

Welsh House Farm Community School and Resource Base



Coronavirus (COVID-19): Contingency Plan

Please note: this plan has been created in line with the advice regarding contingency planning in the DfE's national guidance which has been issued by the DfE for how schools should operate during a local lockdown, and a tier system has been established by the Department of Health and Social Care as part of its ['Contain framework'](#). This operates on the basis of four tiers. Tiers 1-3 only apply to schools with pupils in Year 7 and above and range from introducing the use of face coverings to creating a rota system for attendance, whereas Tier 4 necessitates that all education settings only remain open to vulnerable children and the children of critical workers. It is important, however, that schools remain aware that every local lockdown may be different depending on the circumstances of the area. If a local lockdown is implemented in your area, you must follow the specific guidance for your area. We will ensure this plan is updated in line with national government guidelines regarding the operation of schools during local lockdowns.

Last updated: January 2021

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document. Further information linked to our remote learning offer can be found on the school website here: <https://www.welshhousefarm.co.uk> – under the tab COVID19.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two 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.

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

When a bubble is sent home, pupils will have access to their home learning packs and use of the Oak Academy resources for the first day of remote education. We will use Marvellous Me to communicate directly with parents for the first day of emergency home learning. Children have access to their log in information for the range of schools online learning platforms such as BGFL365, TT rockstars, Purple Mash and Active Learn. On the second day of remote learning, teachers will move to class remote teaching and learning following the Remote Learning Class Timetables (found in the remote learning section of our website). These timetables provide an overview of activities/assignments including timings for the live learning lessons (carried out via Microsoft Teams) for the week.

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

- We will teach the same curriculum remotely as we do in school wherever possible and appropriate.
- There will need to be some changes in the way certain subjects are taught. For example, PE may be a link to a website/YouTube clip, music lessons will be adapted etc. Some aspects of PE, music, science, DT and art may need resources which children will not have access to at home. These will be adapted to be accessible for all.
- Over the course of the week, teachers will ensure that there is a broad and balanced curriculum offer, covering the National Curriculum.

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 the following number of hours each day:

EYFS	2 -3 hours this time includes: online live lessons, recorded lesson links, practical activities, physical activities, non-computer based play activity suggestions, phonics activities as well as tasks set on online platforms. We do not require children to be using a screen for all of this time.
Key Stage 1	3 - 4 hours this time includes: online live lessons, recorded lesson links, practical activities, physical activities, daily reading, phonics and times tables activities as well as tasks set on online platforms. This should be spaced out to suit the individual child and family circumstances. We do not require children to be using a screen for all of this time.
Key Stage 2	4 hours + this time includes: online live lessons, recorded lesson links, practical activities, physical activities, daily reading and times tables activities as well as tasks set on online platforms. This should be spaced out to suit the individual child and family circumstances. We do not require children to be using a screen for all of this time.

If children are unable to complete the learning tasks they are set, then they (or parents/carers on their behalf) should discuss this with the class teacher by contacting the teacher via their email address (available on the school website here:

<https://www.welshhousefarm.co.uk/contact-us> or via the school office: enquiry@welshhousefarm.bham.sch.uk

We understand that children may not be able to complete all of the learning set for the day every day and teachers will use their discretion when monitoring learning completed and if necessary have conversations with the child and their parents to offer help and support.

Pupils who are unwell are not required to attend live lessons and complete learning but parents must notify school of the illness.

Accessing remote education

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

School will use Microsoft Teams to deliver all remote lessons. Lessons are set up in advance and links sent to their allocated emails.

Children will be able to ask questions and request support by emailing their teacher directly, asking questions in the general channel or in the meeting chat, or by asking questions directly to teachers during the live learning sessions.

We set learning using the following three main platforms:

- **Microsoft Teams:** Live Learning and video links, access to learning materials via Files or Assignments- feedback provided through feedback loops in assignments
- **Times Tables Rock Stars:** children complete tasks and teachers celebrate, feedback to children and monitor progress weekly
- **Active Learn:** including Bug Club/Phonics Bug: children read books, complete tasks and teachers celebrate, feedback to children and monitor progress weekly
- We may also provide links for **National Oak Academy** and other sites (e.g. BBC Bitesize) to supplement learning.
- Any external providers such as Music and Modern Foreign Languages will move to virtual sessions.
- PE will be implemented through a mixture of paper-based tasks, videos and live sessions.

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

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Loan of a school device or laptop – parents can contact school via safeandwell@welshhousefarm.bham.sch.uk for more information on whether they are applicable. Parents and Carers will be expected to sign up to acceptable use agreements and a loan agreement.
- Monitoring software is installed on loan devices and they should only be used by the child they have been allocated to
- We have a limited number of Vodafone SIM cards available to parents if they do not have access to data. The school can also support with data boosts available via the government portal
- **Paper learning packs are also produced every fortnight** that works alongside the remote learning curriculum and additional home learning packs can be provided if required. These should be returned when completed. They will then be quarantined/marked by staff and feedback given where applicable.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- Lessons and activities will be part of a well sequenced curriculum and make use of a variety of appropriate presentations, worksheets, videos and other carefully selected resources
- Live class and group sessions with teachers to provide learning, feedback, share stories, answer questions and check on wellbeing
- Use of Teams breakout groups facility for smaller group work and discussions
- Use of Teams Channels for break-out groups and collaborative learning
- Pre-recorded teaching (e.g. Oak National Academy lessons, BBC Learning, White Rose Maths or video/audio recordings made by teachers)
- Printed paper packs produced by teachers
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. BBC Bitesize)
- Medium-term project work and/or internet research activities
- Remote learning provisions will be suitable for the age/ ability and needs of the child and school will be flexible in their approach to supporting pupils.

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 recognise that remote learning is a challenge for everyone and therefore ask for your support at home with your child's learning. However, to ensure that no learning time is lost and your child continues to make progress we ask that you support us with the following:

- **expectations for pupils' engagement with remote education**

We do expect pupils to take part in **all** daily learning tasks and activities. Pupils should attend their timetabled live lessons every day unless they are unwell. In circumstances where this is not possible, we expect parents/carers to contact the school and seek support. If a child is not attending and we know that the child has access to a device school will be calling to chase attendance and work completion.

- **expectations of parental support, for example, setting routines to support your child's education**

We expect parents/ carers to support their child to engage in school's daily activities. The best way you can support your child is by:

- Keeping a good home routine for bedtime and getting up in the morning,
- Get your child up, dressed and ready for school by 9am.
- Support your child to access the timetables. For younger children, parents may need to support them to log in to live lessons at the correct time.
- Speak to a member of staff by contacting school if you feel that the learning needs adapting or changing for your child or you are having trouble accessing anything.

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

- Teachers will be making daily checks on attendance of children in their live lessons and will contact any children who have not attended
- Work submitted on assignments will be provided with feedback where appropriate
- Online learning websites will be checked regularly through the week where these have been provided as part of the learning
- School staff will be making phone calls to children without access to devices weekly to ensure that they are accessing the paper based tasks they have been set.

We will keep in regular contact with parents via and Marvellous Me, weekly newsletter, phone calls home, school website, school social media, letters and email.

- Where we are concerned about a child's lack of attendance at live lessons or completion of work we will make phone calls home to offer help and support to parents.
- For older children teachers may email the child (copying in a DSL) to find out if there is an issue. Where there are still concerns apparent this is then reported to a Designated Safeguarding Lead and a home visit to the family may be completed.
- Where children have been identified not accessing remote education and live lessons despite having a device and internet available to them the school will consider arranging for the child to attend school under the vulnerable child not accessing education category.

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

Feedback can take many forms and may not always mean 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:

Feedback on learning can take many forms and may not always involve written comments. For example, whole class feedback during a live lesson or online quizzes a score are also valid and effective methods of assessment. Our approach to feedback work will vary depending on the amount of work set but will include the following:

- Microsoft Teams assignments will be electronically marked and feedback provided to the child
- Teachers may choose to set online quizzes which are marked automatically
- Online learning lessons: teachers will monitor and feedback on these weekly
- Work submitted via email or Teams will be returned to children individually with comment
- Where remote education is utilised for a sustained period of time such as a term, staff will endeavour to provide feedback to parents/carers via a telephone call home or a progress check report.
- Where there are concerns that a child's learning is not reflective of their ability, the parent/carer may receive a call or email from the school office requesting a remote meeting with their child's class teacher.

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 the following ways:

- We offer regular contact from SENDCo for pupils with SEND to discuss remote learning and to offer support
- SENDCo signposts parents to local support services and makes use of the school website and newsletter to promote online events for parents and carers of children with SEND
- Offer of access to a school based learning provision for pupils with an EHCP or pupils deemed to be vulnerable
- Personalised learning tasks for pupils with a SEND/barrier to learning set where needed
- Parents are encouraged to contact the SENDCo and their child's class teacher to discuss any learning concerns by emailing
- l.hudson@welshhousefarm.bham.sch.uk
- We are happy to support by offering of practical resources to support learning for pupils with SEND where possible
- Our EAL Worker can be contacted via email on s.grant@welshhousefarm.bham.sch.uk. She continues to support her groups remotely via smaller groups on Teams.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

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

In this section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

- Weekly timetable with curriculum links will be provided on the class Team every week which can be accessed from home should an individual child need to self-isolate
- Live learning is not possible when the majority of the class are in school, however the class teacher will engage with the child via Teams, Marvellous Me or email/phone
- Paper packs and stationery can be provided if required

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