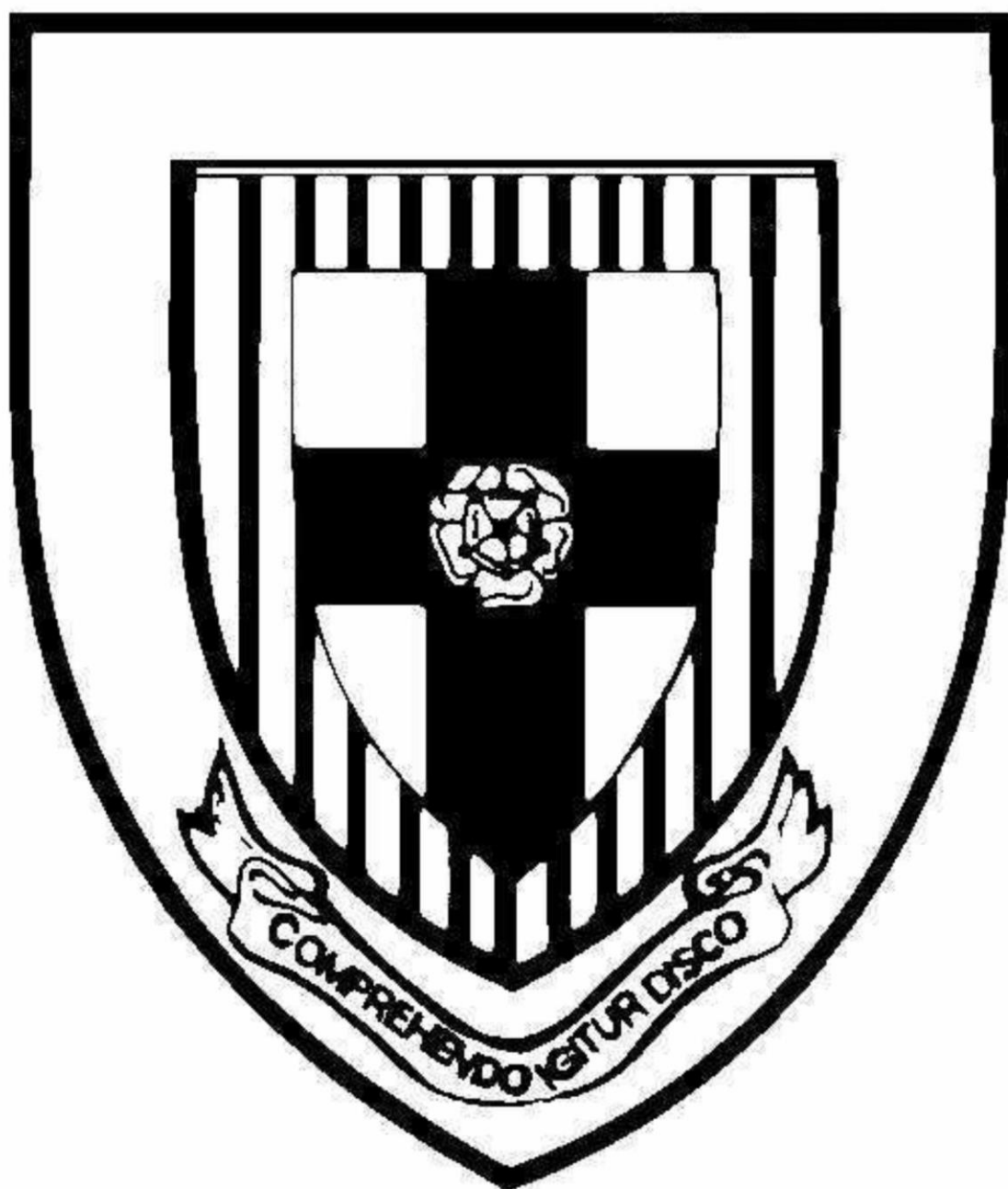


# Oak Cottage Primary School



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Contingency Planning for remote/  
blended learning  
*November 2024*

## **Purpose**

The Coronavirus pandemic made a strategy for home learning a necessity in the event that school opening is disrupted for all or some children. The reasons for this may vary. This policy aims to set out the way in which we will continue to deliver learning at home so that if attendance at school is not possible for an individual or a group then there can be some continuity in the education of that child.

## **Aims**

These contingency plans aim to respond to the national expectations from the Department for Education. Schools are expected to:

- 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.

*DFE: Guidance for full opening (July 2020)*

The plans below show how we will seek to address these points for Oak Cottage. As it is unknown as to when or even whether this plan may need to be activated, while the learning content planned for our children will be in line with our overall curriculum expectations, it may not necessarily initially form a smooth transition from learning taking place in school to learning taking place at home.

## **Roles and responsibilities**

### **Teachers**

When providing remote learning, teachers will be available during the normal working day. They will not be expected to give instant responses to calls or queries, only to be available to respond within the same working day wherever possible.

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:

- Setting work in a range of subjects for their class using the system in place for their year groups (see below). This work needs to be set by 15:40 of the day before each day remote learning is required (e.g.: 15:40 on a Friday for the following Monday):
  - EYFS and KS1 by videos added to the school website class pages.
  - KS2 materials to be provided via the Google Classroom for each class;

In both cases these materials can be added more than 1 day in advance if that is found to be more practical.

- Plan and share appropriate materials to support those children with limited access to devices so they can still complete the work
- Providing feedback on work:
  - KS2 teachers will provide feedback on work completed via the Google Classroom;
  - KS1 will take feedback from parents through contact phone calls/ online forms and respond to this where possible
  - Those children completing work on paper will be asked to drop it into school by the end of each Friday if it safe to do so
  - Teachers should finish sharing feedback on completed work within one week of it being submitted (paper) and within two working days for work submitted via the Google Classroom
- Keeping in touch with pupils who are not in school and their parents:
  - Either via Google Classroom or video/ phone calls or a combination of both
  - Responding to emails from parents and pupils. This should not take place outside of normal working hours
  - Communicating any complaints or concerns shared by parents and pupils (eg: any safeguarding concerns) to SLT immediately
- Attending school wherever possible and safe to do so, in order to create and publish learning materials and contact parents using school equipment/ telephone lines
- Attending meetings with staff, some of which may be virtual:
  - Adopting appropriate standards of dress
  - Seeking to use a locations with minimal background noise

## **Teaching assistants**

When assisting with remote learning, teaching assistants must be available during normal working hours. This may include being on site where possible and safe.

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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who are not in school with learning remotely:
  - (e.g.: Through supporting contacting with home)
- Attending meetings with staff, some of which may be virtual:
  - Adopting appropriate standards of dress
  - Seeking to use a location with minimal background noise

## **Subject leads**

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

## **Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning:
  - such as through regular meetings with teachers and subject leaders,
  - reviewing work set
  - reviewing feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## **Inclusion Manager**

The Inclusion Manager is responsible for ensuring that:

- pupils with EHC Plans continue to have their needs met while learning remotely, and
- liaising with the headteacher, class teacher, Learning Support Assistants, parents and other organisations to make any alternative arrangements for pupils as necessary.

## **Designated safeguarding lead**

The Designated Safeguarding lead will remain responsible for the safeguarding of children on the school roll during a period of home learning.

## **IT staff**

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and, where appropriate, parents with any technical issues they're experiencing (e.g.: where a child has a school owned device at home)
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

## **Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise unable complete work
- Seek help from the school if they need it

## **Governing board**

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## **Data protection**

### **Accessing personal data**

When accessing personal data for remote learning purposes, all staff members will:

- Only store minimum necessary data on a secure cloud service (via Solgrid email account)
- Make use of provided devices, such as laptops or tablets, rather than their own personal devices

### **Processing personal data**

Staff members may need to collect and/or share personal data as part of the remote learning system. Staff are reminded to collect and/or share as little personal data as possible online.

### **Keeping devices secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Making use of devices already regularly used on the school site
- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- 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 – always installing the latest updates

## **Remote education**

There are many possibilities under which it may be necessary to begin to deliver remote learning. The following scenarios capture most but not all examples:

- if a child is **ILL** they will not need to complete work
- if a child is **ISOLATING** (eg: awaiting a test or a test result) but the rest of the class is in school we will either email or post a pack of work to complete.
- if the **WHOLE CLASS OR GROUP IS ISOLATING** where school is asked to close to all pupils OR to all pupils except children of key workers and vulnerable children, then we will provide materials for home learning online through either our school website or the Google Classroom.

Parents have been asked to contact the school office if you feel that accessing work in this way (using a PC, tablet, laptop) would present a difficulty in their family. Where access to technology is identified as a barrier we will seek either to provide some children with appropriate technology or prepare and deliver a paper based pack for home learning.

## **Delivery of remote learning**

| <i>DfE Expectation</i>                                                                                                                                                                             | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                       | KS1                                                                                                                                                                                                                            | KS2                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects                                                                                       | Daily lessons covering a variety of subjects and delivered in a consistent format (including success criteria and 'What a good one looks like'.                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 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 | Weekly plans/ home learning packs organised by subject area and shadowing what would have been taking place in school where possible and appropriate                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos                                               | <ul style="list-style-type: none"> <li>- Video content uploaded to the school website for each lesson either created by staff or using suitable external video resources</li> <li>- Written instructions included in accompanying lesson Powerpoints/ Sway pages</li> <li>- lesson materials will include supporting materials/ links/ resources</li> <li>- Printed packs distributed to those who request them</li> </ul> |                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>- Video content on Google Classroom for each lesson either created by staff or using suitable external video resources</li> <li>- Written instructions on Google Classroom for each lesson and a supporting Sway page</li> <li>- lesson materials will include supporting materials/ links/ resources</li> <li>- Printed packs distributed to those who request them</li> </ul> |
| 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                       | <ul style="list-style-type: none"> <li>- Through regular contact with children/ parents as per the rota for each class</li> <li>- Through images of work emailed into school by parents</li> </ul>                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>- Through regular contact with children/ parents as per the rota for each class</li> <li>- Through images of work emailed into school by parents</li> <li>- End of day/ week</li> </ul> | <ul style="list-style-type: none"> <li>- Through regular contact via Google Classroom</li> <li>- Level of engagement on the Google Classroom will inform the need for any additional contact</li> </ul>                                                                                                                                                                                                                |

|                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>- End of day/ week celebration video/ shout outs included in Sway pages</li> <li>- Regular feedback gathered through an online form distributed to parents</li> <li>- Parents able to book 10 minute video consultation with teacher once per week</li> </ul> | <ul style="list-style-type: none"> <li>- celebration video/ shout outs included in Sway pages</li> <li>- Feedback gathered through an online form distributed to parents/ children</li> <li>- Parents able to book 10 minute video consultation with teacher once per week</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>- End of week celebration video uploaded to Google Classroom</li> <li>- Feedback gathered through an online form distributed to children</li> <li>- Parents able to book 10 minute video consultation with teacher once per week</li> </ul> <p>Those not working on Google Classroom will receive prioritised regular contact</p>                                                                     |
| 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 | <ul style="list-style-type: none"> <li>- Each lesson will have 3 key assessment and plenary questions to support formative assessment</li> <li>- The pace/ difficulty can be adjusted following feedback from one week to next or by setting/ providing further support materials</li> </ul>         | <ul style="list-style-type: none"> <li>- Each lesson will have 3 key assessment and plenary questions to support formative assessment</li> <li>- Each English and maths lesson will have a layer of differentiation to support progression</li> <li>- The pace/ difficulty can be adjusted following feedback from one week to next or by setting/ providing further support materials</li> </ul> | <ul style="list-style-type: none"> <li>- Each lesson will have 3 key assessment and plenary questions to support formative assessment</li> <li>- Teacher will make use of short online questionnaires as formative assessment</li> <li>- Each English and maths lesson will have a layer of differentiation to support progression</li> <li>- The pace/ difficulty can be adjusted following feedback from one lesson to the next</li> </ul> |
| plan a programme that is of equivalent length to the core teaching pupils would receive in school,                                                                                                                          | Teachers will provide enough materials to                                                                                                                                                                                                                                                            | Teachers will provide enough materials to support approximately:<br>- 3 hours/ day                                                                                                                                                                                                                                                                                                                | Teachers will provide enough materials to support approximately:<br>- 4 hours/ day                                                                                                                                                                                                                                                                                                                                                           |

|                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| ideally including daily contact with teachers | <p>support approximately:</p> <ul style="list-style-type: none"> <li>- YN – 1.5 hours/ day</li> <li>- YR – 2 hours/ day</li> </ul> <p>And include subjects:</p> <ul style="list-style-type: none"> <li>- Reading/ phonics</li> <li>- Maths</li> <li>- <i>Other</i></li> <li>- <i>Other</i></li> </ul> <p>Daily contact with teachers will be via pre-recorded lesson videos uploaded to the school website.</p> <p>Feedback/ individual contact with children will be organised across a week and be prioritised:</p> <ul style="list-style-type: none"> <li>- priority children</li> <li>- a contact rota that covers the whole class</li> <li>- Teachers will designate daily online video surgery times during the working day in which they can respond to parent queries</li> </ul> | <p>And include subjects:</p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Phonics/ spelling</li> <li>- Writing</li> <li>- Maths</li> <li>- <i>Other</i></li> <li>- <i>Other</i></li> </ul> <p>Daily contact with teachers will be via pre-recorded lesson videos uploaded to the school website.</p> <p>Feedback/ individual contact with children will be organised across a week and be prioritised:</p> <ul style="list-style-type: none"> <li>- priority children</li> <li>- a contact rota that covers the whole class</li> <li>- Teachers will designate daily online video surgery times during the working day in which they can respond to parent queries</li> </ul> | <p>And include subjects:</p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Phonics/ spelling/ grammar</li> <li>- Writing</li> <li>- Maths</li> <li>- <i>Other</i></li> <li>- <i>Other</i></li> </ul> <p>Daily contact with teachers will be via interaction on the Google Classroom and pre-recorded lesson videos uploaded to the Google Classroom.</p> <p>Feedback/ individual contact with children will only need to be in place for those children not accessing the Google Classroom or those not engaging in interaction via it.</p> <ul style="list-style-type: none"> <li>- Teachers will designate daily online video surgery times during the working day in which they can respond to parent queries</li> </ul> |
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### **Standard Format for lesson videos**

- Maximum 5-7 mins per lesson video
- Intro – previous learning
- 3x entry Questions
- This task:
  - o Model/ WAGOLL (What a Good One Looks Like)
  - o Success criteria/ process
- *PAUSE (for children to complete task)*
- Plenary + Answer to 3 x entry Questions

### **Access to online high-quality resources**

Lessons generated by Oak Cottage Staff will be supported by these materials where appropriate. Teachers will be linking to these lessons and resources as subsidiary materials

and teaching to support home learning. The topics and lessons signposted will be matched to the curriculum expectations of the school.

### **Review and currency**

Staff will engage in a continual process of:

- Training in the use of the appropriate technology
- Generation of an initial pack of materials that can be provided at short notice to those unable to attend school

### **Monitoring arrangements**

This policy will be reviewed in line with any relevant current guidance with respect to remote learning.

### **Links with other policies**

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- E-Safety/ Online safety policy

## **Appendix 1: Letter to parents**

Dear parents,

### **Contingency planning for home learning**

We are preparing our contingency planning so that learning can continue at home in the event that individuals or groups of children are required to remain at home.

- if your child is **ILL** they will not need to complete work
- if your child is **ISOLATING** (eg: awaiting a test or a test result) but the rest of the class is in school we will either email or post a pack of work to complete. It might also be helpful to return to the half-termly curriculum letter for your child's class.
- if the **WHOLE CLASS OR GROUP IS ISOLATING** where school is asked to close to all pupils OR to all pupils except children of key workers and vulnerable children, then we will provide materials for home learning online through either our school website or the Google Classroom.
- **Please contact the school office if you feel that accessing work in this way (using a PC, tablet, laptop) would present a difficulty in your family.**

As part of this contingency planning, we are also preparing to ensure that contact is maintained between home and school and that children can continue to be supported in their learning as effectively and efficiently as possible while not present on site. Further details will follow in due course.

Yours sincerely,

Richard Marshall  
Head Teacher  
Oak Cottage Primary School

## **Appendix 2 – model forms for gathering feedback from children/ parents**

### **EYFS**

Name; class

Quick notes on which work completed

What went well

What was harder

Quick notes on any work not attempted

Any other brief notes connected to home learning materials

### **KS1**

Name; class

Quick notes on which work completed

What went well

What was harder

Quick notes on any work not attempted

Any other brief notes connected to home learning materials

### **KS2**

Name; class

Quick notes on which work completed

What went well

What was harder

Quick notes on any work not attempted

Any other brief notes connected to home learning materials

### **Guide on using:**

Please complete the online form about your child's home learning daily if possible, and at the very least weekly. Your child's teacher will use the information to inform further work.

Depending on what you tell us, this might involve addressing the same learning in a different way to secure understanding or moving on to new learning.

Please keep the note as short as you can. Should you wish to contact the class teacher you can still do so via the school office.

### **How to complete:**

Name; class – *please give your child's forename and surname and their class (eg, Reception, Year 4)*

Quick notes on which work completed – *the teacher*

What went well

What was harder

Quick notes on any work not attempted

Any other brief notes connected to home learning materials