

Specific Aims

- To outline our approach should another 'Lockdown' force schools to close.
- Although COVID-19 is not considered to be a threat to health, this policy will be used in the event of another country-wide epidemic.
- To outline our approach for pupils who will not be attending school, as a result of government guidance or the closure of a class bubble
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils.

Who is the plan applicable to?

Every child is expected to attend school from September 1st 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

This plan outlines expectations for class bubble or partial school closure, rather than individual cases. Individual pupils who are isolating due to health issues (based on government advice) and choose not return to school in September will be supported on a case by case basis, primarily with the use of 'paper packs' which mirror the work being taught to the rest of the class in school in addition to online learning resources.

Remote learning for pupils

We will provide links to appropriate remote learning for pupils who are not able to attend school so that no-one need fall behind. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

Whitchurch Combined School has used research from the Educational Endowment Foundation as a basis for our approach to remote learning.

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supportingstudents-to-learn-remotely/>

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

Curriculum

Whitchurch Combined School knows that there has been much disruption to children's education, therefore, it is committed to ensuring that all children continue to receive a quality education should the need for remote learning arise.

Our approach includes a blend of paper resources, online learning including some virtual face-to-face sessions through Zoom/Google Classrooms and resources available through online learning platforms such as:

- Class Dojo
- Oak National Academy
- BBC Bitesize
- White Rose Maths
- Purple Mash
- Times Tables Rockstars

The remote learning set for children will be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the main aspects of the curriculum plan; this includes Relationship and Health Education.

The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year and keep up. Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

The governors and senior leadership team at Whitchurch Combined School are fully aware that these are exceptional times and each family is unique, because of this will approach remote learning in way which suits their individual needs. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- parents may be trying to work from home so access to technology as a family may be limited;
- parents may have two or more children trying to access technology and need to prioritise
- the needs of young people studying towards GCSE/A Level accreditation.

Teacher expectations

Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for home learners. Should remote learning need to be set for a class or bubble, two week's work in English, Maths and other subjects will be posted on the School Website under the 'Class Pages' section, and within the 'Remote Learning' section by 9.00am on a Monday morning. The information will contain:

- All website links needed to access home learning resources along with clear information about the learning for that week. This will include reference to daily tasks for relevant subjects
- A curriculum map which details home learning for subjects other than English and maths
- Links to daily English lessons – a mixture of Oak Academy or Hamilton Trust and the school's own curriculum plans.
- Links to daily Maths lessons – these will predominately be linked to the White Rose Maths curriculum however teachers may provide further resources and guidance.
- Worksheets to accompany lessons will be available to download or for parents to collect from the school office in a socially distant way.
- Staff will add these resources to their class webpage electronically and it will be the

responsibility of families to print/use these resources at home (or contact the school to ask for a 'paper pack')

- Teachers will respond promptly, within reason, to requests for support from families at home.
- Communication should be done via Class Dojo
- Teachers will receive training and guidance so that they are confident in using the remote learning resources. This approach was developed and used in Whitchurch Combined School, during the school closure between March and July; therefore, there is a high level of confidence when using the various remote learning approaches.
- Members of the leadership team and professional partners at WCS are available to support any teachers when setting and accessing remote learning resources.
- Teachers will make sure all children and parents have access to logins by sharing them on Class Dojo.

Family (pupil/parent/carers):

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Whitchurch Combined School recommend that each 'school day' maintains structure. A suggested timetable will be made available on the relevant class web page as a guide.
- If a class bubble is isolated, the children will be sent home with their home reading book in addition to an exercise book/learning journal; this is so that work that children complete at home can be kept safe, ideally in their exercise books, and can be brought back to school when safe to do so.
- All work - two weeks' worth - will be uploaded onto 'Class Pages' on the School Website ready to download, with links and instructions to follow on Class Dojo/Google Classrooms by 9:00am of the following day if not a Monday morning.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the Class Dojo or by contacting the school office. They should make clear which year group and subject the question relates to.
- We encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration.
- If your child is ill, they are not expected to work and work will be set for them.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work, loan of iPads etc.). These will be discussed on case-to-case basis.

To establish which families may need further support or access to IT equipment, school leaders will survey parents so that any potential barriers to children accessing online learning can be addressed as soon as possible.

To help parents to feel confident when helping their child to access remote learning, teachers and leaders will continue to upload 'how to' guides and videos on the school website.

Remote teaching for staff who are self-isolating

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- It is expected that staff get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate

plans can be made. Whilst self-isolating, and if able to do so, Teaching or non-teaching staff will be given an individual project to work on which is line with whole school improvement priorities or asked to support with the online learning provision for their year group.

- These projects will be communicated by their phase leader, or the Deputy Headteacher or Headteacher and will be allocated on a case-by-case basis.
- The class will be covered by supply. If this not possible, the classteacher will teach their class remotely via Zoom/Google Classroom with TA support.
- If a teacher is unwell, the class will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.

Forced closure in National Lockdown

Should another lockdown be enforced by the government, the school will return to 'Remote Learning' and the following will apply:

- Teachers will provide Maths, English and a 'topic' based activity daily through the school website and class dojo.
- The work will be uploaded by the class teacher on the Friday before the Monday to allow parents to prepare the work.
- Work should be accessible on a screen and not needed to be 'printed off' where appropriate
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Whitchurch Combined School recommend that each 'school day' maintains structure. A suggested timetable will be made available on the relevant class web page as a guide.
- Government guidance recommends that a minimum of three hours work should be provided by the school for KS1 and four hours for KS2.
- Our approach includes a blend of paper resources, online learning including some virtual face-to-face sessions through Zoom/Google Classrooms and resources available through online learning platforms such as:
 - Class Dojo
 - Oak National Academy
 - BBC Bitesize
 - White Rose Maths
 - Purple Mash
 - Times Tables Rockstars
 - Google Classrooms – (UKS2)
 - Pre-recorded lessons using the 'Loom' recording software.
- There is an expectation that Parents/Students will upload 2 pieces of Maths, English and Topic work per week.
- Staff, including Teaching Assistants, will be involved in the marking and approving of work.
- Supporting work should be provided by children with a SEN support or EHCP plan by the class teacher and SENDCo
- Class teachers to speak to Pupil Premium children on a weekly basis.

School will provide laptops/ipads should a child not have access to a device – contact will need to be made by the family to school for this.

Procedure Review

This policy will be reviewed in every two years.

The policy was last reviewed on 18/5/23.

Name Rachel Mobbs

Signature

A handwritten signature in black ink, appearing to read 'R Mobbs', written over the printed name 'Rachel Mobbs'.

Date 18/5/23

Headteacher