



Wallace Fields Junior School

Covid-19 Contingency Plan and Remote Education Provision

September 2021

This information provides clarity and transparency to staff, pupils and parents/carers about what to expect from the school when subject to a closure due to Covid outbreak if local restrictions require, the whole school, entire cohorts (bubbles / year groups) to remain at home.

- Any decision from Public Health England (PHE) or Local Authority (LA) that recommends the reintroduction of 'bubbles' would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education.
- Close contacts are identified now via NHS Test and Trace and education settings will no longer be expected to undertake contact tracing.
- As with positive cases in any other setting, NHS Test and Trace will work with the positive case to identify close contacts. Contacts from a school setting will only be traced by NHS Test and Trace where the positive case specifically identifies the individual as being a close contact.
- Children under 18yrs old will no longer be required to self-isolate if they are contacted by NHS Test and Trace as a close contact of a positive COVID-19 case
- Instead, children will be contacted by NHS Test and Trace, informed they have been in close contact with a positive case and advised to take a PCR test. We would encourage all individuals to take a PCR test if advised to do so.

Operational Procedures

To be read in conjunction with Risk Assessment (September '21) which contains details of daily timings, bubble operations etc.

Contacting Public Health England (PHE)

- The school will work with health protection teams in the case of a local outbreak.

Department for Education (DfE) guidelines define an outbreak threshold as:

For most education and childcare settings, whichever of these thresholds is reached first:

- ***5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period; or***
- ***10% of children, pupils, students or staff who are likely to have mixed closely test positive for COVID-19 within a 10-day period***

- If the threshold is reached, it is the responsibility of the Head teacher and Senior Leadership Team to contact PHE immediately. 0800 046 8687 (this line is open Monday to Friday from 8am to 6pm, and 10am to 4pm on Saturdays and Sundays)
- The admin will work closely with the Head / SBM/ Deputy Head to monitor number of positive cases amongst pupils



- Head teacher to contact Surrey to inform of the closure

Roles and Responsibilities

Should PHE decide that local closure is necessary it is the responsibility of the Head Teacher (and in their absence DH) to communicate the following;

Parents & Carers

- School communication to be sent to arrange collection of pupils who are on site
- Followed by a letter (proforma from PHE) sent via Parentmail.
- If during non-school hours letter to be sent via Parentmail detailing the closure
- Parents to be reminded to communicate via school office / info@wallacefields-jun.surrey.sch.uk

Staff

- Staff in the bubble / cohort affected to be called for a briefing (virtual meet if appropriate)
- Staff if in school to be sent home if identified as close contact.
- School staff to be asked to monitor pupils and keep them separate from other bubbles / cohorts if necessary (quad holding area to use if appropriate).
- Staff not affected to be briefed at the end of the day.

Remote Learning Offer

A pupil's first day of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. A 'Get Going pack' will be provided while the teacher prepares and clarifies the remote provision.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Where a pupil is unable to attend school due to Covid-19, though well enough to work (asymptomatic), teachers will teach and set work for the pupils, streaming via their Google classroom, including tasks to complete at home in line with current lessons taught in school.

We will ensure that any work set remotely, reflects our broad and ambitious curriculum at Wallace Fields Juniors. There will be a range of online and offline resources, considering the needs of SEND and vulnerable families who may find this difficult to access; reasonable adjustments and arrangements will be made. The wellbeing of our pupils will be our highest priority where the school site remains open and face-to-face teaching continues for all other children.

During instances of full school closure or year group 'bubbles' self-isolating, all pupils will be taught a timetable of 'live' lessons remotely and set videos (looms) via Google Classroom, along with self-led tasks, pre-recorded material, online resources and assignments.



Following the first day of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Yes. We teach the same curriculum remotely as we do in school wherever possible and appropriate. Therefore, the learning will continue in line with the curriculum sequence and expectations in the same way that it would within the classroom. Children's knowledge and skills are built up incrementally so that they can then complete set tasks and assignments via Google Classroom. This is the case for most subjects in all classes.

The children will join the class assembly and register at 9am and then be involved online for the maths and English lessons in the morning. When the afternoon lessons are teacher led and in the classroom, the lessons will be streamed live and children will follow online. We will make some adaptations in some subjects. For example, in those subjects with practical elements such as music, science, design and technology or PE and games, we have adapted the curriculum to include more research-based tasks when it is not possible for pupils to engage directly, as they are not in the classroom.

The school has invested in an online bank of reading books that fit in with our reader scheme; this will allow children to be able to access a wide range of texts at home and complete reading expectations.

The class reader is read every day for 12 – 15minutes at the end of the day and this will be streamed live. With the child taking similar breaks to the usual day children will complete a minimum of 4 hours a day of school tasks and activities.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly 4 hours each day:

A total of 4 hours per day consisting of:

- Live stream assembly and start of day (15 minutes)
- Live lesson for English ((1 hour)
- Live lesson for maths (1 hour)
- Relevant videos and recorded content signposted.
- Reading/SPAG and foundation subjects set for the afternoon.
- Self-led tasks and assignments where needed.
- Well-being and foundation afternoon tasks where timetabled.
- Live stream class reader and reminders at the end of the day.
- Homework will also be included in the weekly expectation with the same deadline applying to a child remoting in.



Accessing remote education

How will my child access any online remote education you are providing?

Our remote learning and resources are delivered through Google Classroom and other remote platforms including Mathletics, Spelling Shed, White Rose maths, times table Rock Stars (TTRS) and other programs as well as resources and feedback for the children sent via Google Classroom to parents/ carers. Lesson resources and live lessons are accessed via Google Meets via the pupil's school log-in.

All pupils have practised and are proficient with how to log on and how to locate the relevant area. Information for parents/ carers is on the website including video examples of how to log into the various learning platforms. These videos show children logging in and they are subtitled for clarity and for our deaf parents/carers.

If you require any further resources such as paper copies of tasks etc. please contact your child's class teacher or the main office to request them.

If my child does not have digital or online access at home, how will you support them to access remote education?

Our aim is that, if not in school, pupils should be able to access the same high-quality teaching and progressive curriculum content.

We recognise that some pupils may have difficulties accessing remote learning from home. We take the following approaches to support those pupils to access their remote education:

- Chromebooks loaned out based on the needs of children. Please speak to your class teacher/ the school office if you need help with this.
- If you do not have sufficient access to broadband service and are relying on mobile data, please contact the school who may be able to arrange support with this.
- Teachers will work with families to understand the limitations of devices and connectivity and leaders will ensure individual support is provided.
- Teachers will work on a 1 to 1 basis with families to provide support to access platforms.
- Parents will be given options for the uploading of work/assignments
- Contact the teacher or office for technical support.
- The school will provide support guides (see our website) for parents, tutorials, links and weekly updates from year group leaders.
- Where necessary pupils can access printed materials and resources



How will my child be taught remotely?

Teachers plan meaningful and ambitious work every day in a number of different subjects and deliver them in a way that gives all families the best opportunity to engage in learning. We use a combination of the following approaches to teach pupils remotely:

- Live lessons (streamed online lessons via Google Meets)
- Pre-recorded teaching, video/audio recordings (some made by teachers using Loom some videos are accessible via a link)
- Wellbeing and PSHE activities set.
- Remote platforms i.e. Spelling Shed, Times Tables Rock Stars, Mathletics.
- Online reading – virtual library / read own books and record as usual.
- Live reading sessions streamed – class reader (end of day).

Engagement and Feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- We expect remote learning pupils to be ready for learning at 9am. To work through the scheduled timetable of activities uploading all assignments as directed by their teacher. Teachers cannot re-explain for late arrival online.
- Teachers expect pupils to engage with the content taught and are continually developing strategies to support with interaction and engagement in lessons.
- We expect pupils to be present for all timetabled live lessons every day.
- We ask that you provide your child, wherever possible, with a calm and quiet space to work, access to stationery, paper and any other resources they may require to assist with the completion of the work set by teachers. Please contact the school if you require support with this.
- Spending a long time in front of a computer can be tiring. Please support your child with taking time away from the computer during their breaks and after lessons for movement, fresh air and other activities away from a screen. When the class break, the child should also take a break and have a walk or run around.
- We also offer termly Parents Evenings – the decision for these to be in person or online is to be confirmed and dependent on Covid levels in the community.
- We expect pupils to respond to feedback and next steps.
- We emphasise the importance of spending a balance of time on all subjects



How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

It is our number one priority to ensure that our remote curriculum is as engaging and interactive as possible. Over the course of a unit of work or series of lessons the teacher will check engagement in different ways. These may include discussions in class, requiring students to complete online tasks and uploading their assignments/completed work to the Google Drive. These strategies allow a teacher to monitor pupil engagement and follow up on any areas of concern. Senior Leadership Teamwork with all teachers to monitor attendance and engagement. Where there are concerns, we will intervene and if necessary inform families in order to ensure engagement and support.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Teachers have received training on strategies to deliver engaging lessons, creating opportunities to assess the pupil progress. The functionality of Google Classroom is excellent and teachers can see what students are working on 'live' to give immediate feedback. Work is set through the assignment functions of each platform and teachers can comment on the work 'turned in'.

Teachers are constantly developing their methods in assessing remotely throughout the lesson. Other ways of assessing include:

- Verbal feedback - 'Mote' verbal feedback is very clear and helpful
- Individual and group feedback, addressing misconceptions and gaps in learning in live lessons and streamed small group work for example maths groups.
- Written feedback on some completed work
- Online quizzes and tasks
- A range of other formative assessment strategies.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils. In situations where the child has a specific supporting adult (i.e. an EHCP) that person will be in touch remotely to ensure this provision continues as best as possible. You may also get a phone call to discuss provision.



Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education provided will likely differ very slightly from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. Most morning will be fully streamed and accessible. Some afternoons will also be streamed live with live responses and support for all so difference are reduced.

In cases where most pupils are receiving in-school teaching and others may be self-isolating at home, we ensure we will work quickly to provide them with access to a remote education so that they do not miss their learning and fall behind their peers. Following the confirmation of an isolation period or positive test your child will be provided with a 'Get Going Pack' which provides initial tasks for the children to complete whilst the teacher works on checking the online provision and Google Classroom activities. After one day, the teacher will set work in the Google Classroom for the pupils to complete where lessons are not live.

Additionally, children are offered access to resources in the White Rose Maths and Oak National Academy <https://classroom.thenational.academy/schedule-by-year>. Teachers will guide pupils to the units that are in line with the school curriculum map and the tasks and topics taught in school. A member of the senior leadership team will make regular contact with families.

If my child has completed the task set fully – how do I ensure challenge and deeper learning?

The majority of the tasks set online include extensions, challenges, learning games and further activities and so your child should always have the opportunity to be busy working and they will be able to take on challenging tasks to extend and embed their learning. If you need support with this, or want to ask a question please contact the class teacher or their supporting adult where applicable.