Remote Learning Contingency Plan September 2020

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1. Context

The Remote Learning Contingency Plan links to relevant Government Guidance (see documents towards the end of this plan). This is a live document and subject to change in line with updated guidance. Major changes will be communicated with the school community. This document should be read in conjunction with:

- School Risk Assessment
- Behaviour policy
- Child Protection and Safeguarding policy
- Quality of Education Policy

Regardless of Tier of National or local restrictions in dealing with Covid-19, Special Schools are to remain open for all students. (Guidance - COVID-19 contain framework: a guide for local decision-makers 28 August 2020).

Governors will be consulted regarding any potential partial or full closure, however the School remains mindful that expectations are that they remain open.

2. Aim

Though the current directive is for Special Schools to remain open regardless of Tier of national or local restrictions, and our contingency plan achieves this, pragmatic decisions and changes to the plan may need to be made. For instance, there may not be enough staff onsite to safeguard all children. In such circumstances, the timetable may require adjustment, similar to that offered during summer term 2020, and students in specific bubbles may be asked to remain at home. Such decisions will be made, based on pupil individual risk assessment and in consultation with SLT and Governors.

The contingency plan ensures that where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring most of the pupils to remain at home, teachers at Maplewell Hall School will be in a position to offer immediate remote education. The plan also covers the ongoing education of pupils who cannot attend school.

3. Preparing for remote learning

- Google Classroom (GC) – will remain our main platform for the delivery of remote lessons.
- Pre-recorded and some aspects of 'Live lessons 'will be delivered via Google Meet (GM). If teachers feel uncomfortable to stream a live lesson they will pre-record their video.
- Pupils will receive Google Classroom refresher sessions (and specific Google Meet instruction) in their Computing / IT lessons during first half of autumn term
- Staff and pupils can log in on a computer, tablet or mobile device (using the GC app).
- This platform can be used to communicate with; individual students or a whole class, set individual or whole work tasks, mark work. It will also provide opportunities for reviewing and reflecting.
- Student timetable for 2020-2021 will be used for home learning, this will allow minimal disruption to planning and supporting students and parents/carers to provide structure. This will also support the reintegration of formal schooling for students on their return.
- Parents and pupils are to be made aware in advance of the arrangements in place for the continuity of education.
- If the school remains open, teachers will have greater capacity to provide printed resources, such as textbooks and workbooks to pupils who do not have suitable online access.

4. Roles and responsibilities

4.1 Teachers
Teachers must be available between 9:00am and 3:30pm, Monday to Friday. 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 their absence using the normal procedures on the designated absence number. If your absence affects the completion of any work required, ensure that arrangements have been made with the year group partners or SLT to ensure work is completed.

➢ **Setting work**
- From the beginning of September 2020, all teachers will record their daily lesson resources on to Google Classroom (GC). All the resources on GC will support home revision and blended learning.
- When creating lessons on GC, teachers should follow the same steps to ensure the consistency in representing the work on the platform. Topic - labelled **Week** (add the date of the week commence) e.g. 05/10/2020 ⟶ Assignment or Quiz/ Materials and include a **due date** for each topic.

Example:
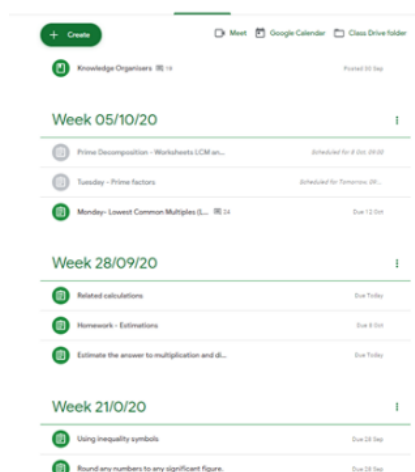
- Uploading lessons on Google Classroom (GC) teachers need to:
    - Provide frequent and clear explanations of the new content either using a PowerPoint with voice over for students whose reading age is <6, or pre-recorded video or, a video taken from internet (YouTube, Maths Corbett etc.)
    - Avoid an over-reliance on long-term projects or internet research activities. Where possible, only one week of work should be assigned to a class.
- All students need to be set an independent task for each lesson to maintain their skills of learning. E.g. Worksheets, workbook, quizzes etc.
- For new learning tasks, teachers will provide explanations and scaffold learning to help develop students' understanding.
- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos; which will be linked to the school's curriculum expectations.
- Set an ambitious task/work set each day in a number of different subjects.
- All planned tasks need to be well-sequenced to continue to build pupils' knowledge and skills.
- Teachers can use Oak National Academy resources and other educational websites to support their teaching.
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> **Using Google Meet**
- Teachers will need to schedule meetings in Google Classroom every time they schedule a live lesson, pupils won't be able to re-join once the final attendee has left. This means pupils won't be able to re-join for their own private calls. There is a time lag between students leaving and them being unable to return. The lag is 60-90 seconds, during which a student can return to the meeting if they have copied the link. It is important that teachers stay in the meeting for that period after all the students have left, and then close the meeting.
- Google Meet allows teachers to:
    - In an event of Scenario 1, 2 and 3 (see below) the teacher can host video and pre-record videos from school and home, automatically invite members of other teaching staff, or upload the videos on to GC. Screen sharing will allow teachers to broadcast their screens and open documents, the visualiser will enable teachers to provide modelling.
- When holding, attending virtual meetings or pre-recording teachers need to follow:
    - Dress code, dress as for school
    - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background, sit against a neutral background)
    - Avoid recording in their bedroom where possible (if that's not possible, use a neutral background)
    - Remember that other tabs that are open in browser need to be appropriate for a child to see, when sharing their screen
    - Use professional language
- When using Google Chat and Google Meet. School will let pupils communicate in Google Chat. If the chat function, lead to bullying, or be a distraction from learning, the function will be turn off by the administered (Mark Lewin)
- Teachers should record the Meeting for easy cloud access at a future date and time - particularly for those pupils who are unwell.
- Teachers should keep a log of who is doing live streams and when.

> **Feedback and Assessment**

- Monitoring progress on GC will ensure timely intervention for individuals, or restructuring a unit for a whole class without waiting until the end of unit assessment piece.
- Pupils complete tasks in GC and can use tools like Google Docs and Google Sheets
- Pupils can submit any completed work to teachers with comment via GC or email
- Teachers will need to establish regular assessment opportunities through questioning, quizzes and other suitable retrieval practice tasks to evaluate what has been learnt and the progress made by pupils.
- Teachers will need to ensure that adjustments are made in response to assessments to confirm extended understanding, including where necessary, revising material or simplifying explanations more to ensure pupils' understanding.
- Teachers will make use of self-marking Google Forms, to aid student retention.
- Where possible, at least once a week contact is made with families and pupils to maintain and support their academic achievement and personal development.
- Teachers will give pupils feedback (at least once a week) on tasks they have completed. Comments will appear in real-time, so pupils can see teacher marking before teachers' hand work back.
- Subject teachers will regularly monitor students' engagement and give them on going feedback.

➢ **Key scenarios for the Continuity of Education:**

1.	The majority of the class and teachers are in school, but some pupils are isolating at home.	Teachers will upload on GC pre-recorded videos or deliver live lessons. When a live lesson is arranged, students will receive an email with a link. When recording videos during lessons, teachers can use a combination of Google Meet (to record/stream the audio and visuals), PowerPoint and visualiser (to support the presentation of content). The teacher's laptop will be presenting to the classroom, displaying, while at the same time recording on Goggle Meet. Teachers will disable specific features e.g. camera, sound (if too loud or behaviour is out of control). Suggestion: record time 10-15 min of the lesson. This may include a starter, modelling and addressing misconceptions. To prioritize the wellbeing and long-term futures of students who are identified as "clinically extremely vulnerable" and advised by their GP to not attend school during the period this advice is in place (national lockdown). Tutors will be arranging with students and their parents to deliver a regular virtual contact during tutor team e.g. registration and reading time.
2.	Whole year group has to isolate.	Whole class or year group at home – the subject lead and subject teachers will co-ordinate together, then deliver work to each year group through GC or GM. This can be either, as a pre-recorded where teachers will be able to give presentations remotely by sharing their screen or using visualiser to do modelling. Students should expect 2 to 3 pre-recorded lessons per week – with a priority schedule for core subjects; Maths, English and Science. Foundation subject teachers need only record 1 lesson per week for each year group, prioritising KS4. Lessons will continue to follow the normal student timetable.

3.	Staff member has to isolate but is well.	Teaching staff will be able to set work through GC and GM to their groups - work will be carried out in school under staff supervision in their normal lesson slot. Staff based at home can pre-record lessons or stream live lessons, optional. Teachers will need to schedule meetings in GC each time they schedule a live lesson. The invite to be only sent to staff in the classroom not the students. When streaming live lessons teachers need to follow their normal timetable and the staff members in the classroom will relay questions/answers or any misunderstanding etc. to the remote learning. Minimum of 2 live lessons or pre-recorded lessons per day. In order to safeguard both students and staff all live lessons will be recorded.
4.	Staff member has to isolate but is unwell.	The Subject lead will coordinate with the other year group teaching staff to ensure that suitable work is set – this may mean utilising Oak Academy resources if the staff absence is lengthy.

4.2 Teaching Assistance

- When assisting with remote learning, teaching assistants must be available between 9:00am and 3:30pm Monday to Friday.
- 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 their absence using the normal absence procedure.
- During this time, they are expected to check work emails and be available when called upon to attend school.
- Teaching assistants are responsible for:
    - Supporting pupils with learning remotely by giving them academic advice
    - Supporting teachers with marking, setting small tasks - under the close supervision of the subject teacher

4.3 Learning Support Assistance

- When assisting with remote learning, learning support assistants must be available between 9:00am and 3:30pm Monday to Friday.
- If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report their absence using the normal absence procedure.
- During this time, they are expected to check work emails and be available when called upon to attend school.
- Learning support assistants are responsible for:
    - Well-being phone calls to parents that are recorded chronologically on My Concern. The schedules for the phone calls will be led by Designated led officer.
    - Supporting pupils with their learning remotely
    - Supporting teachers with marking, setting small task - under the close supervision of subject teacher
- Attending virtual meetings with teachers, parents and pupils under the guidance of Pastoral Lead

4.5 Subject Leads
- Continually update information on the school website relating to Online Learning.
- Ensure the curriculum that is delivered will be broad and ambitious; and will include a variety of activities across different subjects.
- School leaders, in collaboration with subject leaders will regularly review the curriculum plans/maps, to ensure that pupils learn the most important things they need to know.
- Subject leaders will review work set by teachers weekly and the impact this is having upon pupils' learning.

4.6 Senior Leaders
- School will try to provide IT equipment where possible, prioritising year 11 and 10 and the most disadvantage students.
- In the event of a long term, whole school lockdown, it will be necessary to issue a separate home learning timetable (as was implemented in May 2020), to support both students and staff with planning and delivery of lessons.
- Staff will receive regular training to support the use of online tools and resources.
- School will purchase additional laptops and visualizer to access and improve remote learning for staff and students as required.
- Pupil and staff will receive safeguarding training in the safe use of the internet at home.
- School will issue all new parents/carers a guidance on how to access remote learning.
- Upload any updated information on the school website relating to Online Learning.
- Regularly review curriculum plans/maps provided by subject lead, to ensure that pupils learn the most important things they need to know.
- Continuously review and adapt remote/home learning offer, so that it supports the intended impact of our curriculum and will continue to support those students who are not able to attend school.
- Monitor the security of remote learning system, including data protection and safeguarding considerations
- Maintaining pupil contact, collating, passing on information and responding to any concerns raised. See the COVID-19 amendments to the Child Protection Policy

4.7 IT staff
IT staff are responsible for:
- Fixing issues with systems used to set and collect work
- Supporting staff and parents with any technical issues they experience
- Reviewing the security of systems and flag any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices
- Setting up automatic weekly email digests to parents. These will summarise class activity and work that's due or overdue.
- Adjusting settings to log messages for the safe guarding purposes.

4.8 Pupils and parents
Staff can expect pupils to:
- Be contactable during the hours of the school day 9am – 3pm, although they may not always be in front of a device the entire time

- 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 to:

- Seek help from the school if they need it – staff should refer parents to the 'Google Classroom' platform and 'Online Learning' section on our website.
- Not to share any part of a live lesson or pre-recorded lessons online or otherwise.
- Be respectful when making any complaints or concerns known to staff.

4.9 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure the 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.

5. Who to contact

If any staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead/SLT
- Issues with behaviour – in first instant talk to parents, if further support required, talk to the relevant head of key stage: Jacqui Tarry KS3, Craig Palmer KS4, Nicky Smith-Watson or COMPASS team
- Issues with IT – talk to IT staff, Mark Lewin or Adam Hartshorn
- Issues with their own workload or wellbeing – talk to your line manager/SLT
- Concerns about data protection – talk to the data protection officer: Business Manager, Andrew Patterson or Office Manager Mandy Paris
- Concerns about safeguarding – talk to the lead DSL Rob Cooper or the remaining team of DSL
- All staff can be contacted via the school email addresses

6. Data protection

6.1 Accessing personal data

When accessing personal data, all staff members will:

- Have access to MyConcern to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- Teachers are able to access parent contact details via GO4schools and MyConcern using a secure password. Do not share any details with third parties and ensure you have logged out of GO4schools or MyConcern.
- School laptops and tablets are the school's preferred devices to be used when accessing any personal information on pupils.

6.2 Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers 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.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

6.3 Keeping devices secure

This information is based on our protocol on GDPR. Talk to data protection officers (Andrew Patterson and Mandy Paris) for more help, and IT lead (Mark Lewin) if you want to include details on how to put these measures in place.

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

- 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 install the latest updates

7. Safeguarding

Please see the following for updates concerning safeguarding in relation to home learning. COVID-19 amendments to the Child Protection Policy this also details reference to remote learning curriculum and risks online. This policy is available on our website.

8. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the Government, or by Kasia Glinka (Assistant Head). Every review will be approved by Jason Brooks (Headteacher) and SLT.

9. Links with other documents

Documents and links related to remote (Blended) learning:
- ➤ **Pupils and parents**
- A guide for Students/Parents/Carers to logging in to Google Classroom
- Student Guide to Google Classroom –Video: https://drive.google.com/file/d/1U9XTfsY-GNLZzkLA9VTysD3xcfsyQyoT/view
- School website – homework learning https://www.maplewell.leics.sch.uk/online-learning/
- Education online resources https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources

➢ **Teachers**

- Google Classroom instructions for Teachers: https://get-help-with-tech.education.gov.uk/about-bt-wifi
- Google Classroom guide converting and adding files
- Google Meet-Recording lessons:
  https://www.loom.com/share/4d1218b7a75c41e0b9b37bf59a105382
- Guidance - How schools can plan for tier 2 local restrictions (Published 28 August 2020):
  https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions
- Guidance - COVID-19 contain framework: a guide for local decision-makers (Updated 28 August 2020):
  https://www.gov.uk/government/publications/containing-and-managing-local-coronavirus-covid-19-outbreaks/covid-19-contain-framework-a-guide-for-local-decision-makers
- **Tier 1**
  The default position for areas in national government intervention is that education and childcare settings will remain open. In education settings where pupils in Year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained. All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.
- **Tier 2**
  Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site.
- **Tier 3**
  Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site.
- **Tier 4**
  Special schools and other specialist settings will allow for full-time on-site attendance of all pupils.