Contingency plans for education at Holywell during Coronavirus closure or lockdown

Inc. Remote Learning Education plans

Where possible, Holywell School will remain open to all schools, unless we are instructed otherwise by the UK Government (through the Department of Education and/or Public Health England).

Depending of the level of crisis, the Government will issue guidance in line with their 'Contain Framework'.

The Contain Framework identifies 4 'tiers of restriction' and these are the actions relating to schools:
• Tier 1: all schools will remain open to all students.
• Tier 2: Secondary schools should move to a rota model combining on-site provision with remote education. Full-time attendance must be provided to vulnerable children and the children of critical workers. All other students should only attend school when their rota permits.
• Tier 3: In tier 3, primary schools, alternative provision and special schools should continue to allow all students to attend. Secondary schools and FE colleges should only provide full-time on-site provision for vulnerable children, the children of critical workers and 'selected year groups' (the guidance states that the DfE is yet to define 'selected year groups'). No other students should attend on site – remote education should be provided for all other students. As we are operating a secondary model the latter would apply to us.
• Tier 4: In tier 4, nurseries, primary schools and colleges should only provide on-site education for vulnerable students and the children of critical workers. Remote education should be provided for all other students.

Where there is a whole or partial closure of our school as in Tier 4 of the 'Contain Framework', (whether this is during the current Coronavirus pandemic and Lockdown or whether this is as a result of another reason), the Government have issued a temporary continuity direction which makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance in school is prevented due to government guidance or law around coronavirus (COVID-19).

The Direction requires us as a school to have regard to this guidance and Ofsted inspection will consider the quality of schools' remote education in accordance with the expectations set out in this guidance.

The remote education provided should be equivalent in length to the core teaching students would receive in school and will include both recorded or live direct teaching time, and time for students to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:
• Key Stage 2: 4 hours a day
• Key Stages 3 and 4: 5 hours a day

If parents feel that we are not providing remote education of a suitable quantity and quality, you are encouraged to in the first instance raise your concerns with the class teacher, tutor, subject leader, member of the Senior leadership team or the headteacher. If the concerns are not resolved, parents can use the school Complaints Policy or you can report the matter to Ofsted.

Key principles for this remote education are that we must:
• 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 students who do not have suitable online access
- recognise that younger students and some students 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 students remotely, we need to:
- set assignments so that students 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 students 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 students' understanding
- plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers
- consider expectations in relation to the students' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.
- avoid an over-reliance on long-term projects or internet research activities.

Remote education provision across each tier of restriction

<u>Tier of restriction 1</u>
This is for individuals or groups of self-isolating students while the school remains open to all students. This provision is for:
- Students with Covid-19 symptoms who need to self-isolate until they get a test
- Students who have tested positive for Covid-19
- Students who are self-isolating because someone in their family has tested positive for Covid-19
- Students who are clinically unable to attend school or students who have parents who are clinically ill.
- Students whose 'bubble' has had to close due to a confirmed case in school.

Provision
There will be a brief questionnaire to complete to ascertain the level of support needed for each student and the length of time.

Tier 1 students will be allocated to our 'Online Learning Class' on Satchel One. Work will be posted weekly for this class on 'Satchel One' and will mirror what is being done in lessons in school. There will be an overview of the week's work with a variety of materials. Subject Leaders will be responsible for providing work and storing this centrally on the school P-Drive. The work will be loaded onto Satchel One centrally. Most work should be self-marking and, where there is work which requires feedback, students will be able to communicate with school via the Satchel One

messaging facility (again centrally managed). For longer term absences, class teachers may need to give feedback on key assessments and/or extended writing tasks.

Tier of restriction 2
This to be implemented where local restrictions are imposed and will only be adopted where it is necessary and safe to do so. Tier 2 is primarily a means of reducing risks for the wider community even further by limiting contacts and breaking transmission chains in secondary schools and will entail us adopting a rota system. In a tier 2 scenario, limiting overall numbers on-site will help to reduce the number of contacts children and young people have during a typical school day. Most importantly a rota system serves to break transmission chains, by allowing enough time at home for symptoms to present and students to self-isolate and avoid spreading the virus to others at the school. This is an important way to reduce the risk to students, families and the workforce, both in these settings and in the local area.

Our rota system will involve two year groups being in school and two year groups being at home for 2 weeks at a time. Years 5 and 6 will be one pair and Years 7 and 8 will be the alternative pairing.

Provision
Students in school will follow their normal timetable.

For students at home, students will also follow their normal timetable. Teachers will set 'classwork' on Satchel One during their normal timetabled sessions. Some lessons will be recorded and posted during the lesson, others may be delivered via Zoom.

Tiers of restriction 3 & 4
This is to be implemented if there is a return to a full lockdown (local or national). In this scenario, we would only provide on-site education for vulnerable students and the children of critical workers. Remote education will be provided for all other students.

Provision
Critical worker provision will be provided in school to small groups of students (maximum of 25 students per bubble).

Online provision will be provided for students. This will be prepared by subject leaders and posted on Satchel One. It will include narrated powerpoint presentations, worksheets and written tasks to be completed, tasks to be completed away from a screen and, where appropriate, 'live' lessons delivered by class teachers via Zoom.

Remote learning across all tiers

For further details, please see **Appendix 1: Remote education provision: information for parents.**

Questionnaire for parents of Tier of restriction 1 remote learning-provision students

Name of student: _____   Tutor Group: _____

1. Why is the student not attending school?

2. For how long do you anticipate the student will be away from school?

3. Will the student be well enough to do school work?

4. Does the family need any support to access work? (eg. access to technology, printed copies, etc)

Letter to Tier of restriction 1 parents/carers/students

Dear …

We are sorry to hear that you are having to self-isolate and hope to see you back in school soon.

To support you at home we have added you to our 'Home Learning Group' on Satchel One. This will give you access to work which is being covered in school.

How to organise your day's work at home:

1. Follow your timetable while you are home and aim to do up to an hour's work on each subject each day. The work will be highlighted in red.
2. Look at the work set for each subject. For English, Maths and Science, there is a weekly overview – work your way through the tasks in order. For other subjects have a look at the work set for the week you are at home. NB. Not all classes will be at the same point as your group, so you may need to check the work for the previous week (which will also be posted online). You may also find that you may be ahead when you return to school!
3. Do not stress or worry about deadlines / dates for submission. We have to set these as part of the Satchel One format. Just work your way through the activities.
4. If you have any questions, issues or if you just need some help with the work, please contact Miss Dell : cdell@holywellschool.co.uk or   school@holywellschool.co.uk

Yours sincerely

Holywell School Remote Learning Support Team.

Appendix 1: Remote education provision: information for parents

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual students are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to students at home

A student'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.

What should my child expect from immediate remote education in the first day or two of students being sent home?

From the outset and for most subjects, we will offer a curriculum provision which reflects our in-school provision.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Yes – for the majority of subjects. In general, we teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects – particularly in our provision for practical subjects such as Music, PE, DT and Science as students will not have access to specialist resources at home. Lessons have been adapted so that they can be done remotely at home and so that they recreate the essence of usual teaching. Sometimes, the curriculum teaching sequence will be adjusted – eg. in Science, a Biology topic may be taught instead of a Chemistry topic due to the need for specialist equipment for chemical experiments. These units will not be omitted, simply re-scheduled.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take students broadly the following number of hours each day:

Key Stage 2	5 hours (DfE requirement = 3-4 hours)
Key Stage 3	5 hours
We have set enough work for each of the 5 lessons we would usually teach per day. Normal lessons last for 1 hour and the lesson content should take this amount of time. Some students may finish this work in less than the time allowed. If this is due to the student needing more challenging work, please let us know.	

Students working remotely at home should follow their usual timetables. Where there are 'live' lessons, these will be delivered during normal timetabled slots. Although these lessons will be recorded for safeguarding and staff training purposes, it will not be possible to share these recordings with students who were unable to attend at the designated time. An alternative lesson will usually be available.

Accessing remote education

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

Students need access to a laptop or a similar device (i-pad, tablet) with access to WIFI and to the Satchel One Programme. This is a web-based programme and can be accessed at: https://www.satchelone.com/. It is the Learning Platform we use for our usual Homework provision, so students (and parents/carers) should be familiar with this interface. Log-ins and passwords for students are the same as their school log-ins and help/support with access can be found at helpit@holywellschool.co.uk. There is also the following webpage with school logins for doodle maths, kerboodle, ttrockstars, mymaths etc - http://www.holywellit.com/passwords.html.

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

We have a limited number of laptops and i-pads which we can loan to students for the duration of the time they are studying remotely. For further information, please contact the school office and ask for Mrs H Donnellan.

Laptops and i-pads are initially issued to disadvantaged families and a loan agreement is put in place before the device can be collected for use.

We have a small number of SIM-cards which can provide extended internet access. If families need extended internet access and/or 4G wireless router so as to access the internet, we can apply fo support via the DfE helpline.

Where students have no access to any technology at home and, until we can provide equipment and support, students will be offered a place as part of our Critical Worker / Vulnerable Student provision in school.

How will my child be taught remotely?

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

- live teaching (online lessons and catch-up sessions – at least once per week for English and Maths and once every three weeks for other subjects)

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- worksheets, challenges and non-screen-based tasks

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?

In line with DfE guidance and expectations, we expect all students to engage with our remote learning provision. This is not an optional offer. There is an expectation that all students keep up with the work and they will fall behind if they do not engage. It is helpful if parents can support students with the organisation of their work by:

- Providing a work space for the student
- Ensuring that the student follows their timetable and has a set routine
- Ensuring that the student does the required amount of time each day
- Ensuring that the student has access to the online work and submits work completed online so that teachers can provide feedback
- Contacting school if there are any issues
- Supporting and encouraging students

NB. We are not expecting parents to teach their children. Tasks set online will be accessible to all students and students should be able to complete these tasks without parental support – if support is required, please encourage students to use the messaging facility on Satchel One and, if students are really unsure as to what to do, please contact the class teacher for help.

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

We will regularly monitor student engagement. Follow-ups will include:

- Reminders on Satchel One that work has not been completed or that live lessons have not been attended
- Pastoral follow-up calls where students have been 'absent' from a number of lessons or where no work has been submitted online
- Welfare and wellbeing calls to vulnerable students
- 1-1 sessions for families and students re: learning/wellbeing/safeguarding issues.

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 student work is as follows:

- Feedback comments via Satchel One messaging facility for work submitted
- Usual feedback for assessed pieces of work (progress points, what went well observation and next steps challenge)
- Whole-class feedback during live lessons

Additional support for students 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?

In general, we will encourage students with particular needs to attend our Critical Worker / Vulnerable Students School provision. We recognise that some students, for example some students 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 students in the following ways:

- Individual support which will be discussed and arranged via the SEND Team

- Differentiated work from individual staff as would normally be the case in school

- Specific work set for specific students

Remote education for self-isolating students

Where individual students 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 students 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?

In general, the remote-learning provision will be the same for all students working from home. If students are self-isolating because they are ill, they will only be expected to do the work when they are well enough to do so and this may include doing a selection of work to start with. For extended periods of self-isolation outside of a lockdown scenario, we will provide a single point of staff contact who will monitor work, provide some 1-1 tuition and who will be there as a support for parents as well as students.

Appendix 2: Acceptable Use Agreement

1. I will only use Computing and Technology systems in school for school work.
2. I will only log on to the school network with my own user name and password.
3. I will follow the school's Computing security system, not reveal my passwords to anyone and change my passwords regularly.
4. I will use my school messaging facilities responsibly (e.g. Show My Homework)
5. I will make sure that all electronic communications (including school and personal messaging, personal e-mail or blog entries), are responsible and sensible. I will not intend to upset or embarrass anyone. I will not bring the school into disrepute.
6. I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
7. I will not give out any personal information such as name, phone number or address. I will not arrange to meet someone I have met online.
8. I will not take copies of photographs from the school network.
9. I will not publish photographs which compromise the reputation of the school online (eg. Inappropriate photographs when wearing school uniform or on school premises).
10. I will respect other people's work at all times. This means that I won't copy from anyone else and I won't try to delete or change their work either. I will only use my own computer and will not, in any way, interfere with a computer being used by someone else.
11. I will not deliberately look for, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher.
12. I will not download, attempt to download or install software.
13. I will not attempt to bypass the Internet filtering system.
14. I understand that my use of the Internet and mobile technology can be monitored and logged and can be made available to my teachers.
15. I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent / carer may be contacted.

Appendix 2: Online learning protocols

When using 'Zoom'

Before the meeting/lesson

1. Never give out the link or passwords to people outside of your class/group/school.
2. Make sure that you are suitably dressed and that the background is as neutral as possible.
3. Arrange for a parent/carer to be with you during the meeting/lesson.
4. Sound is often best using headphones.

Starting the meeting/lesson

5. Always log in with your full name (ie. This should be the student's first name and family name NOT the parent's name).
6. The moderator of the session (another teacher at school) will allow invited members of the group to enter the meeting/lesson.
7. Mute yourself on being allowed into the online meeting or lesson.

During the meeting

8. Usual school expectations for behaviour are expected – treat others as you wish to be treated. Comments should be relevant, kind, helpful, useful and polite. Offensive language and behaviour will not be tolerated.
9. The teacher will lead the meeting and will invite individuals to unmute and speak.

Ending the meeting

10. The teacher will end the meeting/lesson for all.

Please note that all meetings will be recorded for staff training, monitoring and safeguarding purposes. Recordings will be deleted after five school days if there are no safeguarding issues or behaviour issues which need to be addressed. Recordings are purely for staff training, monitoring and safety purposes and will not be broadcast or shared publicly.

Appendix 4: Zoom Lessons – Guidelines for students – used at the start of sessions

Please note the following guidelines:
- Never give out the link or passwords to people outside of your class/group/school.
- You will not be allowed entry unless you login with the correct full name. We need to know who we are letting into the meeting! (Details of how to change the name are below if you need to).
- You need to have your camera on (so we know it is really you we are letting in!) and keep your camera on throughout the meeting.
- Make sure that you are suitably dressed and that the background is as neutral as possible.
- Mobile phones must not be used during the meeting/lesson and screenshots, photographs or recordings of meetings/lessons must not be shared on any other platform (eg. social media such as WhatsApp or Instagram and/or email).
- If possible, arrange for a parent/carer to be with you (or around) during the meeting/lesson.
- Sound is often best using headphones.
- Please note that the meeting will be recorded and chat content saved. We don't want you getting yourselves into trouble! All meetings will be recorded for staff training, monitoring and safeguarding purposes. Recordings will be deleted after 1 month if there are no safeguarding issues or behaviour issues which need to be addressed. Recordings are purely for staff training, monitoring and safety purposes and will not be broadcast or shared publicly.
- Usual classroom behaviour and classroom expectations, please. Show respect for everyone.
- BUT MOST IMPORTANTLY REMEMBER TO HAVE FUN JOINING IN! For that you will need a PEN and PAPER.

How to change your name whilst in the Zoom Waiting Room

You will need your meeting ID and Passcode (Also found on your meeting invitation in SMH). Leave this meeting (by clicking cross in top righthand corner). You will be able to re-join. Click on the Zoom icon on your desktop. Follow the joining instructions from there, remembering to type your full name.

What if we get 'cut off'?

If there is a technical issue and the host of the meeting is cut off, the first person who entered the meeting will become the default host. Please 'end the meeting for all' and the teacher will follow this up as soon as possible.

MG Simpson – Update 25-01-2021