

Wallace Fields Junior School
Contingency Plan for Remote Learning
Parent & Child Information.



Introduction	<p><i>This contingency plan is to support the expectation from the DfE that 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, schools will have the capacity to offer immediate remote education and have a strong contingency plan in place for remote education provision.</i></p> <p>At Wallace Fields Junior School, we aim to provide immediate, remote teaching to our pupils using the Google Classrooms online platform. We will ensure that any work set remotely, reflects our broad and ambitious curriculum at Wallace Fields Junior School. There will be a range of online and offline resources, considering the needs of our families and children. The wellbeing of our pupils will be the highest priority. Our teachers will provide daily lessons that reflect the in-school core programme, in line with our planned curriculum. There will be daily check-ins, via Google Classrooms and families may be contacted via telephone, periodically. Feedback and assessment of learning will be in line with our normal curriculum expectations.</p> <p>This plan aims to:</p> <ul style="list-style-type: none">○ ensure consistency in the approach to remote learning for all pupils who are not in school, through use of quality online and offline resources and teaching videos○ provide clear expectations to all members of the school community with regards to delivery of high quality interactive remote learning.○ include continuous delivery of the school curriculum, as well as support motivation, health and wellbeing support and provide support to families○ consider continued education and interaction for staff and parents (e.g. CPD, parent workshops and reports to parents/carers)○ support effective communication between the school and home; thus, supporting attendance and engagement. <p>Who is this plan applicable to?</p> <p>This provision is only applicable to Covid-related absence and <u>not for general sickness absence.</u></p> <p>The provision of online learning can be expressed in 3 main stages.</p> <p>Stage 1: Any child who is absent because they are awaiting Covid test results and the household is required to self-isolate. The rest of their school bubble are attending school and taught as normal.</p> <p>Stage 2: Any child whose whole year group / bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19. (following advice from PHE and DfE)</p>
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	<p>Stage 3: A child whose bubble/year group has closed due to whole school closure or whose class is on rotation due to staff shortages, or a local or national lockdown.</p> <p>Different types of remote learning will be shared with families depending upon their circumstances and will only be shared for children whose absence is COVID related.</p>
<p>To enable teaching and learning to continue as effectively as possible during the need for remote learning:</p>	<p>At Stage 1 A 'Get Going' page has been set up on the Wallace Fields Junior School web site in the 'Learning' tab – instructions are given on the web page for the activities. These activities will remain in place for the duration of the isolation period.</p> <p>At Stage 2 & 3</p> <ul style="list-style-type: none"> • The initial 2 or 3 days of any isolation will consist of activities from the 'Get Going' page so that teachers can create online lessons based on the current 'in class' activities. • We will make daily contact with the children via Google Classroom (G-Suite). This will be in the form of a remote register on Google Classroom. • The week will be introduced in the form of a typed message or a short, pre-recorded video. • We will not use live lessons but provide frequent and clear explanations of new content using high quality resources and pre-recorded videos. • We will monitor the engagement of pupils and ensure families are called regularly and any issues are followed up. • Teachers will monitor the engagement and progress of pupils learning. • We will communicate regularly with families through Google Classroom (G-Suite), the weekly bulletin, emails and phone calls. • We will allocate members of staff to provide paper copies of tasks where the children do not have printer access or have technological barriers to engaging in the learning.
<p>Our staff will:</p>	<p>At Stage 1 'Get Going' activities will be checked at the end of the week however, contact will be made daily to check progress with the work in place. This contact can be made in a variety ways – phone, email and/or Google Classroom. Work as a whole will be checked at least once per week.</p> <p>At Stage 2 & 3</p> <ul style="list-style-type: none"> • Provide a daily/weekly overview timetable for pupils • Provide daily learning activities and tasks will be shared on the website in the children's year group area • Provide paper copies of tasks and activities where access is restricted to a printer or technology (for collection) • Provide feedback to pupils in the year group area of the Google Classroom whilst they are working at home

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	<ul style="list-style-type: none"> • Respond to each pupil directly at least once a week • Set work that is released to pupils on a daily basis according to the usual timetable. • Set work on Google Classrooms, Times Table Rock Stars, Spelling Shed and Mathletics which will become available at 9.00am each morning. • Be available between 9am and 4pm (with a break between 12 and 1pm) to respond to pupil questions about the work and to provide feedback. • Contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased. • Monitor the academic progress of pupils with and without access to the online learning resources and arrange strategies for support accordingly. • Give feedback on work that is submitted in line with the Feedback and Presentation Policy and return to the pupil by an agreed date. No all tasks will be fully marked and assessed. • TAs will help support the children in their year group and create/reference support materials relevant resources • SNAs will help support the children they are allocated to and create/reference support materials relevant to them.
<p>Our pupils will be expected to:</p>	<p>At Stage 1 Complete ‘Get Going’ activities that are available to complete for the 10 days of isolation. Children should make contact through email or Google Classroom to ask questions and may need to be patient to get a response as teaching staff will be working in the classroom. Contact will be made at one point during the day.</p> <p>At Stage 2 & 3</p> <ul style="list-style-type: none"> • To register every morning on Google Classroom before 9.30am. Should they not register, a member of staff will make contact. • To complete activities and lessons scheduled in Oak National Academy lessons as outlined in the ‘Get Going’ page. • Log on to the appropriate remote live or recorded video lessons each morning and complete activities set • Watch all of the learning videos sessions, taking a full and active direction from them • Complete the learning set by their teacher each day and upload their learning as requested by the teacher – photograph/video/document etc. • Maintain social interaction with their class peers and responding to their daily teacher questions and messages. • Use online resources such as Times Table Rock Stars, Spelling Shed and any other resources provided by the school • Check their class Google Classroom by midday every day to register engagement and check work set. • Complete the work to the best of their ability. • Submit their completed work according to the deadline set by the relevant member of staff, by uploading it on to Google Classroom. • Children are expected to read up to 30 minutes per day of a quality fiction text, independently.

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	<ul style="list-style-type: none"> • Children can complete work in exercise books/on paper, but will need to take clear photographs of it and upload into their year group Google Classroom.
<p>Parents are responsible for:</p>	<ul style="list-style-type: none"> • Ensure that children are able to access Google Classroom and/or Oak National Academy to complete activities. • 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. • Liaise with school staff and seek support on behalf of their child when needed, with class teacher via email. • Ensure courtesy and politeness to any member of staff within any communication . • Providing access to the learning offered for their children. • Supporting their children by emailing the teacher pictures of completed work for assessment and feedback. • Adhering to the remote learning policy during periods of remote learning. • Ensuring that their child is available to learn remotely according to their normal timetable and that schoolwork is completed on time, to the best of their child’s ability. • Ensuring that their child is familiar with the expectations for remote learning and that any sickness absences are reported to the school office and class teacher. • Complete a loan form if extra equipment is required to access online resources.
<p>Home School partnership:</p>	<ul style="list-style-type: none"> • The school is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs. • The school will provide guidance/induction for the use of Google Classroom, Times Table Rock stars, Spelling Shed and Wordshark as appropriate before any lockdown or year group closure. • Where possible, it is beneficial for young people to maintain a regular and familiar routine. The school will recommend that each ‘school day’ maintains structure but will show understanding if parents need to manage their child’s working day to take account of their own home working or other circumstances. • We would encourage parents to support their children’s work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to complete tasks with good levels of concentration. • Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact the school as an alternative solution may be available. These will be discussed on case-to-case basis. <ul style="list-style-type: none"> • All children will be reminded of the school’s Acceptable Use Policy expectations at school which includes online safety rules, and this applies when children are working on computers at home.

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<p>How to access work <i>Advice on accessing the online tasks.</i></p>	<p>Work will be set for the children on Google Classroom (G-Suite) or relevant online platform. Group teachers will set work for the children in their group.</p> <ul style="list-style-type: none"> • Pupils will already have passwords and access to Times Table Rock Stars, Mathletics and Spelling Shed (10 minutes per day online as a minimum). Some children will also have Wordshark access. • The passwords are kept in their Reading Record (Year 3 & 4) or their homework diary (Year 5 & 6) • Instructional videos are available for logging on to Google Classrooms and all the other key platforms used. These are short videos made by the children explaining how to log into each platform and where to find messages and resources. • These instructional videos also explain how to find various activities and challenges on Times Tables Rock Stars, Mathletics and Spelling Shed. • Physical resources such as writing packs, sheets and activities on paper will be copied by the staff and left in a labelled box outside the school office for collection upon request. • Specific resources may be required, please contact the class teacher and these resources will be created, labelled and left for collection outside the main office.
<p>Vulnerable and Key Workers</p>	<p>Should the school find itself in partial or full closure (Stage 2 or 3) the following procedures will be put into place:</p> <ul style="list-style-type: none"> • Where staffing permits the school will be open for Key Worker children and vulnerable children. They will be placed into Bubbles with 2 members of staff. Pupils will complete all remote learning set by their class teachers. • If staffing allows all children with an EHCP will be offered a place in school during lockdown. • This provision does not apply during school holidays such as half terms, Christmas, Easter or Summer breaks.
<p>Communication <i>How the school will communicate with pupils and parents</i></p>	<ul style="list-style-type: none"> ○ The school will send regular updates through school website, the weekly bulletin and emails to year groups where needed. ○ Class teachers, TAs and SNAs will communicate with pupils daily through Google Classrooms ○ Telephone (main office) 0208 393 0350 ○ Website: https://www.wallacefields-jun.surrey.sch.uk ○ E-mail: info@wallacefields-jun.surrey.sch.uk ○ HT contact : head@wallacefields-jun.surrey.sch.uk ○ For teachers and staff simply click on the red envelope underneath their staff picture on the website.