



# Great Kingshill CE Combined School Covid 19 Contingency Plan for Remote Learning V2

The COVID – 19 pandemic impacts on all aspects of our lives and it is currently unclear what will happen in the future. To ensure we are fully prepared for all eventualities, the aim of this plan is to give all stakeholders clear understanding of their roles, in the event of any partial or full closure, to ensure pupils continue to learn.

At Great Kingshill CE Combined, our primary aim is the safety and well-being of our staff and pupils. We recognise that a school closure will impact differently on all of us and we acknowledge that children and families will face a variety of situations and challenges. We take all steps possible to keep school open but have robust contingency plans should school ever need to close or self-isolation of individual pupils / whole bubbles be required.

We would ask all parents and carers to take the time to familiarise themselves with the information below, so that our whole community can support our pupils and ensure minimal disruption to their learning if we should be forced to close for any reason.

## **Teaching & Learning:**

Our aim is to keep our core purpose of teaching and learning continuing as effectively as possible. During a school closure each pupil will be provided with learning to do at home and has high expectations of all pupils to complete the work set. Activities and tasks will be shared on the Class Dojo on the class story. However, we do recognise that health and wellbeing are paramount, and we appreciate that the level of work that might be undertaken by a child will reflect the situation and circumstances at home.

## **Full GKCS Closure**

All pupils will be sent home with:

- Exercise books to record their learning in
- Power Maths book
- A timetable of learning to help to organise the day
- CGP – Spelling, punctuation and Grammar book
- CGP – Reading Comprehension book
- A list of their logins to appropriate online learning platforms e.g. Spelling shed, TTRockstars,

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### **The Headteacher will:**

- Ensure those families entitled to Free School Meals will be provided with food or vouchers
- Ensure the home learning tasks set are to a high standard in line with year group expectations
- Monitor the phone logs to ensure families are called regularly and any issues are followed up
- Monitor the engagement of pupils learning
- Monitor CPoms regularly
- Communicate regularly with families through social media, Weekly Newsletters and phone calls
- Meet regularly with staff to address any positives and next steps (this could be in person or through virtual media)
- Respond to parents' queries and concerns
- Ensure the day to day running of 'remote' education and the learning and safety of those on the GKCS site (Key Worker and Vulnerable Pupils)

### **Class Teachers will:**

- Follow their usual planning for all subjects
- Follow their usual timetable of learning each day, through a virtual platform – including assemblies
- Hold a "check in" session each morning to allow pupils to share their feelings and input on the work for the day
- Provide remote inputs to explain concepts and ensure pupils understand their learning tasks
- Feedback to pupils on their uploaded learning
- Provide additional support for children/parents through phone calls, email or explanations via video messages
- Share a story time videos
- Speak with all pupils on at least a fortnightly basis, either through remote live sessions or phone calls
- Monitor the daily engagement of pupils and contact the families of those not engaging to offer support
- Log any safeguarding concerns on CPoms and liaise with a member of the Safeguarding Team



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### **Learning Support Assistants will:**

- Support the learning of pupils they usually work with at GKCS
- Support the class teacher they usually work with
- Provide Feedback to pupils on their learning
- Log any safeguarding concerns on CPoms

### **Safeguarding Team will:**

- Call identified families regularly to offer support and check on children's well-being
- Liaise with outside agencies, including the Police as appropriate to need
- Take part in remote meetings as appropriate to need
- Conduct home visits to families GKCS is unable to contact or who are causing concern
- Monitor CPoms daily and follow up any concerns promptly

### **Pupils will:**

- Log on to the appropriate remote live or recorded video sessions each morning and complete the "Check in"
- Participate /join remote live sessions, taking a full and active part in them
- Complete the learning set by their teacher each day and upload their learning as requested by the teacher – photograph/video on to class Dojo
- Watch their story time each day
- Use online resources such as Spelling Shed, TT Rockstars and any other resources provided by GKCS.

### **Parents will:**

- Set a clear routine with each child using the timetable and the daily learning set
- Read all communications that come out from GKCS to ensure they are fully aware and up to date with news.
- Support their children to complete all the learning set
- Liaise with school staff and seek support on behalf of their child when needed, with class teacher via email
- Ensure courtesy and politeness to any member of staff within any communication
- Provide access to the learning offered for their children
- Support their children by uploading work on Class Dojo to the teacher pictures of completed work for assessment and feedback

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### Covid 19

#### Remote Learning Tiered Response

Tier 1: Normal Operation with protective control measure in place. School open to all pupils and all pupils in school.

Tier 2: Individual pupil self-isolation / Individual bubble closure. Class Teacher in self-isolation. School open to the majority of pupils

Tier 3: Remote home learning for all pupils. School open to keyworker pupils where both parents are keyworkers.

Tier 4: Remote home learning for all pupils. Full lockdown and no pupils in school.

#### What will remote learning look like?

**Tier 1:** Emergency packs will be sent home to be used **only** under the direction of the class teacher. The emergency pack will contain:

Power Maths Book

Blank Exercise Book

CGP – Spelling, Punctuation and Grammar Book (KS1 & KS2 only)

CGP – Reading Comprehension Book (KS1 & KS2 only) These are the resources that would be required to allow learning to continue in the event of Tier 2, 3 or 4.

Log on and Access to Class Dojo and Microsoft Teams checked for all pupils.

IT access for disadvantaged pupils checked and IT access to be made available.

#### **Tier 2:**

##### **Individual pupil self-isolation:**

The class teacher will upload daily work on to the class story on class Dojo. Pupils will need to complete the work and submit daily on class Dojo.

##### **Whole Bubble Closure:**

Daily “live” check ins with the class teacher will be available at the beginning of the morning and afternoon. Lessons for English and Maths will be provided. Weekly PowerPoint will be uploaded for wider curriculum areas. The full range of the curriculum will be covered.

Pupils will be expected to log on to daily check ins and access the lessons during their normal school day. Work should be uploaded to class Dojo at the times allocated by the class teacher.

All lessons and work will be posted by the class teacher on the class story page on Class

Dojo. Pupils should upload their work to their individual portfolios. **Class Teacher**

##### **Self-Isolation:**

The class will be supervised by an LSA from the Bubble and the class teacher will deliver the lessons via Microsoft teams. Webcams are available in classrooms to enable the class teacher to see all pupils. The LSA will then upload work on to pupils’ portfolios for the teacher to mark.

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### **Tier 3:**

#### **Remote Learning for all pupils:**

Daily “live” check ins with the class teacher will be available at the beginning of the morning and afternoon. Lessons for English and Maths will be provided. Weekly PowerPoint will be uploaded for wider curriculum areas. The full range of the curriculum will be covered.

Pupils will be expected to log on to daily check ins and access the lessons during their normal school day. Work should be uploaded to class Dojo at the times allocated by the class teacher.

A timetable will be provided for the daily check ins to ensure that where families have more than one child there is not a clash.

Other activities such as live story time will be provided.

#### **Keyworker Care:**

Pupils will log on to the daily check in with class teachers and access the same lessons as pupils at home. Those supervising keyworker care will then upload the work onto the class Dojo for the class teacher or LSA to mark.

### **Tier 4:**

**As above with no keyworker care.**

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## Appendix 1

*The information below is in response to the DFE documentation published on 15<sup>th</sup> December 2020. The questions asked are taken directly from the document and the school response is included below.*

*This document supports all information previously shared with parents and in the above remote learning contingency plan shared above.*

### **Remote Education Provision: Information for parents**

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

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

### **The remote curriculum: what is taught to pupils at home**

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.

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

We aim to continue as far as possible with the planned curriculum content. All pupils have been issued with a contingency pack the contents are listed below:

Power Maths Book

CPG – Spelling and Grammar book

CPG – Reading Comprehension book

Blank exercise book

The set work will be uploaded onto the class story on class Dojo. The lessons will be presented in Powerpoint presentations. There will be a PP for English, Maths and the wider curriculum. In KS2 science may also have its own powerpoint – depending on the lesson content.

### **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?**

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example:



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Science units may be re-sequenced and adapted to those that are more suitable for remote learning.

DT design and make activities may be adapted to enable pupils to design and make items using resources from home.

### **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 pupils broadly the following number of hours each day:

3-4 hours a day

This will include 60 -90 minutes of live contact with your child's class teacher. This will be spaced across 3 points in the day.

Independent activities including TTRockstars / Spelling shed and Independent reading – 45 minutes.

Taught content access through lesson structured powerpoints:

45 Minutes English

45 Minutes Maths

45 Minutes Maths

20 minutes phonics (EYFS and KS1 only)

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

All live contact "check ins" will be delivered via Microsoft Teams. The same link will be issued at the start of the isolation period and run throughout. The link will be posted on the class story on class Dojo.

All powerpoints will be posted on the class story on Class Dojo. They will be available in both Powerpoint or PDF (on request)

### **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 selected Class Dojo as it interfaces with any smart device.

By the end of the Autumn term 100% of pupils and parents had registered and had access to Class Dojo.

Microsoft can also be accessed through any smart phone or internet connect device.

The school were allocated 2 devices from the DFE and these have been allocated to vulnerable pupils.



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Social care provided devices during the first lockdown period for 2 pupils and they therefore have their own devices at home.

### **How will my child be taught remotely?**

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

- Live check ins for the class teacher to cover the content for the day. This will take place 3 times a day and last around 30 minutes. The two sessions later in the day will be to pick up on content that pupils have found challenging or provide further support. We have used this method in the Autumn with 4 of our year groups and this method proved to be effective.
- Packs have already been provided to pupils, they contain all the published resources pupils will need to access the remote content.
- In the event of both teachers in the Year group being unwell for a prolonged period, work may be set using resources from Oak National Academy, however, this is if no viable alternative can be found.
- If class teachers are unwell and unable to attend “live check ins” these sessions will be covered by members of the SLT or Deputy Headteacher or Headteacher

### **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?**

We expect all pupils to access the remote learning and upload their work daily to class Dojo. Wherever possible pupils in Key Stage 2 should be able to access the set work independently, with a little support in set up from parents. However, we recognise that this will not always be possible, but we would encourage parents to build independence and encourage their children to work independently. The class teacher would rather see work that has been completed independently, than work that has been fully supported or completed by parents.

We do ask that pupils provide support for those pupils in both EYFS and Key Stage 1, as it is more challenging for them to work independently. Learning will be set to encourage independence but will require some level of adult support.

We do ask that parents support their child to upload their work at the allocated times to Class Dojo.





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We expect that parents will encourage their child to follow the outlined timetable and complete the work at the allocated time, we do however, recognise that this may not always be possible.

We do expect that all pupils sign in to the “live check ins” and that parents make every endeavour to ensure that this happens.

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

The class teacher and the LSAs will be monitoring class Dojo throughout the school day. Messages will be sent direct to parents using Class Dojo if there are concerns about the level of engagement in remote learning.

Parents can also use the message function to contact the class teacher for further support and advice if required.

### **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:

Individual feedback will be provided daily on work that has been uploaded at the allocated times. This feedback will be delivered by either the class teacher or the learning support assistant.

Feedback may take two form:

acknowledgement – recognise the effort and quality of the work

developmental – providing support on next steps or things that could be improved

Across the remote learning period there will be a balance between the type of feedback provided.

Work will be assessed against the intended learning outcomes and age relevant curriculum. Where significant support or guidance has been provided by parents we ask that this is indicated during the upload.

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### **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:

- Individual learning plans or powerpoints with relevant content (if required and normal classroom provision)
- Individual 1:1 sessions to provide support if required (for pupils with EHCPs)
- Direct contact from Mrs Garner (SENDCo and Deputy headteacher)

Parent should contact their child's class teacher in the first instance. Mrs Garner and the pastoral team will contact all pupils with EHCPs and vulnerable pupils weekly and individual teams meeting will be arranged.

### **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?**

Pupils who are self-isolating will be asked to open their contingency packs and use the resources from within the pack.

Maths teaching will be fully aligned to the in class content and pupils will be expected to complete the same work as their peers in school.

TT rockstars, Spelling shed and reading should be completed daily.

English wherever possible will be aligned to the in school content, however, there may times when this is not possible and therefore work will be set from the emergency pack resources.

Topic and the wider curriculum content will be set in line with the taught content in school. However, an individual project may be set for individuals who have prolonged periods of self-isolation.



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All work will be set in the child's individual Class Dojo portfolio. Completed work should be uploaded to your child's portfolio and will be marked by either the class teacher or learning support assistant.

Contact will be made with pupils either via phone or video call, if self-isolation is longer than 2 weeks.

Parents can directly message the class teacher via Class Dojo should they require any additional support.