

## **Widewell Primary Academy Contingency Plan September 2021**

In the case of children self-isolating or as a result of partial or whole school closure, Widewell Primary Academy will:

- 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 will:

- 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 contact with teachers

**In the case of a child who is self-isolating because they or a family member are displaying COVID symptoms**

If the pupil is well enough, they will:	If well enough, the pupil's parents will:	School staff will:
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<ul style="list-style-type: none"> <li>• Complete the learning tasks on the home learning card set by the school.</li> <li>• Respond to any messages or tasks set on Seesaw/Tapestry/Teams</li> <li>• Watch the daily story session (if applicable)</li> <li>• Complete the following activities daily: <ul style="list-style-type: none"> <li>- Number fact recall (including TT Rockstars or Numbots)</li> <li>- Spend 30 minutes reading</li> <li>- Physical activity</li> </ul> </li> <li>• Speak to their parents or carers if things are a little tricky.</li> </ul>	<ul style="list-style-type: none"> <li>• Try to find time to talk about and take an interest in their child's learning tasks.</li> <li>• Read with their child every day and record their child's reading.</li> <li>• Try to find a quiet workplace where their child is able to concentrate.</li> <li>• Encourage their child to complete their learning to the best of their ability and as independently as they can</li> <li>• Praise their child for completing their tasks and doing their best.</li> <li>• Support their child with taking photos of their work and uploading these to Seesaw/Tapestry/Teams.</li> <li>• Reward their effort.</li> <li>• Communicate with the school if there are any concerns (by email, telephone call or Tapestry/Seesaw).</li> <li>• Ensure their child is safe online when completing tasks on the internet.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a home learning card directing children to sessions which are linked to the learning planned for the class during that time period</li> <li>• Provide an exercise book and relevant paperwork for activities to be completed on.</li> <li>• Feedback on the work submitted through Seesaw/Tapestry/Teams.</li> <li>• Make 1:1 contact if the child is absent for more than a week.</li> <li>• Record sessions (when appropriate) and share on Seesaw/Tapestry/Teams.</li> <li>• Provide all relevant passwords to children.</li> <li>• Provide additional workbooks/activities to families who do not have an internet connection.</li> </ul>
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#### **In the case of a 'bubble' lockdown**

If the pupil is well enough, they will:	If well enough, the pupil's parents will:	School staff will:
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<ul style="list-style-type: none"> <li>• Complete the level-appropriate learning tasks on the home learning card set by the school (in priority order)</li> <li>• Participate in the following daily sessions: <ul style="list-style-type: none"> <li>- English (and phonics if applicable)</li> <li>- Maths</li> <li>- One other foundation subject</li> <li>- Story (where applicable)</li> </ul> </li> <li>• Complete the following additional activities daily: <ul style="list-style-type: none"> <li>- Number fact recall (including TT Rockstars/Numbots)</li> <li>- Spend 30 minutes reading</li> <li>- Physical activity</li> </ul> </li> <li>• Submit completed work on Seesaw/Tapestry/Teams to their class teacher.</li> <li>• Speak to their parents or carers if things are a little tricky.</li> </ul>	<ul style="list-style-type: none"> <li>• Try to find time to talk about and take an interest in their child's learning tasks.</li> <li>• Read with their child every day and record their child's reading.</li> <li>• Try to find a quiet workplace where their child is able to concentrate.</li> <li>• Encourage their child to complete their learning to the best of their ability and as independently as they can.</li> <li>• Praise their child for completing their tasks and doing their best.</li> <li>• Support their child with taking photos of their work and uploading these to Seesaw/Tapestry/Teams.</li> <li>• Reward their effort.</li> <li>• Ensure their child is safe online when completing tasks on the internet.</li> <li>• Communicate with the school if there are any concerns (by email, telephone call or Tapestry/Seesaw).</li> </ul>	<ul style="list-style-type: none"> <li>• Provide children with a home learning card directing children to sessions which are linked to the learning planned for the class during that time period.</li> <li>• Record daily English, Maths and foundation subject sessions and share on Loom via Seesaw/Tapestry. These links will also be emailed to all parents daily.</li> <li>• Provide an exercise book/paper for children to complete writing tasks.</li> <li>• Feedback on the work submitted online.</li> <li>• Make 1:1 contact at least once a fortnight.</li> <li>• Provide all relevant passwords to children.</li> <li>• Provide additional workbooks/resources to families who do not have an internet connection</li> </ul>
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#### **In the case of a whole school lockdown:**

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

If the pupil is well enough, they will:	If well enough, the pupil's parents will:	School staff will:
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<ul style="list-style-type: none"> <li>• Participate in the following daily sessions (preferably online through Seesaw, Tapestry and Loom videos): <ul style="list-style-type: none"> <li>- English (and phonics where applicable)</li> <li>- Maths</li> <li>- One other foundation lesson</li> <li>- Story (where applicable)</li> </ul> </li> <li>• Complete the level-appropriate learning tasks on the home learning card set by the school (in priority order)</li> <li>• Complete the following activities daily: <ul style="list-style-type: none"> <li>- Number fact recall (including TT Rockstars/Numbots)</li> <li>- Spend 30 minutes reading</li> <li>- Physical activity</li> </ul> </li> <li>• Submit completed work on Seesaw/Tapestry/Teams to their class teacher.</li> <li>• Speak to their parents or carers if things are a little tricky.</li> <li>• Key Stage 1 pupils will complete at least 3 hours remote learning a day whereas KS2 pupils will complete at least 4 hours remote learning a day.</li> <li>• Connect with Teams meetings with their class teacher every fortnight.</li> </ul>	<ul style="list-style-type: none"> <li>• Try to find time to talk about and take an interest in their child's learning tasks.</li> <li>• Read with their child every day and record this.</li> <li>• Try to find a quiet workplace where their child is able to concentrate.</li> <li>• Encourage their child to complete their learning to the best of their ability and as independently as they can.</li> <li>• Praise their child for completing their tasks and doing their best.</li> <li>• Support their child with taking photos of their work and uploading these to Seesaw/Tapestry/Teams.</li> <li>• Reward their effort.</li> <li>• Ensure their child is safe online when completing tasks on the internet.</li> <li>• Communicate with the school if there are any concerns (by email, telephone call or via Tapestry/Seesaw).</li> </ul>	<ul style="list-style-type: none"> <li>• Record daily English, Maths and foundation subject sessions and share on Loom via Seesaw/Tapestry. These links will also be emailed to all parents daily.</li> <li>• Upload activities (such as maths activities etc) to the home learning card on the class webpage.</li> <li>• Provide children with a weekly plan of additional activities utilising Seesaw, BBC Bitesize, Oak Academy etc</li> <li>• Provide an exercise book for children to complete writing tasks in addition to printed resource booklets, reading books and any stationery which may be useful.</li> <li>• Look at all work submitted and feedback online</li> <li>• Make 1:1 contact with the children at least once a fortnight (e.g. via Teams meetings)</li> <li>• Provide all relevant passwords to children.</li> <li>• Provide additional workbooks to families who do not have an internet connection. In addition, we may be able to provide SIM cards and devices to any family who needs these – please contact <a href="mailto:widewell.office@horizonmat.com">widewell.office@horizonmat.com</a> or telephone 01752 778796 to request these. Work can also be delivered to the school gate on an allocated day each week if families do not have access to the internet.</li> </ul>
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EYFS	Tapestry	5 x phonics sessions with activities where appropriate 5 x number sessions with activities where appropriate 5 x PSED / Communication and Language / PD activities Story sessions Home learning cards published weekly on the class webpage to direct parents to relevant activities on BBC Bitesize, Oak Academy etc	
1	Seesaw	5 x English sessions 5 x phonics sessions 5 x Maths sessions with follow up tasks 5 x foundation sessions with follow up activities Home learning cards published weekly on the class webpage to direct parents to relevant activities on BBC Bitesize, Oak Academy etc	Daily number practice on Numbots Daily reading (books available on online platforms e.g. library service/Seesaw)
2	Seesaw	5 x English sessions 5 x phonics sessions 5 x Maths sessions with follow up tasks 5 x foundation sessions including follow up activities Home learning cards published weekly on the class webpage to direct parents to relevant activities on BBC Bitesize, Oak Academy etc	Daily number practice on Numbots/TT Rockstars Daily reading (books available on online platforms e.g. library service/Seesaw) English and maths skills practice on IXL
3	Seesaw	5 x Literacy sessions Phonics sessions where appropriate 5 x Maths sessions with follow up tasks 5 x foundation sessions including follow up activities 1 x reading comprehension activity (minimum) Selection of additional activities (e.g. IXL, TT Rockstars/Numbots, Oracy tasks) Home learning card to direct parents to relevant activities on BBC Bitesize, Oak Academy etc	Daily number practice on TT Rockstars Daily reading (books available on online platforms e.g. library service/Seesaw/Get Epic) English and maths skills practice on IXL
4			
5			
6			

**Staff**

#### **responsibilities in the case of whole school or partial closure:**

#### **Class Teachers will:**

- Teach the same curriculum remotely as we do in school wherever possible and appropriate. We may need to make some adaptations in some subjects e.g. PE may not be able to implemented in the same way.
- Follow their usual timetable of learning each day (where appropriate), explaining concepts and sharing videos
- Feedback to pupils on their uploaded learning
- Provide additional support for children/parents through phone calls and/or email
- Speak with all pupils on at least a fortnightly basis, either through phone calls or remote live teaching
- Monitor the daily engagement of pupils and inform SLT of those not engaging to offer support
- Log any safeguarding concerns on CPOMS and liaise with a member of the Safeguarding Team
- Respond to emails and messages from families
- Support parents with accessing passwords etc
- Monitor the engagement of pupils learning and contact families with little or no engagement

**Teaching Assistants will:**

- Support the learning of pupils in Educare (if this is offered)
- Support the class teachers across the school
- Make regular phone calls to pupils to check on their learning and well-being
- Log any safeguarding concerns on CPOMS

**The Special Educational Needs Coordinator will:**

- Contact all pupils with EHCPs to discuss Educare (if it is an option) and support with remote learning
- Support class teachers to adapt the work set on the home learning card or provide a separate home learning card for individuals where needed.
- Telephone the parents of all children with an IEP to discuss their ability to participate in remote learning and suggest any adaptations which could be made.
- Ensure vulnerable families are contacted regularly and provide support where needed

**The Admin staff will:**

- Respond to requests for resources to enable remote learning such as tablets, laptops etc
- Print home learning cards for families who require a paper copy
- Oversee the Educare bookings (if this is offered)
- Complete the daily DfE return
- Ensure those families entitled to Free School Meals are provided with food or vouchers if provided

**The senior leadership team will:**

- Monitor pupil wellbeing
- Monitor staff workload and wellbeing
- Ensure the home learning tasks set are to a high standard in line with year group expectations
- Monitor CPOMS regularly
- Communicate regularly with families through email updates and phone calls
- Engage with the local community where possible
- Respond to parents' queries and concerns
- Ensure the day to day running of 'remote' education and the learning and safety of those on site (Key Worker and Vulnerable Pupils)
- Keep abreast of all updates and discussions with other professionals such as the Learning Board
- Complete all responsibilities for the LA
- Provide regular assemblies for children
- Plan for cover of staff absences

We recognise that home learning brings many challenges and stresses; we will do all that we can to support every family. Class teachers will help and advise whenever it is needed.

At Widewell, we have considered the 'live learning' approach and have decided that this will not be appropriate to use at the moment. The main reasons for this are outlined below.

### **The classroom experience cannot be replicated by a live video lesson**

Methods of teaching have changed significantly over the last 20 years and those strategies which have been researched as being highly effective cannot be utilised via video. The model that some of us as parents are used to, of teaching and learning of the teacher talking to us and "telling" us information also does not match our research driven approach to teaching and learning at our school. (For example, the Education Endowment Foundation, states that "Collaborative Learning" is a highly effective teaching and learning strategy which cannot be easily replicated in live video lessons.) The National Education Union (NEU) stated, "online lessons are not desirable for primary children as the teacher-pupil interaction is not easily replicated."

### **Pressure on parents and children through the pandemic**

We are very aware that many parents and children find this situation very stressful and we do not want to put any pressure on families to engage at any particular time of day and feel pressured to undertake a certain amount or type of home learning. Families need to find a way that works for them and their situation through this pandemic without any additional stress.

### **Safeguarding concerns**

Safeguarding must be the focus for all of our decisions. We must always consider the risks of live videoing directly into a child's home and also who may be viewing the live stream at the other end of the computer. Due to personal and private circumstances, some children will not be able to take part in live lessons and would therefore not have access to this learning.

### **Engagement and access for all**

Some children do not have access to high quality internet or an appropriate device to access live video lessons. Also, some children would not engage with video lessons and therefore would not gain from this experience. We sadly cannot afford as a school to provide internet hubs and devices to all those children in need. In addition to this, some larger families may only have one device, if a live maths video was shared by all classes at 9am for example, this would put pressure on parents and children with regards to who accesses their video each day. Feedback from parents has stated that the videos are sometimes viewed more than once for clarity, and repetition. The nature of a video that has been uploaded (rather than live) gives children and parents this opportunity. We pride ourselves in ensuring all families can access the education we provide, which is why we are continuing to print learning packs if children cannot access the learning online.

### **Teachers' role through this pandemic**

Our staff have been working extremely hard and coping amazingly well through this pandemic. As well as setting up remote learning for our children, the staff also have to work in school to provide learning for key worker's children and vulnerable children. The teaching staff are required to teach these children at the same time as leading and responding to learning for the children at home. The requirement for staff to teach a class and lead a live session at the same time is not practical. The staff will also be supporting many families who face significant challenges during lockdown. This includes regularly checking, phoning and supporting some families. Some also may have to cope with other personal situations that have been caused by the pandemic and some may need to support members of families and friends who are extremely clinically vulnerable.

### **Best practice regarding home learning**

The Education Endowment Fund recently conducted work examining the existing research to support remote learning of pupils. One of the key findings of their report states that "Teaching quality is more important than how lessons are delivered." Most educators have been focusing on Home Learning that has reinforced the children's previous learning so they can build on this foundation once school resumes. In order to offer variety, we will offer balance with some lessons being videoed by our teachers so that children still see their teachers. Each morning video links will be shared by a member of the teaching team to set up the day and to address any misconceptions from the previous day. We believe this offers high quality variety for our children, covering a range of learning styles and is accessible for all.

### **Will my child get to interact 'live' with their year group?**

We recognise that social interaction is important and we will organise regular meetings through Microsoft Teams. This will be an opportunity for children to interact with their teacher, teaching assistant and their peers.