

Stepgates Community School: Contingency Plan for Remote Learning (Effective as of September 2022)



Introduction

Remote education, where needed, provided by Stepgates Community School, is of high quality and aligns as closely as possible with the in school provision. As the ongoing COVID-19 pandemic continues, we are continuing to build our capability to educate pupils remotely, if and when this is needed. Since September 2020, teachers consider the possibility of remote education in their weekly meetings so that it is integrated and considered in school curriculum planning across all year groups, and given due consideration in order to support pupils and provide them with the skills needed to master the curriculum and so, to make good progress.

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, Stepgates Community School is able to offer immediate remote education. Through teaching materials issued, both offline in the first instance, before moving to remote opportunities, curriculum coverage is sequenced and of high quality so it replicates the learning being taught in school. Materials too, are linked to our year group curriculum expectations. All year groups will be taught via a planned and sequenced curriculum, which will continue to build knowledge and skills. New learning opportunities for content will be readily explained and tasks assigned will be meaningful and based upon a culture of learning.

Opportunities for interaction, assessment and feedback will be based upon school wide consistent processes and where pupils do not have access to online technologies, Stepgates Community School will provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access. Once online teaching materials are established (G Suite for Education), staff will receive access to training materials and parents too will be issued with appropriate informative materials in order to support their usage of this form of learning at home.

In our curriculum offer, we acknowledge that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and in doing so, school staff will work with families to continue the provision of a broad and ambitious curriculum.

Staff at Stepgates Community School have audited the accessibility arrangements of pupils accessing teaching

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	<p>through remote learning opportunities and are aware of those who will need additional support (e.g. printed resources) in order to access the learning at home when required.</p>
<p>To enable teaching and learning to continue as effectively as possible during the need for remote learning:</p>	<p>We will make daily contact with parents/carers per class via Teacher2Parents / personal teacher email accounts in the first instance, in the form of a typed message. In EYFS, we will continue to communicate via Tapestry, with online teaching and assignments too being issued in this format. We then envisage to expand our remote offer to include the capacity of Google Classroom (G Suite for Education). We will not use live lessons but instead, will provide pre-recorded teaching inputs with frequent and clear explanations of new content. We will also make explicit use of a range of recommended high quality resources from a range of external providers (e.g. White Rose, BBC Bitesize Daily and Oak National Academy).</p> <p>The engagement of pupils learning remotely will be monitored through weekly catch up calls by either the class teacher / Inclusion Lead (where applicable) and/or the Learning Support Assistants for each year group. Alongside this, staff at school will continue to communicate regularly with families through social media, weekly newsletters / whole school emails via Teacher2Parents and phone calls. Where applicable, pupils will follow their normal school timetable, so that students can plan their day accordingly, however lesson time will be reduced to 40 minutes. We also appreciate that in homes where there are one or more pupils remotely learning at a time, lesson input times and work submission times may need to be flexible throughout the day to reflect this.</p> <p>In addition, to help further scaffold the support for our pupils whilst working remotely, a member of staff from our Learning Support Team will be assigned to pupils as a link, to provide remote support and enable those pupils with additional needs to more readily access the work and liaise directly with class teachers.</p> <p>As a school, we will ensure that our procedures regarding communication will be applied consistently and used across the school in order make systems for all stakeholders as clear as possible to follow.</p> <p>Where home learning tasks are assigned, pupils will be expected to complete a range of tasks which are meaningful and ambitious each day, in a number of different curriculum subjects. As staff, we will gauge how well pupils are progressing through the curriculum, using a variety of approaches questions and other suitable tasks and a clear rationale as to how often learning will be checked will be made clear.</p>

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	<p>Although 'live' face-to-face teaching is not possible, regular assessment of pupils learning' will 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.</p> <p>When providing all remote learning from Stepgates Community School, we act in accordance with the related documentation: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</p>
Our staff will:	<p>At Stepgates Community School, we will provide pupils with a weekly timetable for pupils, ensuring that adequate curriculum time is allocated to core subjects. In the first instance, prior to G Suite for Education being established, daily learning activities and tasks will be shared with parents / carers in the form of a written message / email.</p> <p>Feedback regarding pupils learning will be provided twice a week whilst they are working at home and contact between home and school will take place as detailed above (please see above section).</p>
Our pupils/students will be expected to:	<p>Whilst working remotely, the pupils of Stepgates Community School will be expected to:</p> <ul style="list-style-type: none">• Log on to the appropriate remote or recorded video sessions each day and complete the required learning tasks;• Watch all of the learning videos set and take a full and active part in them;• Complete the learning set by their teacher by the required deadline each day and upload / submit their learning as requested by the teacher;• Maintain daily reading at home of up to 30 minutes per day (this is age dependent);• Make best use of online resources such as Busy Things, Maths Prodigy and TT Rockstars (KS2 only) and any other resources provided by the school.
Parents are responsible for:	<p>In addition to our annual home-school agreement, parents and carers are responsible for the following points if remote learning is required:</p> <ul style="list-style-type: none">• Set a clear routine with each child using the timetable and the daily learning set;• Read all communications that come out from the school to ensure they are fully aware and up to date with news;• Support their children to complete all of the learning set, and request additional support from school through written email contact if required;• Ensure courtesy and politeness to any member of staff within any communication;

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	<ul style="list-style-type: none">• Provide access to the learning offered for their children;• Support their children by submitting work as requested / emailing the teacher pictures of completed work for assessment and feedback.
How to access work	Pupils, parents and carers are able to access work for remote learning through a variety of formats. In the first instance, work will be issued as physical paper copies to those pupils who need it. Daily correspondence in the form of a written message will outline expectations, tasks being set and will signpost to various online platforms where appropriate with pre-recorded materials from external providers being utilised. Once further systems are established, in the form of G Suite for Education, school staff will record teaching inputs and make these readily available, as well as continuing to make best use of recommended resources.
Vulnerable and Key Workers	In light of a bubble or whole school closure, Stepgates Community School will remain open for Key Worker children and vulnerable children for the same hours as that of a school day. Wrap around care is offered on site, but is run by external providers, separate to the school. Pupils will be placed into 'bubbles' with consistent members of staff leading the groups. Pupils will complete all remote learning set by their class teachers, specific to their year group, on laptops available within school.
Communication	Communication between home and school during a period of school closure will take place in a variety of ways: <ol style="list-style-type: none">1. Daily contact with parents/carers and teachers will occur via Teacher2Parents / personal teacher email in the form of a typed message. In EYFS, we will communicate via Tapestry, with online teaching and assignments too being issued in this format.2. Pupil engagement whilst learning remotely will be monitored through weekly catch up calls by either the class teacher / Inclusion Lead (where applicable) and /or the Learning Support Assistants for each year group.3. Regular correspondence will be issued via the school office such as social media, weekly newsletters / whole school emails via Teacher2Parents.4. Additional support will be made available to those pupils who are classed as vulnerable for a variety of reasons. This will be in the format of a member of staff from our Learning Support Team being assigned to pupils as a link, to provide remote support and enable those pupils with additional needs to more readily access the work. These adults will help strengthen the communication between home and school and will liaise directly with class teachers to hand over all relevant information.

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Considerations for different scenarios: <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>

Even in areas of national intervention, where restrictions have been implemented for other sectors, Stepgates Community School will usually remain fully open to all, with the additional requirement that face coverings will be worn by staff and visitors when moving around the premises in areas outside classrooms where social distancing cannot be maintained.

In the exceptional circumstances where some level of restriction to education or childcare is required in a local area, local and national partners will carefully consider which of the tiers is the most appropriate one to implement. As a school, we will take our guidance and direction from Surrey County Council and central government. Under the Coronavirus Act 2020, ultimately the decision to order the closure of school and childcare settings is one for central government.

Decisions will need to be made on a case-by-case basis in the light of local circumstances, including information about the incidence and transmission of coronavirus. Attendance may therefore need to be restricted in different ways to those outlined below if there is specific health evidence that doing so is a necessary measure to help control that specific outbreak or transmission risk.

As measures are relaxed following local restrictions, these tiers can be implemented in reverse. This will ensure minimising time spent in the highest tiers, so nurseries, childminders, schools, colleges and other educational establishments are able to extend their opening, in a phased manner if appropriate, at the earliest point that it is safe to do so.

As part of our contingency planning, consideration is given as to how Stepgates Community School would operate at each tier in the event that these restrictions become necessary in our local area. At each tier, we will continue to clearly inform pupils and parents/carers which pupils should be in school or college at any given time. This is particularly true where a school is operating a rota.

Tier 1:

Education and childcare settings will remain **open**. An area moving into national intervention with restrictions short of education and childcare closure is described as 'tier 1'. There are no changes to childcare, and the only

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	<p>difference in education settings is that 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.</p>
Tier 2:	<p>Primary schools will continue to allow all children/pupils to attend on site. Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.</p> <p>In all areas of national government intervention, 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.</p>
Tier 3:	<p>Primary schools will continue to allow all children/pupils to attend on site. Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.</p> <p>In all areas of national government intervention, 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.</p>
Tier 4:	<p>All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to priority groups: vulnerable children and the children of critical workers. All other pupils <u>should not</u> attend on site. Remote education to be provided for all other pupils.</p> <p>In all areas of national government intervention, 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</p>

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