

Faith Primary School

Loving and Learning in the Light of the Lord



Contingency Plan for Remote Learning

Mission Statement

'Loving and Learning in the Light of the Lord'

Introduction

As lockdown restrictions are eased, we are planning for the academic year ahead. The process of welcoming back our children will be really positive, but with the threat of local restrictions being applied at any given time we are considering our approach to 'Home Learning' as part of our strategy, at home, as well as in school.

It is now important to think about what this might look like. Setting up our home learning allows for both school-based and remote learning environments to work hand in hand, helping children to learn and achieve. This will ensure that any local or national lockdowns of school premises in the future will be met with effective response.

As a key part of our Remote Learning Contingency Plan we also need to continue to consider online safety. This will include appropriate pathways for children, young people and their families to report safeguarding concerns arising through work.

For clarity for staff, carers and children we have structured it into four main scenarios.

Scenario
1. In the event of an individual pupil going in self-isolation or bubble lockdown or whole school lockdown
2. In the event of a class teacher in self- isolation (well and able to work from home)
3. In the event of a class teacher being unwell and unable to deliver remote learning during full school opening
4. In the event of a class teacher being unwell and unable to deliver remote learning during a bubble closure or whole school closure

Principles behind our Home Learning Approach

Relationships	<p>We know that strong relationships are core to our children feeling secure and engaging in learning. This is exactly the same for online learning. Interactions with trusted, important adults form the springboard for learning to happen.</p> <p>Teaching assistants are also able to interact, comment and post. Often they have very significant relationships with children and this will encourage them to engage.</p>
Familiarity	<p>Children need to use the platform regularly and be explicitly taught how to login, access work, and how to create posts as well as access material. Parents are given clear expectations and supported to access the technology remotely. There are clear pathways to ask for help, even in lockdown and requests for support are valued.</p>
Relevance	<p>The learning online is given context and is carefully sequenced so it makes sense to the children, builds on prior learning and links together. Staff make the links between learning explicit in the way activities are described, and in their comments and feedback they remind children of previous curriculum and learning.</p>
Breadth	<p>As well as core learning in English and Maths, home learning builds on the wider curriculum offer.</p> <p>The school website signposts children to wider platforms and content relevant and accessible to them</p>
Consistency	<p>Expectations are clear to children and parents. Staff will be expected to interact during the hours of the school day.</p> <p>We make explicit what is available when and how to access it.</p> <p>The offer across the school is presented in a common way between classes and year groups so children have a consistent quality of offer and access.</p>
Flexibility	<p>Whilst the content, presentation and timing is consistent we recognise that children may be sharing devices, and are dependent on the routines of adults to be able to access. Content will be posted in a way that allows children access when they can and is flexible to their circumstances.</p>
Ease	<p>As much as possible we will minimise the need to create accounts or use multiple platforms or passwords.</p> <p>There is a single point of contact for support via ao@faithprimaryschool.co.uk</p>
Management information and Follow up equality of access	<p>Engagement in learning is monitored qualitatively by the children's teachers.</p> <p>The safeguarding team will follow up families who are not accessing to make sure there are no concerns and also to understand and remove barriers to access.</p> <p>Our main focus will be on enabling children to access the online platform, but if paper-based solutions are necessary we will use them. Our</p>

	expectation is this will be for a handful of children.
Workload	All plans will be made with staff consultation and created with workload in mind. We will make expectations clear to parents so they understand how to balance demand on their children and also on staff. Staff have accessed training on all platforms used.

Scenarios

Scenario 1 - In the event of an individual pupil going in self-isolation or bubble lockdown or whole school lockdown

Step 1: Parent/carer phones school to notify of self-isolation / waiting on a test.

Step 2: Office will ask if internet is accessible from home, if not paper copies will be arranged to send home the next day.

Step 3: Teacher will be notified and the teacher will set work for the child at the end of the school day of the first notification, for the following school day.

Step 4: Paper copy (2-week package) to be delivered by office staff.

	Seesaw (updated daily) Work to meet the needs of the individual child	Paper (2-week package) Work to meet the needs of the individual child
Nursery	Activities to engage children for all Areas of Learning Keep communication up with families	Activities to engage children for all Areas of Learning.
Reception to Year 2	maths activity (possibly IXL) English / Phonics (possibly IXL and Reading Wise) An activity chosen by the teacher for another subject Daily reading logs	Reading Book (if not already at home) maths worksheets Phonics worksheet Handwriting sheets Basic Skills
Year 3 to Year 6	maths activity (possibly IXL) English / Comprehension (possibly IXL and Reading Wise) An activity chosen by the teacher for another subject Daily reading logs	Reading Book (if not already at home) maths worksheets Basic Skills
Expectations of checking work for self-isolation	The teacher will mark or provide feedback and set learning regularly via seesaw.	Teacher to phone the child's home once a week to check if learning has been suitable.
Expectations of checking work during a lockdown	During school working hours 9 to 12 / 1 to 3.	Admin Staff and SLT to phone the child's home fortnightly to check if learning has been suitable and if tasks are suitable.
Expectation	We expect parents/carers to support their child's education at home. Seesaw	

of the parent/carer	<p>and paper activities can be accessed at any time of the day, suitable for the individual family. Additional information and resources can be found on the school website.</p> <p>The mental well-being of both parent/carer and child is of importance to the school. We know there may be difficulties and we just ask everyone to do their best in supporting the learning the school is providing.</p>
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Scenario 2 - In the event of a class teacher in self- isolation (well and able to work from home)

Children will follow their usual timetable in school. The class teacher will continue to support remote learning by setting tasks for other pupils in isolation, homework activities and the weekly planning for the rest of the class. A qualified adult will supervise the class.

Scenario 3 – In the event of a class teacher being unwell and unable to deliver remote learning during full school opening

Where teaching staff are unwell we will use TAs, other staff and supply staff to cover.

Scenario 4 - In the event of a class teacher being unwell and unable to deliver remote learning during a bubble closure or whole school closure

In event of this happening the school would hope to identify staff to support the children with their learning. This will initially involve the staff from the same Key Stage phase. If 2 teachers are unwell in the same phase, then the school would hope to identify staff to support both classes. If this could not happen, it may result in the children having limited access to teaching during the day and school would encourage parents to use the resources signposted via the website.

Roles and responsibilities

Roles and responsibilities in event of whole bubble isolation or whole school lockdown. The tables below set out expectations of parents, children and staff. Staff may chose to interact outside the hours of 9-3pm but there is no expectation they will do so.

Teachers	<ul style="list-style-type: none"> • When providing remote learning, teachers must be available between 9 – 3pm • If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. • When providing remote learning, teachers are responsible for: <ul style="list-style-type: none"> ○ Setting work and providing feedback as described in the scenario table • Keeping in touch with pupils who aren't in school and their parents: <ul style="list-style-type: none"> ○ If there is a concern around the level of engagement of a pupil/s parents SLT should be notified as soon as possible ○ Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL
Teaching Assistants	<ul style="list-style-type: none"> • Teaching assistants must be available between 9-3pm • If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. • During the school day, teaching assistant must complete any training or tasks as directed by a member of the SLT.
Senior Leaders	<p>Senior leaders are responsible for:</p> <ul style="list-style-type: none"> • Co-ordinating the remote learning approach across the school. • Monitoring the effectiveness of remote learning. • Monitoring safeguarding considerations.
Designated safeguarding lead	<ul style="list-style-type: none"> • The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.
SENCO	<ul style="list-style-type: none"> • Ensuring that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required. • Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans. • Identifying the level of support.
Governors	<p>The governing board is responsible for:</p> <ul style="list-style-type: none"> • Monitoring the school's approach to providing remote learning

Safeguarding

Faith's approach to safeguarding children is set out in our Child Protection Policy and Online Safety policies

Key points for this document

- Staff will not send private messages to children via other forms of Social Media
- Safeguarding is a key priority. Parents will be signposted to online safety content on keeping their children safe regularly



LGfL DigiSafe
keeping children safe

SIX TOP TIPS
To Keep Primary Kids Safe Online During School Closure

Children are bound to spend lots more time on devices during school closure. **DON'T FEEL BAD ABOUT IT** – lots will be schoolwork or catching up with friends. But there are ways to keep them safe, healthy and happy.



- Don't worry about screen time; aim for screen quality**
Scrolling through social media isn't the same as making a film or story, or Skyping Grandma. Use the Children's Commissioner's 'Digital Five A Day' to plan or review each day together.
- Check the safety settings are turned on**
Whether it's your home internet, mobile devices, consoles, apps or games, there are lots of settings to make them safer. The key ones are - can they chat to strangers, can they video chat or 'go live', are their posts public? **Internet Matters** has hundreds of guides to parental controls.
- Get your children to show you their apps and games**
You don't need to know all about the latest app or game, but if your child shows you what they are doing and with whom, you'll probably see if it's appropriate or not. Remember 18 games are not more advanced – they are harmful to children! For parent guides to apps, including recommendations for kidsafe apps and video platforms, search for **Common Sense Media** or **NSPCC's NetAware**. And why not download the **BBC Own It** app?
- Don't try to hide the news about coronavirus**
If you don't talk about it, your children might read inappropriate pages, believe scare stories or simply catastrophise in their heads. Why not watch **Newsround** together and talk about how they feel – there is guidance from **Childline** to help you.
- Remind them of key online safety principles**
There are too many to list, but remember human behaviour is the same online and offline. Remind your children to be a good friend, to ask for help if they are worried or if someone is mean, not to get undressed on camera and most important of all... if somebody tells them not to tell or ask for help because it's too late or they will get in trouble, **THAT'S A LIE!**
- If you aren't sure, ASK!**
Your school may be able to give you advice, but there are plenty of other places to ask for help as a parent or a child, whether it is advice or help to fix something. Lots of sites are listed at reporting.lgfl.net, including ones to tell your kids about (they might not want to talk to you in the first instance).



You can find anything above by just googling it, or follow us @LGfLDigiSafe on Twitter or Facebook where we regularly share these resources