

# ST ANDREW'S CE (VA) INFANT & JUNIOR SCHOOLS LEARNING CONTINUITY FRAMEWORK

## **Context**

This document is designed to ensure that, as far as possible, procedures are in place to make certain that any negative impact on pupils' learning is mitigated in the event of any critical incident we may face.

An incident becomes a critical incident when it constitutes a serious disruption, arising with little or no warning on a scale beyond the coping capacity of the school under normal conditions, and requiring the assistance of the Emergency Services and/or Calderdale Local Authority. This framework is focused to the continuity of pupils' learning and, therefore, sits within our wider Business Continuity Plan.

In 2020 *Covid19* (the Coronavirus) pandemic required schools to respond quickly to mitigate the impact of the pandemic threat, isolation and lockdown. This identified a need to rapidly implement procedures for the management of the risk of infection, and to ensure continued learning for pupils, through programmes of remote learning. Government plans during the first eight months of the pandemic changed rapidly. Consequently, we regularly review, and continue to review, our models of remote learning so that pupils can continue to acquire new skills and knowledge. In addition, this plan sets out how professional development learning (especially for early career teachers, teachers new to a year group and staff new to the school) will continue.

Examples of such incidents impacting on continuity of learning could include:

- *Pandemics (e.g. Coronavirus) with a local or national outbreak causing a full or partial closure*
- *Other types of public health threat e.g. meningitis, hazardous substances*
- *Buildings becoming unusable due to snow, floods, fire, asbestos, heating or electricity failure*
- *Building collapse*
- *A violent incident - terrorism, hostage scenario, civil disturbance including riots and/or civil disorder.*
- *Natural and/or man-made disaster*
- *Terrorism*
- *Loss or significant shortage of staff*

## **Aims**

This framework has been devised in line with the DfE guidance for the full opening of schools. It sits within our Emergency Continuity Plan and is implemented in line with our most recent risk assessment. The framework details how the school will continue learning for pupils and continue professional learning for staff in the circumstances of:

- *The need for individuals or small groups of pupils requiring to self-isolate*
- *A shortage of staff members available for work due to self-isolation, shielding, or shielding by association*
- *The partial closure of school (or specific pupil bubbles) in the event of a confirmed case of Covid, or in the event of a different critical incident*
- *The closure of school in the event of a local or national lockdown*

The framework sits within the Government's four tiers of restrictions for schools:

- *Tiers 1- 3: we remain open to all pupils within the parameters set out above*
- *Tier 4: we open only to vulnerable pupils and those children of critical workers.*

Within Tier 4, the DfE may recommend that selected year groups should attend and we will comply with these recommendations as far as possible, taking into account safe staffing levels; safe location of teaching groups; and safe movement around the school site.

## **Objectives**

*In developing and continuing to improve upon our remote education, we will ensure that:*

- Our remote education follows a clear sequenced curriculum which supports learners in accessing high-quality online and offline resources/ teaching videos, all linked to our curriculum expectations.
- Resources provided to pupils are age and stage appropriate and supports their learning needs.
- Staff are trained in the use of online learning platforms
- Pupils who do not have access to the internet (therefore classed as vulnerable) and disadvantaged pupils will be prioritised for access to laptops/tablets on loan from school
- Printed resources, such as textbooks and workbooks, are provided for pupils for whom we cannot provide laptops/tablets (due to insufficient stock) or do not have access to the internet, perhaps (but not exclusively) due to safeguarding reasons
- We will work with families to support children in accessing remote/home learning without causing undue distress for our most vulnerable and complex learners

*We will therefore maintain a good quality of education by:*

- Enabling pupils to continue learning
- Enabling continued professional development (CPD) for staff, particularly those at an early stage of their career or those new to our school

## **Policy**

In the event of children not being able to attend school due to a critical incident, we will use online learning platforms to remotely set work for children to access at home. These platforms have been developed as a result of the national closure of schools from March 2020 – September 2020 (due to the *Covid19* pandemic) and are regularly reviewed to evaluate the impact on pupils' learning. This system is supported by a range of resources which includes: Oak Academy, BBC Bitesize, Spelling Shed, Times Tables Rockstars, English Skills books, CGP Homework Books, Oxford Owl, White Rose maths books and reading books.

Clearly, the successful use of online learning platforms is dependent upon families having access to laptops or tablets. Given the proportion of pupils that this affects here, our approach is to:

- *Undertake an audit of the proportion of families that have no access to ICT*
- *Request that these families contact school*

- *Loan hardware*
- *Access laptops, tablets and 4G wireless routers for children from the DfE for key vulnerable and/or disadvantaged pupils*
- *Provide hard copies of work to be completed*

Parents and carers will be provided with details of how to support their child in accessing these platforms on or before the day of closure or if a particular group is required to study at home. However, if the provision needs to close suddenly, this detail will be emailed to parents in a timely manner.

Clearly, on-line teaching – either through live or recorded teaching – remains inaccessible for pupils for whom none of the solutions above can be applied. At St Andrew's CE (VA) Infant and Junior Schools this is unlikely as most families have appropriate access to ICT. A minority of our pupils have no internet access and/or access to laptops and tablets, in which case, at Key Stage 2, a Chromebook and/or Dongle will be made available from school to support home learning. For Key Stage 1 and EYFS, additional paper based resources will be available.

In order to make certain that teachers' workload is manageable, feedback on remote learning will be provided in greater/lesser detail dependent upon the four categories of absence and is detailed each appropriate appendix. This is because, in the *Covid* pandemic, teachers are confined to bubbles of pupils with minimal breaks, at the same time planning and teaching sequential lessons. These lessons can be shared through on-line learning and remote activities to consolidate/further/deepen pupils' learning will be set - but completion, and therefore feedback, will depend upon access to, and engagement with, online teaching.

### ***Planning Continuity of Learning***

Teachers will:

- *Plan a learning programme that is of equivalent length to the core teaching pupils would receive in the school, which may include daily contact with the teacher*
- *Set learning tasks to build on pupils' prior learning, so that they have meaningful and ambitious work each day and, over time, across the curriculum*
- *Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught, practised and applied in each subject*
- *Avoid an over-reliance on long-term projects or internet research activities and consider the extent of resources available to the overwhelming majority of our pupils*
- *Provide frequent, clear explanations of new knowledge and skills, delivered either directly by a teacher (recorded) or through high quality curriculum resources and/or videos.*
- *Monitor the progress pupils are making, using a range of assessment techniques in line with our marking and feedback policy*
- *Adjust the pace or challenge of what is being taught, as a result of pupils' responses to questions or assessments, including, where necessary, revising material, simplifying explanations, and/or presenting alternative strategies to ensure pupils' understanding*
- *Be aware to not place significant demands on parents for help or support and take into account their ability/time to provide appropriate support*

## ***Safeguarding and Remote Education***

Statutory guidance about online safety can be found in Annex C of *Keeping Children Safe in Education* and in our Safeguarding Policy. These documents must be read and adhered to by all staff prior to engaging in the delivery of remote education. Parents and carers will be supported in understanding e-safety and how to effectively monitor their child's use of the internet and online activity.

## ***Monitoring Pupils' Wellbeing***

A range of approaches are in place to ensure the well-being of pupils and these depend upon the four categories of absence and are detailed within each appendix. However, wherever possible, there will be daily contact with vulnerable pupils, especially those on Children in Need plans, Child Protection plans or SEND pupils with a EHC plan. This support will be in place through leaders, teachers and the wider pastoral team.

## ***Monitoring Staff Well-Being***

Where a member of staff has to self-isolate, a senior leader or designated member of staff will maintain regular contact. If this is a preventative measure only and not through sickness absence, appropriate tasks will be delegated – these are detailed in appendix 4. Appendix 5 sets out how professional development can be continued for teachers who at a very early stage of their careers, especially those for whom teacher training was impeded (NQTs) or for whom NQT support was interrupted (RQTs).

## **FOUR CATEGORIES OF PUPIL ABSENCE**

### ***1. The need for individual or small groups of pupils to self-isolate***

We will provide home learning activities for those affected. This will be aligned as closely as possible to the learning which is taking place in the child's class in school. Completed work will be uploaded and/or registered on the relevant online platforms.

As the year group is still operating for the majority of pupils in school, teaching staff will be working in school each day with the children in attendance. Feedback on pupils' work for those in isolation will therefore be given as soon as is practically possible, but it is unlikely to be in the detail that is routinely provided in lessons. It may be that this feedback is not given always by the class teacher or even on the same day. It may be delegated to a suitably experienced support staff member to ensure manageable workload.

Parents/carers are asked to contact school by email should they require any support or adjustments to the work which has been set.

If the child self-isolating is eligible for free school meals, we would work with families to provide these during this period. Regular well-being checks will be put in place.

If a child is self-isolating as a result of travelling abroad and needing to quarantine, we will only set work for the pupil if the quarantine measures were put in place whilst actually on holiday. If a family decides to travel abroad knowing that restrictions are in place on their return, we will not set work for the pupil.

Routines, systems and resources for these pupils in self-isolation are set out in appendix 1

## ***2. Partial closure (e.g. class bubble, whole cohort, key stage) in the event of a confirmed case of Covid***

Home learning activities will be set. As a whole bubble (possibly cohort/key stage) is absent from school, then the teacher and relevant support staff will be also be self-isolating. Staff will therefore be able to set on line learning and provide appropriate feedback to all pupils via the digital platforms (Purplemash – Infant School or Google Classroom – Junior School).

In the event of the class teacher being unwell and unable to work, this task will be delegated to a suitably experienced member of staff.

Parents/carers are asked to contact their child's class teacher via the digital learning platform (Purplemash or Google Classroom) should they require any support or adjustments to the work which has been set.

All pupils affected by the bubble closure who are eligible for free school meals will receive support from school to provide these throughout the period of closure.

Routines, systems and resources for pupils absent from school due to bubble/cohort closure are set out in appendix 2

## ***3. Full closure due to local, regional or national lockdown***

Home learning activities will be set. As the whole school is closed, then teachers and support staff will be home working. Staff will therefore be able to set on line learning and provide appropriate feedback to all pupils via the Purplemash or Google Classroom digital platforms.

Where possible – with sufficient notice of closure – pupils may be provided with resources e.g. reading books, workbooks, activity packs to complete at home.

In the event of the class teacher being unwell and unable to work, these tasks will be delegated to a suitably experienced member of staff.

Parents/carers are asked to contact their child's class teacher via the Purplemash or Google Classroom digital learning platforms should they require any support or adjustments to the work which has been set.

We will work with all families eligible for free school meals through the period of closure.

Routines, systems and resources for pupils at home as a result of full closure are set out in appendix 3

#### ***4. Shortage of staff members available for work***

It may become the case that we are in a position where a high proportion of staff are unable to attend work, for instance if needing to self-isolate. This may adversely affect the way in which we can operate varying aspects of usual practice and we may need to close some areas of school.

Wherever possible, we will utilize staff available to cover absent roles in school, whilst trying to maintain the integrity of bubbles as much as we can. It may be that we use support staff to lead the learning of a class group in the absence of a teacher.

Remedial action and interim routines are set out in appendix 4

#### ***Continuity of Learning for Staff***

Appendix 5 sets out how we support the continued professional development of staff whether they are required to self isolate (but have no sickness symptoms) or where they are in work each day and, in particular, strategies in place to support:

- Newly qualified teachers (whose training has been impeded by lockdown)
- Recently qualified teachers (whose induction has been impeded by lockdown)
- Teachers new to a key stage – teaching a year group for the first time
- Staff new to the school prior to/throughout lockdown or appointed on full reopening

#### **Conclusion**

This policy will be reviewed regularly so that continuity of learning is embedded in our emergency procedures and so that remote learning can become embedded within a model of blended learning across the curriculum