



Byfleet Primary School Remote Learning Contingency Plan 2020 – 21 Update January 2021

Aim

Our aim is the safety and well being of our staff and children whilst still having access to relevant learning resources to continue their education in the event of a local or national lockdown. In addition to this we recognise the need for continuity, routine and predictability for parents/carers and young people. With this in mind we take all steps possible to keep school open, but have robust contingency plans should school ever need to close (e.g. due to a local lockdown) or if a children or bubble groups of children need to self-isolate.

Objectives

- To ensure teaching and learning continues as effectively as possible when children are not at school.
- To use a curriculum sequence that allows access to online (e.g. teaching videos, learning games, e-books) and offline (e.g. resource packs, reading books) resources, and that is linked to our curriculum expectations.
- To provide easy access to these remote education resources.
- To ensure staff interact, assess and provide feedback.
- To provide printed resources, such as textbooks and worksheets, for pupils who don't have suitable online access or who are unable to access online work due to their needs (SEND).
- To recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, therefore further support will be given to these families to deliver our curriculum.
- To provide a platform for parent/carers and pupils to communicate and interact daily with class teachers and staff to maintain relationships, set expectations and

Staff will:

1. Plan a programme that's of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers via Google Classroom. 3hours daily for Reception and KS1 and 4hours daily for KS2. A daily registration period will take place via Google Meet video each morning.
2. Teach and provide the same curriculum remotely as we do in school, wherever possible and appropriate. However, some adaptations may need to be made in some subjects, for example, PE.
3. Set activities (via Google Classroom) so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments, utilising programmes that allow pupils to respond to their learning and return work to their teacher.



4. Provide paper based activities where a child does not have access to the internet or is unable to access online work due to SEND. Staff will be vigilant and identify which families will benefit from loaning a device. School will provide a user agreement and support the family in setting up a remote learning device (i.e. adding Google Classroom app and providing classroom codes).
5. Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject. A consistent use of programmes such as Jamboard will be used to allow pupils to familiarise themselves with this resource and provided consistency.
6. Provide frequent explanations of new content, delivered by a teacher in school or through curriculum resources and/or videos. Google Meet is used to prerecord x1 maths and x1 writing lesson input each day. A Google Meet daily registration period will take place each morning to outline expectations.
7. Monitor engagement and gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and will check work daily.
8. Adjust the pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure children's understanding. Staff will provide an opportunity for parents/carers and children to pose any questions to support remote learning during the daily registration period Google Meet video.
9. Avoid an over-reliance on long-term projects or internet research activities. Build in opportunities to relearn and recap previously taught learning. Staff will encourage the use of G-Suite applications (Google docs, slides, Jamboards, Adobe Spark, forms, Expedition, Google Earth etc.) where possible to familiarise pupils with these and support a paperless approach where possible.
10. Provide regular feedback to children.
11. Reward children in line with our Behaviour Policy and provide opportunities to celebrate children's work i.e. weekly show and tell class assembly via Google Meet video.
12. To record all Google Meet videos and store this appropriate.

Parents will:

1. Have an understanding of the school's contingency plan and will support the school's actions to meet these aims.
2. Develop daily routines (starting at the same time where possible), set up an appropriate home-learning area 'desk etc.' and support their child by accessing a daily registration period Google Meet video.
3. Support their child in accessing the Google Classroom or alternatively will organise for paper copies to be collected from school.
4. Provide a suitable quiet place for home-learning and provide support and encouragement to assist their child engage with their learning.
5. Support and encourage their child in engaging with the activities set and utilise the platforms made available (daily registration period Google Meet video, phone calls/email to school office, Google Classroom 'stream' etc.) to ask questions to better support their child's learning.
6. Support their child in ensuring their work is handed in for feedback via Google Classroom or by returning the paper packs to school.
7. Encourage a positive attitude towards their child's education and the school. If there are any concerns, discuss them with school staff to resolve any issues (through the platforms made available - see above) and avoid using social media as a means of sharing concerns with other parents.
8. Celebrate the school and their child's successes by sharing via our social media platform Twitter (@byfleetprimary) and email (info@byfleet.surrey.sch.uk).
9. Read all information sent home as this provides information on amendments to school policies, meetings, curriculum and relevant dates.



Children will:

1. Join the daily registration period Google Meet video.
2. Check the Google Classroom each morning to view their allocated work.
3. Submit their work each day through Google Classroom or by completing their paper pack for drop off to school at a prearranged time.
4. Complete their work either straight into Google Classroom or in exercise books/on paper but will need to take clear photos of it and upload them to Google Classroom to enable staff to assess whether children are performing at the required level.
5. Use Google Classroom 'stream' appropriately to ask/pose learning-related questions only.
6. To leave/hang up Google Meet videos when prompted by an adult at the end of a call (safeguarding purpose).

Google Classroom

Please see appendices for step by step instructions on how to access Google Classroom on: Tablets, Smartphones, Mac, Windows and Chromebook

Whilst we are aware that not all households have a spare device to enable their child to carry out work in Google Classroom, it is inevitable that children of a certain age will start desiring a laptop, computer or tablet of their own. It may be worthwhile considering investing in one to further facilitate your child being able to access remote learning more efficiently if this is an option for your family. Chromebooks are cost-effective devices which will also support your child to use technology for learning through primary school, in preparation for secondary schools, where a 1-1 device of their own will most likely be mandatory. If this is not an option, please do not be concerned as Google Classroom can be accessed on a smartphone. Where possible, Byfleet Primary will make provision for pupils who do not have access to a device, to loan one. An allocation of 12 devices has been made to Byfleet via the Department for Education and will be allocated on a needs-basis. In addition to remote learning being set via Google Classroom, other appropriate resources are sent home in a home-learning pack (numberlines, whiteboards and pens, A4 books, Maths No Problem textbooks and journals, handwriting line-guides, National Curriculum spelling lists and 144 multiplication check tests etc.) and parents/carers have the option to replenish these resources by contacting the school if additional resources are required.

Online Safety

As we are increasingly relying on technology to keep us all connected in the present climate, it is important that parents are aware of the apps and programs that their children are using. We will provide parents with tips on how to keep their children safe online in our newsletters. Furthermore, children's computing lessons always include teaching of online safety and these lessons would continue for any children learning from [home](#) .

Safeguarding

- All Google hangouts/video calls are recorded by the host adult and shared only within Google Classroom of the pupils within the Google Meet.
- Adults inform the attendees that Google Meets (hangouts) are being recorded to respect their right to turn their camera off.
- Where possible, more than one adult should attend the call.
- Staff lanyard should be visible and appropriate dress code and background applied



- Google Meet links are only accessible to pupils 1 minute before the scheduled start on 'stream' within Google Classroom. All links for consecutive hangout are 'reset' to vary these to avoid pupils accessing hangouts in the absence of an adult.
- When screen sharing, staff will ensure confidential information (email addresses, confidential documents) are closed.
- Adults are to remain on the call until the last pupil has logged out to ensure that no pupils are left unattended in a Google Meet video hangout.
- Staff remove Google Meet handout links from 'stream' on Google Classroom once the hangout has ended to reduce risk of pupils attending a hangout without supervision.
- Staff clarify the appropriate use of the 'chat' facility and remind pupils of this: 'Nothing posted online ever goes away permanently'.
- Staff identify which pupils are absent from the daily register Google Meet call, log this on the collaborative attendance Google sheet on the server and follow this up with a phone call to the parents to inquire, then monitor attendance.
- Staff are alert and vigilant to safeguarding concerns and report these to DSL and record on CPOMS (electronic recording system) at the earliest opportunity, following procedure.

Equal Opportunities

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with their parents. This may include children who have special needs, children with English as an additional language or children who are gifted or talented.

Special Needs

For pupils with additional needs, we comply with the requirements set out in the SEN Code of Practice. The SENDCo and the child's class teacher will decide on the action needed to help the child to progress in the light of any observations and assessments they have made. This may include:

- different learning materials or special equipment;
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to LA support services for one-off or occasional advice on strategies or equipment.

Identification of Critical Worker Children & Vulnerable Pupils

Should the school be closed due to a local or national lockdown, Critical Worker children and vulnerable children (identified by the school, in collaboration with parents and following government guidelines for identification, and agreed by the school) will most likely be in school during this time. They will follow the same curriculum that is being provided to the children who are accessing remote learning from home, with some adaptations i.e PE lessons. Should vulnerable children be ill or required to self-isolate then the family will be contacted weekly. If any child's bubble or class is closed due to a confirmed case, none of that bubble or class will be in school, regardless of key worker or vulnerable status. These children will then work remotely accessing work via Google Classroom.



Wellbeing & Positive Mental Health

Children who are accessing home learning can still receive support for their well-being, should they need it. The well-being page on the school website (which will be updated over time) and the well-being page in the newsletter have many tips, hints, advice and links to support for parents and their children to access and use. They can contact their class teacher via Google Classroom and their class teacher or a member of SLT/SENDCo/ELSA support will reply either by email or phone, whichever is more appropriate. Parents can also phone the school and request to speak to a member of staff, who will contact them back.

Assessment

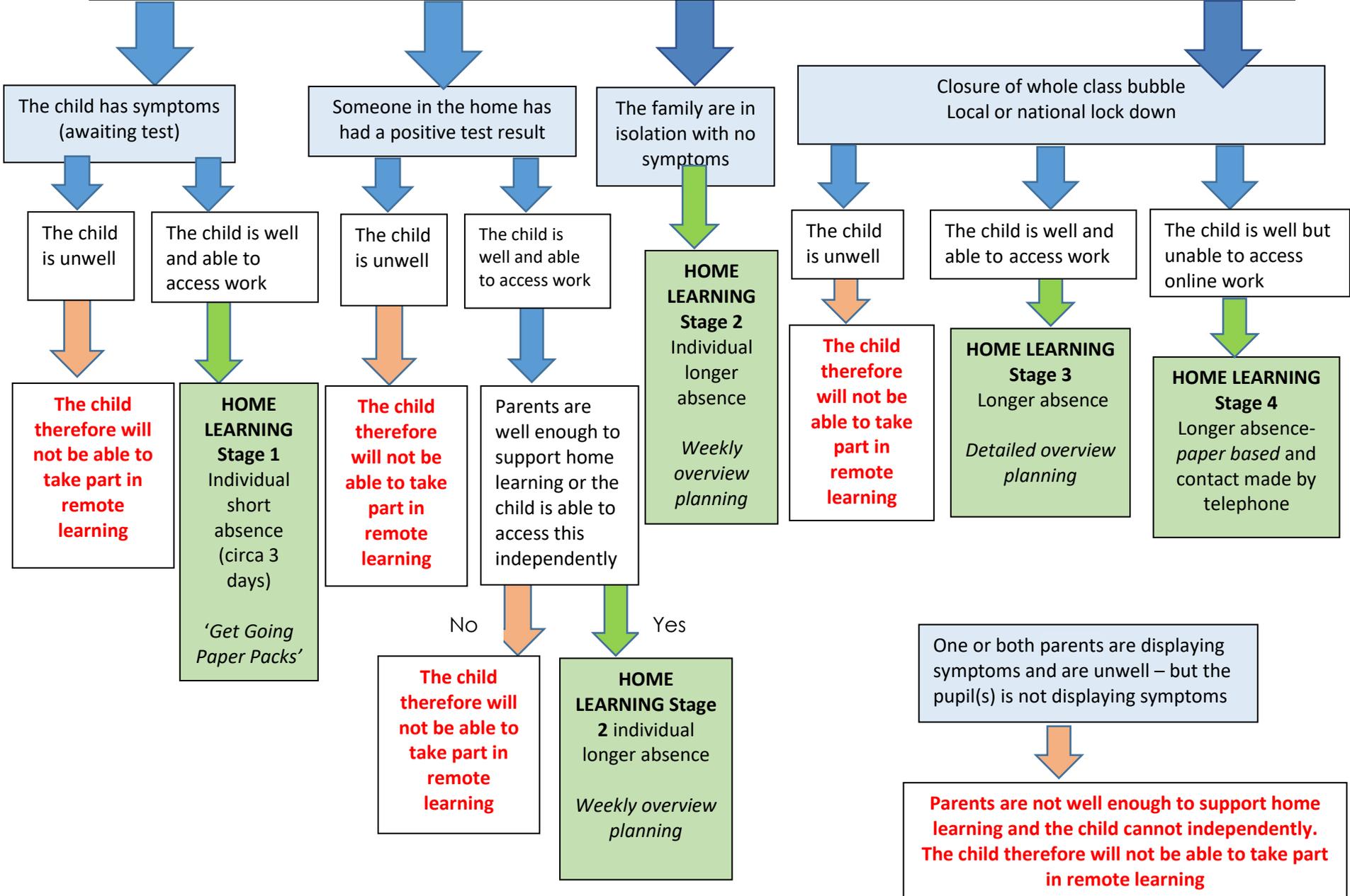
Assessment of the curriculum is done according to the Assessment policy.

Resources

A wide range of resources will be used to provide home-learning. Many of these will be the same resources used in class however, on occasion, the teacher will adapt resources to reflect they will be used at home.



BYFLEET REMOTE HOME LEARNING PLAN





Byfleet Primary Remote Learning Delivery Model

Restriction	DFE Guidance	Cohorts who may require home learning	School Based contingency
Pre Stage 1 Stage 1	No local restrictions in place; education fully open to all with risk assessment	Individual pupils have symptoms and isolating while awaiting tests: Home Learning Stage 1	<ul style="list-style-type: none"> ● 'Get Going Paper Packs' – photocopied packs
Stage 2		Individual pupils isolate if family members awaiting test or tests positive: Home Learning Stage 2 Pupil in quarantine following travel: Home Learning Stage 2	<ul style="list-style-type: none"> ● Less than 15 pupils requiring home based learning: <ul style="list-style-type: none"> - Online materials available via Google Classroom to include interactive / taught sessions from Oak, White Rose, BBC Bitesize, Purple mash etc.
Stage 3		Individual isolate due to positive test: Home Learning Stage 2 Bubbles may need to isolate if a bubble member tests positive: Home Learning Stage 3 or 4	<ul style="list-style-type: none"> ● More than 15 pupils requiring home based learning: <ul style="list-style-type: none"> - Teacher delivers online virtual curriculum as agreed (combination of prerecorded lessons and lesson plans)* - Teaching Assistant makes regular phone calls - Pupils attending in school follow online curriculum alongside home based peers. ● Paper based learning packs for pre-identified pupils with limited online access and/or requiring reasonable adjustments (SEND). School to post. These pupils also have access to Google Classroom resources.
Stage 4	School closed to all except priority groups, vulnerable children, critical workers. Remote education for those not in school E.g. National or regional wide scale lockdown	Majority of pupils remain at home: Home Learning Stage 3 and 4	<p>Teaching staff on rota system in school.</p> <ul style="list-style-type: none"> - Teacher delivers online virtual curriculum as agreed (combination of prerecorded lessons and lesson plans)* - Teaching Assistant makes regular phone calls - Pupils attending in school follow online curriculum alongside home based peers. <p>Paper based learning packs for pre-identified pupils with limited online access. Pupils attending in school follow online curriculum alongside home based peers.</p>