



# Learning Continuity Plan 2020-21

**Created: September 2020**

**Presented to staff:**

**Presented to governors:**

Name	Role	Strategic Responsibilities
	Headteacher	<ul style="list-style-type: none"> <li>Overall coordination of activities and allocation of roles and responsibilities.</li> <li>Coordinate the content of the information for the press and any interviews.</li> <li>Ensure appropriate delegation is in place when unavailable.</li> </ul>
	Deputy headteachers	<ul style="list-style-type: none"> <li>Work closely with and AHTs in the discharge of her responsibilities.</li> <li>Assist with any of the coordination activities as they arise.</li> <li>If Headteacher unavailable then assume that role and coordinate cover for own role</li> <li>Ensure all passwords, learning packs or devises are shared with pupils and available for parents</li> </ul>
	Assistant headteacher	<ul style="list-style-type: none"> <li>Coordinate staff welfare.</li> <li>Assist with any of the coordination activities as they arise.</li> <li>Support groups of learners as the need arises in EYFS .</li> <li>Move up the chain of command if the Headteacher and deputy Headteachers are unavailable.</li> </ul>
	Assistant headteacher	<ul style="list-style-type: none"> <li>Coordinate pupil welfare.</li> <li>Assist with any of the coordination activities as they arise.</li> <li>Support groups of learners as the need arises.</li> <li>Support the teaching and learning of Maths across the school especially using the online platform</li> <li>Move up the chain of command if the Headteacher and deputy Headteacher are unavailable.</li> </ul>
	Assistant headteacher	<ul style="list-style-type: none"> <li>Assist with any of the coordination activities as they arise.</li> <li>Support groups of learners as the need arises.</li> <li>Co-ordinate SEND support systems and communicate with pupils and families</li> <li>Move up the chain of command if the Headteacher and deputy Headteacher are unavailable.</li> </ul>
	Attendance, Admissions	<ul style="list-style-type: none"> <li>lunches FSM</li> <li>update daily attendance, self isolating/quarantine lists</li> <li>Parent communication</li> <li>Weekly telephone calls to pupils</li> <li>Upload most current parental contact details onto Google drive</li> </ul>

...if a child or group of children need to learn at home (and are well enough to do so.)	Day 1(Once the absence is confirmed to be over one week)	Day 2-5	6 Day+
	<ul style="list-style-type: none"> <li>• AHT/DHT check password and username for pupil sent home</li> <li>• AHT/DHT to ensure that pupils have access to devices if not pupils will need to be loaned a device.</li> <li>• Office to ensure that they log the device loaned to pupils and log when the device has been returned</li> <li>• Teacher communicate on google classroom to signpost pupils to basic skills Reading, Maths, Spelling and websites that pupils can access(BBC bitesize,Oxford owl)Note a paper pack may need to be sent home to identified pupils</li> <li>• SENCO to liaise with families of funded pupils and reference them to</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher to signpost pupil/s to the classroom where they can access the uploaded planning for the week and practice the independent tasks</li> <li>• Live streaming of lessons from 9:00-12:00. Lessons will be recorded and streamed from 1:00-3:00 and adults will provide feedback</li> <li>• Teacher to monitor pupils practice session and provide feedback, this can also be supported by the TA</li> <li>• Phase leaders/AHT to ensure that they monitor planning has been uploaded and feedback to SLT</li> <li>• SENCO to liaise with the phase leader to support learning posted on the google classroom</li> <li>• DHT to arrange FSM school vouchers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher to invite pupil to the classroom so that they can access the learning via google invite</li> <li>• Live streaming of lessons from 9:00-12:00. Lessons will be recorded and streamed from 1:00-3:00 and adults will provide feedback</li> <li>• AHT/DHT to support teacher if</li> <li>• SENCO to liaise with the phase leader to support learning posted on the google classroom especially for high needs funded pupils</li> <li>• At the end of the week Teacher/Learning Mentor to phone pupils to check on well being and what further support pupils need in terms of the weeks learning</li> </ul>
whole school classes need to learn at home	Day1	Day 2-5	6 Day +
	<ul style="list-style-type: none"> <li>• Classteacher with AHT support check password and username for pupil sent home</li> <li>• SLT to speak to class and go over expectations for on-line learning</li> <li>• SLT to ensure that devices are ready to give to those that need them and deliver if necessary</li> <li>• Office to ensure that they log the device loaned to pupils (and log when the device has been returned)</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly timetable with timings to be uploaded to google classroom</li> <li>• Teachers to stream lessons as per what is on the timetable using flipchart planning</li> <li>• Teachers prepare resources for the next day</li> <li>• Teachers/TA to monitor pupils work submissions and provide feedback of independent task</li> <li>• Learning mentors to follow through on pupil absence</li> <li>• Teachers to complete engagement tracker to assess pupils that are accessing the learning</li> </ul>	<ul style="list-style-type: none"> <li>• As days 2-5</li> <li>• Learning Mentor wellbeing phone calls to pupils</li> <li>• Learning mentors to follow through on pupil absence</li> <li>• SENCO to liaise with the phase leader to support learning posted on the google classroom</li> </ul>

	<ul style="list-style-type: none"> <li>• SLT to draft parent mail to include the remote learning timetable including timings</li> <li>• Class teacher to signpost pupils to timetable on the classroom</li> <li>• Class teacher to devise learning plan for 2-5 days</li> <li>• SENCO to liaise with families of funded pupils and reference them to</li> <li>• SLT/Phase leaders monitor engagement</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO to liaise with the phase leader to support learning posted on the google classroom</li> <li>• AHT/DHT monitor engagement register</li> <li>• Devise learning plans for the following week</li> <li>• DHT to arrange FSM school vouchers</li> </ul>	
<b>If school is only open to key worker and vulnerable children</b>	<b>Day1</b>	<b>Day 2-5</b>	<b>6 Day +</b>
	<ul style="list-style-type: none"> <li>• As above for pupils at home.</li> <li>• SLT devise rota for on-site staff.</li> <li>• DHT to arrange FSM vouchers</li> <li>• Establish registers to be completed daily</li> </ul>	<ul style="list-style-type: none"> <li>• As above for pupils at home.</li> <li>• Weekly timetable with timings to be uploaded to google classroom</li> <li>• Morning and PM register to be taken</li> <li>• LM to contact parents of pupils not logged on</li> <li>• Staff that are on-site will make weekly phone class to all pupils and fill in the Safeguarding tacker</li> <li>• On-site staff support pupils to access online learning.</li> <li>• Teachers post weekly timetables onto the classroom and the website</li> <li>• Teachers will stream live lessons</li> <li>• TA's to support teachers with feedback on google classroom</li> <li>• Staff that are off site will do the exact same thing as the teachers on site. This will need to be negotiated with partner teachers in terms sharing the workload on the time table</li> <li>• DHT to arrange for FSM vouchers.</li> </ul>	<ul style="list-style-type: none"> <li>• As above for pupils at home.</li> <li>• Weekly timetable with timings to be uploaded to google classroom</li> <li>• Morning and PM register to be taken</li> <li>• LM to contact parents of pupils not logged on</li> <li>• Staff that are on-site will make weekly phone class to all pupils and fill in the Safeguarding tacker</li> <li>• On-site staff support pupils to access online learning.</li> <li>• Teachers post weekly timetables onto the classroom and the website</li> <li>• Teachers to stream live lessons</li> <li>• TA's to support teachers with feedback on google classroom</li> <li>• Staff that are off site will do the exact same thing as the teachers on site. This will need to be negotiated with partner teachers in terms sharing the workload on the time table</li> <li>• DHT to arrange for FSM vouchers.</li> </ul>

**What is Blended Learning?**

Blended learning is a method of teaching that combines technology/ digital media education (facilitated by the teacher) alongside traditional teacher-led **classroom** activities. A teacher may use google classroom to teach, model lessons using audio recordings to scaffold learning so that the face to face classroom can be replicated digitally.

#### **Rational for Blended Learning provision when schools are now open?**

There are 2 main reasons why we believe it is important to continue with Blended Learning even though schools have reopened:

- Even though schools are open and pupils are encouraged to be in school, there are still many scenarios where pupils may need to be at home, for example if they are clinically vulnerable, have underlying health conditions or parents are not yet comfortable sending them into school.
- Additionally, in the instance that there were a confirmed case of Covid-19 in a particular bubble, the bubble would need to shut and pupils would have to quarantine at home for a period of time. In both of these cases, it would be important that the pupil/s involved could access a full curriculum from home.
- There are occasions outside of Covid-19 when pupils are at home for extended periods of time but are well enough to still take part in learning e.g. when recovering from chicken pox or if they have broken a limb. In the past it has been expected that pupils will simply miss the learning that takes place during this time.
- However, we now have both the technology and knowledge to ensure that pupils do not miss more learning than necessary and it is our duty to create this provision. Pupils will also have the ability to revisit the learning at home if they feel that they didn't quite understand it the first time around.

#### **What will Blended Learning look like at Keir Hardie Primary School?**

- This is, and will need to remain, an ongoing discussion between teachers, pupils and parents to constantly review and revise our provision to ensure that this meets the needs of our community.

#### **Current provision, alongside normal face-to-face teaching and learning taking place in school, the following will be provided online for pupils at home:**

- Homework published on Google Classroom for pupils to complete online. This means that pupils will become more familiar with using it and also stops books from being carried back and forth between home and school.
- Pre-recorded, bitesize instructional videos posted on Google Classroom that pupils can engage with in their own time. This may well take the format of a teacher recording their voice speaking over a presentation, providing explanation and instruction. This would need to be brief and concise to ensure clarity and to keep pupils engaged.
- Ideally the materials needed for guided/independent practice would be available to the pupil online for them to complete. Completed tasks could then be submitted for review on Google Classroom.
- Independent tasks uploaded onto Google Classroom for pupils to complete in their own time at home E.g termly project work. Pupils must then submit these online for teachers to review and give feedback on.
- All pupils must be taught how to submit assignments online and view feedback from their teachers.
- All learning submitted online can be assessed by teachers and feedback can be given in the form of brief comments. In this way, teachers can continuously assess pupils who are at home for extended periods of time.
- It is important to note that whilst during the lockdown period learning ceased to be compulsory, it is now mandatory to complete a full curriculum of learning. This means that any pupils at home must have access to online learning and must be completing all statutory activities. Providing feedback on tasks submitted online is one key way of keeping pupils engaged in remote learning.
- We are exploring a possible on-line learning timetable if a lock down were to be enforced or the school was closed due to an out-break

### EXAMPLE TIME TABLE FOR REMOTE LEARNING

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-9:15	Attendance Register/PE video streaming	Attendance Register/PE video streaming	Attendance Register/PE video streaming	Attendance Register/PE video streaming	Attendance Register/PE video streaming
9:15- 9 :30	Reading for Pleasure	Reading for Pleasure	Reading for Pleasure	Reading for Pleasure	Reading for Pleasure
9:35- 10:05	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension
10:10- 10:25	Break	Break	Break	Break	Break
10:30-11:00	Writing	Writing	Writing	Writing	Writing
11:00- 11:30	Maths	Maths	Maths	Maths	Maths
11:30- 12:00	Science	Science	Science	Science	Science
12:00- 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-2:00	Consolidation and Catch up English and Maths	Consolidation and Catch up English and Maths	Consolidation and Catch up English and Maths	Consolidation and Catch up English and Maths	Consolidation and Catch up English and Maths
2:00-3:00	Foundation Subjects	Foundation Subjects	Foundation Subjects	Foundation Subjects	Foundation Subjects

- Note that these sessions will all be recorded and shared with pupils so that they can access the learning if they were not present in the morning session

#### **What potential barriers are there to Blended Learning?**

There are two main potential barriers to effective Blended Learning: equipment and knowledge.

#### **Equipment:**

- Remote learning relies heavily on technology: access to a good device and good WiFi are key.
- Without these, pupils will struggle to fully engage with all that has been provided. In order to overcome this, the school may need to loan out some of its Chromebooks and laptops.

- Pupil Premium money may also need to be spent on purchasing new devices and dongles for pupils at home who do not have the necessary equipment. Once we know what we currently have available to us and what need there is likely to be for this, a timetable for acquiring the necessary will be drawn up. (The cost for dongles to access WiFi is £10 per week)

#### **Knowledge:**

- During lockdown it was apparent that a lack of knowledge and understanding (particularly of how to use Google Classroom) prohibited many pupils from fully accessing all that was available to them.
- This was particularly true amongst younger pupils who needed help from parents to use Google Classroom, but parents did not know how to use it either.

#### **We will carry out the following to educate both pupils and parents:**

- A detailed self-help sheet with screenshots and videos showing how to access Google Classroom, view and submit assignments etc. will be distributed to every family.
- Direct, instructional lessons will be given in the first few weeks of term to model to pupils how to use the different features of Google Classroom.
- Parents may be invited for after-school on-line tutorials or pre-recorded videos may be uploaded to the website to support with understanding the access to the Google classroom platform
- Parents, pupils and staff will be made aware of the code of conduct to ensure that all stakeholders display a high level of mutual respect and professionalism (see Blended learning policy)

By carrying out the actions above, we hope to remove as many barriers as possible to remote learning to ensure that all pupils have full access to the school curriculum.

#### **How do interventions fit in with Blended Learning?**

- Once pupils have been back at school, they will be assessed by teachers to see which pupils require both academic and social/emotional interventions (Information from baseline assessments will be used to determine interventions)
- Many interventions will be carried out in school as normal, but there may be a need for further interventions to take place remotely.
- If a bubble is closed due to a confirmed case of Covid-19, existing interventions will need to take place virtually so that children do not fall further behind.
- During the lockdown period, small group interventions may take place on Google Meet so that is a possible way of offering remote interventions.
- In order to ensure pupils catch up by summer 2021 (as is the government intent), it may also be necessary to offer after-school booster to bridge any gaps. This could be delivered on the Google meets platform

#### **How will teacher workload be considered?**

- It is important that Blended Learning does not add to the already-high workload of teachers.
- It is hoped that a mixture of synchronous and asynchronous material will ensure that there is not too much additional work to be done as pupils will be able to access live lessons streamed from school.
- Pre-recorded videos uploaded onto Google Classroom should be concise and brief and use the same slides as those which pupils in school would be viewing, if in class. For this we have devised Flip chart expectation to ensure that there is a consistent approach throughout the school and pupils have familiarity.

- Blended learning Systems will be regularly reviewed with teachers,pupils and parents to check that it is effective and not adding to teacher workload.