Greenbank Primary School

Remote Learning Contingency Plan for the Education of all pupils at Greenbank Primary School during COVID-19

October 2020

Rationale

Greenbank is committed to providing continuity of education to its pupils during the Coronavirus Pandemic and will do so through a process of remote (online and offline) learning.

It is almost inevitable that there will be periods during the academic year where individual pupils, whole classes and other bubbles are unable to attend school due to COVID-19. There is also the possibility of a lockdown which would result in whole school closure.

The type of learning which we will provide when pupils are absent from school for reasons relating to COVID-19 will be known as **Remote Learning.** This contingency plan shows how we intend to provide this remote education and recognises that it presents considerable challenges for all concerned: school staff, parents and pupils.

Remote learning will be available to individuals and groups of pupils who are absent from school and self-isolating due to circumstances related to COVID-19, but who are not suffering with related symptoms and are too unwell to learn.

The remote learning provision does not apply to pupils who are absent due to sickness and there is no obligation for the school to provide continuity of education to pupils who are absent from school in contravention to school or government guidance. This may apply for example if parents choose to take pupils on holiday during term time or in the current pandemic if parents make the decision, without the agreement of the school, to keep their child at home 'as a precaution' which goes against official guidance.

The 3 main scenarios in which Remote Learning will take place are as follows:
- **Scenario 1**
  Individual children who are well, but self-isolating at home due to COVID-19 related absence.
- **Scenario 2**
  A larger group of children such as a class needing to self-isolate for a period of time, due to a positive test result within the bubble. Staff working in this bubble would also need to self-isolate and unless ill would work remotely.
- **Scenario 3**
  Whole school closure due to local or national lockdown.

Virtual learning would only take place when a whole bubble is at home for an extended period of time and teachers are healthy and able to work from home.

Aims

This contingency plan for remote learning aims to:
- Ensure a consistent approach to remote learning across the school;
- Make explicit the different types of remote learning available to pupils and the different scenarios in which they would apply;
- Set out expectations for all members of the school community;
- Provide appropriate guidelines for online safety and data protection.

Provision to be provided in each scenario

	Virtual Teaching	Seesaw	Paper Based
Individual Pupils Self-isolating	X	✓	✓
Whole Class/Year Group Bubble Self-isolating including the class teacher	✓	✓	✓
Whole School Lockdown	✓	✓	✓

Summary of each type of provision

Virtual Teaching – this would consist of some live teaching and some recorded lesson inputs delivered via Microsoft Teams. Teachers would deliver two virtual teaching sessions per day, one in the morning and one in the afternoon. The length of these will vary according to the age of the children being taught. Once the teacher has delivered their lesson input pupils will then be set tasks which they can access via Seesaw. For the remainder of the morning and afternoon sessions pupils will be able to contact their teacher via Seesaw where they can share their work and receive feedback.

This option for remote learning would only be available when a whole class/year group bubble (including their teacher) is self-isolating.

Seesaw - is an online platform where teachers can set work for pupils to access. Once the children have completed the task they can upload their work for their teacher to view and give feedback on. Seesaw was introduced to Greenbank during the summer term of 2020 when the majority of pupils were still at home on lockdown. Since then teachers have received further training ensuring Seesaw can be fully utilised by teachers and pupils.

This option for remote learning would be available in every scenario.

When individual children are self-isolating teachers will place work on Seesaw daily which will be in-line with the work the rest of the class have been doing in school. Children can upload their work for the teacher to see. In this scenario the teacher would give feedback on at the end of the school day.

When a whole class is self-isolating Seesaw would be used alongside virtual teaching. Teachers would put learning tasks on Seesaw, pupils will upload their responses and teachers will then give feedback to their pupils.

Paper Based – children will be provided with worksheets and other tasks which can be completed on paper. The work set would be the same or similar to the work being covered in school. Where possible answer sheets would be given. Completed work can be given to the teacher for feedback on the child's return to school.

This option for remote learning would be available in every scenario.

Curriculum Coverage

In planning work for remote learning teachers should ensure there is a daily maths and English lesson for their pupils. For individual pupils self-isolating the tasks set on Seesaw and in the paper based packs should be the same as or very similar to what their peers are doing in school.

When whole class or year group bubbles are self-isolating teachers should follow their planned curriculum in English and maths, making appropriate adaptations where necessary.

In addition to daily maths and English lessons, teachers will also set other tasks relating to these subjects. This list is not exhaustive but may include: Sounds-Write (Phonics), handwriting, grammar, spelling and Times Tables Rockstars.

Other tasks will be set which relate to the wider curriculum that the class are studying in school at the time of self-isolation.

Teachers should recognise that there may be times during the school day when families who have opted for the online provision are not able to access it and pupils may have to complete it at other times or not at all. In these situations it is important that school tries to make contact with these families to find out the issues and to work together to resolve them where possible.

Pupil Absence

There should be clear procedures in place for managing all pupil absence. If a child is absent from school a parent/ carer should notify the school giving the reason. In cases where the parent/carer does not notify the school Mrs Garnett the Attendance and Welfare Officer will make contact with them.

School should establish whether the child is absent due to:
- General sickness;
- Displaying one of the main COVID-19 symptoms;
- Receiving a positive COVID-19 Test result;
- Self-isolating due to a member of their household testing positive for COVID-19
- Another reason either authorised or unauthorised.

When pupils are absent for a COVID-19 related reason school will advise the parent/carer on the next course of action which will be in-line with the most update Local Authority and Public Health England guidance.

If school is notified of a child testing positive with COVID-19 the school's COVID-19 Lead, Mrs Heyes will contact the Local Authority to notify them of this and the school will then follow the required procedures to notify parents and send the bubble home.

Maintaining contact with pupils who are absent from school with COVID-19 related reasons
Individual Children Self-Isolating
At the beginning of their self-isolation the Attendance and Welfare Officer Mrs Garnett or another designated member of staff will contact parents/carers to establish whether they would like work to be provided via Seesaw or whether they wish for paper copies to be sent home. This information will be relayed to the class teacher the same day. Arrangements will then be made to send home the paper copies for those requesting it and for those requesting online work tasks will be available on Seesaw from the following day. Teachers will maintain contact with their pupils via Seesaw.

For children who are working on paper based activities a telephone call will be made each week to check on the child's welfare and to see if there are any problems with the home learning.

Whole Class/ Year Group Bubbles Self-Isolating
When bubbles are self-isolating teachers will make daily contact with their pupils through virtual teaching and Seesaw. With their year group partner teachers will create a daily timetable, so parents will know when any live teaching is taking place. Where possible this will happen at the beginning of both the morning and afternoon sessions.

Teachers should notify the Safeguarding Team of children who they have not had contact with during the first two days of remote learning. Telephone calls will be made to these families along with a weekly call to the families of children who are known to have opted for the paper based approach.

Whole School Lockdown
The same arrangements as above will be made for contacting pupils who are not accessing any online provision.
During whole school lockdown it would not be appropriate for all live teaching to take place at the beginning of the morning and afternoon session as this would pose problems for families with several children who would then need access to a computer at the same time. A whole school timetable would be agreed for each year group and shared with parents.

Roles and Responsibilities
Teachers
In the event of a class group bubble self-isolating or a whole school lockdown staff will be expected to interact with pupils between the hours of 9am- 12pm and 1pm-3pm (excluding Wednesday afternoon when teachers will be taking their statutory Planning, Preparation and Assessment time). The main form of communication between teachers and pupils will be via Seesaw using home learning email accounts.

Teaching Assistants
Teaching Assistants who are self-isolating with their bubble will be deployed in a number of ways which may include supporting the class teacher on Seesaw and by making welfare calls to pupils who are not accessing the online learning. School telephones will be made available to staff who are required to make welfare calls from home.

All Staff
All staff should be available and contactable by school during their usual working hours. In the event of a whole school lockdown the Senior Leadership Team will maintain contact in the first instance with all staff via Yammer. Staff should also check their emails regularly, and always at the start and end of each working day.

Senior Leaders
Miss Kaemena will have overall responsibility for co-ordinating and overseeing the remote learning provision across the school. This will include monitoring the effectiveness of remote learning by gathering feedback from staff, pupils and parents to evaluate both the quality of the learning provision and the accessibility of the provision provided.

Safeguarding
All staff have a responsibility for raising any child protection and safeguarding concerns with the Designated Safeguarding Lead Mrs Heyes and should follow the usual procedures as set out in the Greenbank Safeguarding and Child Protection Policy.
Staff should also be alert to any signs that self-isolation is impacting negatively on a child's mental health and share these concerns with the Designated Safeguarding Lead.

Staff Absence
Members of staff who become unwell and are unable to work during a period of self-isolation should contact school following the usual absence procedures.

Practical Issues
Organisation
- Let pupils and parents know your proposed timetable for the week;
- Where possible pre schedule your live teaching;
- Keep instructions (both spoken and written) simple, clear and specific;
- Plan lessons as usual then consider how to adapt them to the remote learning platform you are using;
- Think about resources. What can the children access at home? Can you suggest alternatives?
- Ensure you interact daily via Seesaw with all pupils who are accessing it;
- Recognise that pupils may have difficulty accessing online provision and this may vary from one day to another due to other circumstances;
- Ensure regularly contact is made with pupils who are not accessing the online provision. Check with your Phase Leader first before asking other members of staff to make welfare telephone calls.

Keeping yourself safe online
- When using a webcam, consider your surroundings to ensure there are no personal items in view;
- Be mindful of what is open on your desktop screen; only have open what you want to share;
- Close email applications;
- Turn off any pop ups

Data Protection
Accessing Personal Data
When accessing personal data all staff members will:
- Use a school device rather than a personal device;
- Ensure remote learning is accessed using the agreed platforms such as Microsoft Teams and Seesaw.

Collecting and sharing personal data
In order to provide remote learning the school may need to collect and/or share personal data such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. Whilst the collection of such data may be necessary we will endeavour to collect and/ or share as little personal data as possible.

Keeping Devices Safe
All staff will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:
- Keeping the device password-protected;
- Making sure the device locks if left inactive for a period of time;
- Not sharing the device among family or friends;
- Installing antivirus and anti-spyware software;
- Keeping operating systems up to date and installing the latest updates.

Access to Technology
We recognise that some pupils will not have an appropriate device to work on or have access to the internet. We have surveyed parents and are aware of families who this applies to. If during the course of remote learning it comes to light that other families may be in this position staff should let the Senior Leadership Team know.

Through the Department for Education 'Get Help with Technology Service' school will be able to order a number of devices. These devices will not be able to be ordered until there are 15 or more children self-isolating in Years 3-6. Once these devices have arrived they will be loaned to families for at least the duration of their child's self-isolation. School may then have to provide internet access for some of these families which we would do by purchasing or renting Pay-as-you-go Dongles.

We have identified that sustained teacher professional development will be required when introducing new platforms such as Microsoft Teams and we will enable the sharing of best practice with relation to platforms such as Seesaw.

Teachers are encouraged to help their pupils become proficient and more independent users of these platforms, using time in IT lessons to familiarise the children with them. We also recognise guidance will need to be given to parents, so they too are able to support their children in accessing the remote learning.

Summary

In creating a contingency plan for remote learning we have taken into account the views of parents/carers who in the majority would prefer a virtual teaching provision. Whilst we wish to support parents in their request for this provision we have recognised that transitioning to online learning at scale is a very difficult and complex undertaking, raising a number of issues especially in regards to online safety that are not easy to overcome. We have therefore opted to trial virtual teaching using Microsoft Teams, providing pupils with two short live teaching inputs per day whilst the majority of online learning will be delivered using Seesaw.

When the time comes to implement this contingency plan on a larger scale, either for a year group bubble or the whole school, we will undoubtedly face challenges. Each time we implement this contingency plan we will evaluate its impact to identify both the successes and to overcome any problems that have been encountered by teachers, pupils or parents.