with children and young people in education settings Addendum April 2020 Safer Recruitment Consortium**

Acknowledgments: Adapted and updated by the Safer Recruitment Consortium from an original IRSC / DfE document and with thanks to CAPE (Child Protection in Education) and NASS (National Association of Independent Schools and Non-Maintained Special Schools)

**Use of technology for online / virtual teaching**

The narrative of section 24 from the Guidance for Safer Working Practice May 2019– ‘Photography, Videos and Other Images / Media’ remains relevant. However, there has been a sharp increase in the use of technology for remote learning since March 2020 and this addendum provides some basic guidelines for staff and school leaders.

All settings should review their online safety and acceptable use policies and amend these if necessary, ensuring that all staff involved in virtual teaching or the use of technology to contact pupils are briefed on best practice and any temporary changes to policy / procedures.

When selecting a platform for online / virtual teaching, settings should satisfy themselves that the provider has an appropriate level of security. Wherever possible, staff should use school devices and contact pupils only via the pupil school email address / log in. This ensures that the setting’s filtering and monitoring software is enabled.

In deciding whether to provide virtual or online learning for pupils, senior leaders should take into account issues such as accessibility within the family home, the mental health and wellbeing of children, including screen time, the potential for inappropriate behaviour by staff or pupils, staff access to the technology required, etc. Virtual lessons should be timetabled and senior staff, DSL and / or heads of department should be able to drop in to any virtual lesson at any time – the online version of entering a classroom.

Staff engaging in online learning should display the same standards of dress and conduct that they would in the real world; they should also role model this to pupils and parents.

**The following points should be considered:**

- think about the background; photos, artwork, identifying features, mirrors – ideally the backing should be blurred
- staff and pupils should be in living / communal areas – no bedrooms
- staff and pupils should be fully dressed
- filters at a child’s home may be set at a threshold which is different to the school
- resources / videos must be age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content

**This means that senior leaders should:**

- review and amend their online safety and acceptable use policies to reflect the current situation
- ensure that all relevant staff have been briefed and understand the policies and the standards of conduct expected of them
- have clearly defined operating times for virtual learning
- consider the impact that virtual teaching may have on children and their parents/ carers / siblings
- determine whether there are alternatives to virtual teaching in ‘real time’ – e.g., using audio only, pre-recorded lessons, existing online resources
- be aware of the virtual learning timetable and ensure they have the capacity to join a range of lessons
- take into account any advice published by the local authority, MAP or their online safety / monitoring software provider
- adhere to their establishment’s policy

- be fully dressed
- ensure that a senior member of staff is aware that the online lesson / meeting is taking place and for what purpose
- avoid one to one situations – request that a parent is present in the room for the duration, or ask a colleague or member of SLT to join the session
- only record a lesson or online meeting with a pupil where this has been agreed with the head teacher or other senior staff, and the pupil and their parent/carer have given explicit written consent to do so
- be able to justify images of pupils in their possession

**This means that adults should not:**

- contact pupils outside the operating times defined by senior leaders
- take or record images of pupils for their personal use
- record virtual lessons or meetings using personal equipment (unless agreed and risk assessed by senior staff)
- engage online while children are in a state of undress or semi-undress

It is the responsibility of the staff member to act as a moderator; raise any issues of suitability (of dress, setting, behaviour) with the child and / or parent immediately and end the online interaction if necessary. Recording lessons does not prevent abuse. If staff wish to record the lesson they are teaching, consideration should be given to data protection issues; e.g., whether parental / pupil consent is needed and retention / storage. If a staff member believes that a child or parent is recording the interaction, the lesson should be brought to an end or that child should be logged out immediately. Staff, parent and pupil AUPs should clearly state the standards of conduct required.

If staff need to contact a pupil or parent by phone and do not have access to a work phone, they should discuss this with a senior member of staff and, if there is no alternative, always use 'caller withheld' to ensure the pupil / parent is not able to identify the staff member's personal contact details.