SHOEBURYNESS HIGH SCHOOL

'Expect Excellence'

Remote Learning Plan – Spring Term 2022

Specific Aims

- To outline our approach for pupils who will not be attending school, as a result of Government Guidance, individual isolation or whole school closure.
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils.

Who is the plan applicable to?

In line with government guidance (October 2021 and Jan 2022), https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1048357/220119_Schools_guidance_January.pdf

https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note

"When an individual develops COVID-19 symptoms or has a positive test

Pupils, staff and other adults should follow public health advice on when to self-isolate and what to do. They should not come into school if they have symptoms, have had a positive test result or other reasons requiring them to stay at home due to the risk of them passing on COVID-19 (for example, they are required to quarantine).

Pupils and staff should return to school as soon as isolation rules allow."

There is now only one 'Remote Learning Plan' for students that we have devised as a school in action as of Jan 2022:

1. Individual Student isolation plans

If parents inform us their child is self-isolating, the Academic Year Leader (AYL) takes responsibility for communicating with teachers. The student will have work set by their normal timetabled teacher in line with what is being studied by their class.

This is monitored by the relevant AYL.

Work will be sent home via TEAMS or EDULINK.

Previous 'Remote Learning Plan contingencies

Below are the previous plans in place for 'Bubbles' and whole school closures.
Government guidance is now that 'Bubbles' should be no longer necessary. Therefore, the likelihood of needing to introduce our 'Remote Learning Plan' for 'Bubbles' being asked to isolate is unlikely. However, guidance from Jan 2022 still states,

"You should make sure your contingency plans (sometimes called outbreak management plans) cover the possibility that it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups.

Any decision to recommend 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."

Therefore, we will continue to state our policy if this unlikely eventuality should occur.

Bubble Isolation

The day would start with an expectation that all students would need to make contact with their form tutor. If this contact is not received by 8:50 a.m. then attendance would be notified of 'absent' children and normal absence procedures followed.
In the event a Year Group Bubble has to isolate then at the start of what would have been a lesson the teacher will use MS Teams to set work for that period. The teacher will remain at a computer for the duration of the 'lesson' to deal with any queries that come up within that period.

Bubble isolation remote learning would be monitored by the AYL

At the time of reviewing this 'Remote Learning Plan' there is no longer any stated guidance around National Lockdowns as there was in Jan 2021. However, in the interests of clarity, should the Covid situation and government guidance change rapidly during 2022-2023, we would revert to the previous state policy. See below:

Whole school closure plan during a National Lockdown

(*This came into operation on January 5th 2021 and is not covered any longer by current guidance and so is for information purposes only at this point.*)

During a national restriction we would only open for Key Worker & vulnerable students and we are obliged to plan in accordance with the following guidelines
https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf

 The context of a national lockdown is likely to also mean that staff children are impacted by school closures.

We will initiate an onsite staff rota that provides sufficient coverage to teach all eligible key worker and vulnerable students in year group bubbles.

All students will follow their normal timetable via MS Teams. This means that all of our students are receiving 5 hours of remote learning each day which meets the government requirement for key stages 3 and 4*

1. <u>Period 1:</u> Form tutor will log on and register their tutor group; for any child that hasn't made contact by 8:45 a.m. and Edulink notification will be sent to the parent and the central register will be completed to show this.

2. <u>Periods 2 to 4:</u> The teacher will log on at the timetabled time (staggered timings to be maintained with the children onsite in mind) and provide a live introduction to the lesson lasting approximately 10 to 15 minutes as a minimum. Once complete the students will complete the set tasks with the teacher available throughout the lesson to answer questions and offer support. The teacher will once again log on for the final 10 minutes or so to wrap up the lesson.

Those key worker and vulnerable students that are onsite will join these remote lessons alongside their class peers.

We have some students for whom this is not possible or appropriate due to their particular SEND needs. This will be reflected in their ISPs.

Curriculum

We know that there has been much disruption to children's education, therefore, we are committed to ensuring that all children continue to receive a quality education should the need for remote learning arise.

Each Faculty Area will employ the most appropriate resources for each year group with Senior Line managers having oversight.

The remote learning set for children will be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the main aspects of the curriculum plan in accordance with government guidance (Restricting attendance during the national lockdown: schools, January 2021) which expects schools to:

> *"..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 and practised in each subject so that pupils can progress through the school's curriculum."*

Teachers will provide adapted learning resources for children currently on ISPs as required monitored by the Head of the Achievement and Foundation pathway or SENCo as appropriate.

Expectations

The expectations of various groups in relation to Remote Learning are outlined in our Remote Learning policy (ratified by Shoeburyness High School Academy Committee on 5th October 2020 https://www.shoeburynesshigh.co.uk/attachments/download.asp?file=223&type=pdf

Remote teaching for staff who are self-isolating

- Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy.
- If a member of staff is required to self-isolate, they are expected to follow the normal reporting procedures for planned absence including notifying the school of when they are fit to return

to duties. If they remain well they can still fulfil their duties remotely using MS Teams to deliver their lessons or using the remote desktop facility if support staff.

- It is expected that staff get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating support staff will be given an individual project to work on which is in-line with whole school improvement priorities or asked to support with the online learning provision for their year group. These projects will be communicated by a member of SLT and will be allocated on a case-by-case basis.
- If unwell themselves, teachers will be covered by another staff member, if needed for the on-site rota (organised by WP) or supported by their Faculty line manager in setting work for their remote classes.
- Communication and planning during this time will not be undertaken until the teacher is fit to work.

Online Learning Platforms

The school subscribes to a number of online learning resources which can be accessed at home. It is essential that children and parents have access to all the relevant login details so that they are immediately available in the event of a closure or self-isolation. Pupils will be sent home with these login details.

Login details that will be included are:

- MyMaths
- Just Maths
- GCSE Pod
- SENECA

Teachers may also make use of the Oak National Academy resources and the BBC bite size programmes

Access to Digital Devices

The procurement and organisation of this is the responsibility of the SECAT ICT Team with the SHS Senior Pastoral Lead collating the names of students that require a device.

Priority for supporting students will be given to those in exam year groups. The Catch-up premium will also be used to fund the purchase of devices to support those children working onsite during any national lockdown and those who have not been able to access a device through the government scheme.

Disadvantaged families will also be supported to access extra mobile data where they have no broadband connection at home or cannot afford additional data. They must also fulfil one of the following criteria:
One of the following must also apply. They are children:

- in years 3 to 11 and whose face-to-face education is disrupted
- who are clinically extremely vulnerable and need to shield on current official advice (this could be from a doctor or hospital consultant)
- who live in a household that's been advised to shield because a family member is clinically extremely vulnerable
- who cannot attend school – even though theirs is open – because restrictions prevent it

Must be on:

- EE
- O2
- Sky Mobile
- SMARTY
- Tesco Mobile
- Three
- Virgin Media

Safeguarding: Online Safety

As always, Safeguarding remains our highest priority and our designated lead will be available for any concerns or queries.

We must emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. We ask parents/carers to have discussions with their children about the importance of online safety and what to do if anything makes them feel uncomfortable. If they wish to report harmful online content then they should visit: UK Safer Internet Centre. If they wish to get advice on reporting online abuse they should visit the National Crime Agency's Child Exploitation and Online Protection command or report this via CEOP.

It's especially important for parents and carers to be aware of what their children are being asked to do, including:
- sites they will be asked to use
- school staff their child will interact with

Parents/carers can find a range of links to help keep their children safe online here:
- Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online
- Parent info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Internet matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Net-aware has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
- UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Safeguarding: Monitoring Engagement with remote provision

As already mentioned, for **individual isolation** the AYL will monitor engagement and make phone calls home to check on the student. If the child is a vulnerable child the pastoral year manager will make contact daily.

If a **whole year group** is sent home then the attendance registers will be monitored by the attendance team in the usual way with calls being made home regarding any non-attendance. Again, any vulnerable children will be the responsibility of the year manager.

In the event of a **whole school closure** the following procedures would apply:

Any vulnerable child not attending for onsite provision will be subject to contact from their year manager according to a traffic light system with those rated red receiving a phone call every day with no vulnerable child receiving a call less than once a week.

Where a child does not log on for a lesson the teacher will send a notification via Edulink to the parent and they will complete the central, shared register.

The period 1 (tutor time) register will be monitored daily by the Year managers and the SEN team with any relevant students who have not logged on receiving a call.

The registers for all lessons for periods 2 to 4 will be monitored weekly by the academic year leaders to identify students who are not regularly engaging with their lessons; contact will be made.

In all cases any safeguarding concerns will be forwarded to the onsite Designated Safeguarding Lead.

Communicating with parents, carers and pupils

During remote education it is important for schools, teachers and pupils to maintain professional practice as much as possible. When communicating online with parents and pupils, the school will:
- Use Edulink as our main means of communication with both students and parents
- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
- communicate through the school channels approved by the Senior Leadership Team
- use school email accounts (not personal ones)
- use school devices over personal devices wherever possible (An approach for this would need to be agreed across SECAT)
- advise teachers not to share personal information
- parents should not expect to receive replies to emails etc outside of working hours
- staff will not be obliged to respond to parental or student queries outside of working hours.

Personal Data and GDPR

Schools and colleges should continue to follow the guidance outlined in the Data Protection Toolkit for Schools: https://www.gov.uk/government/publications/data-protection-toolkit-for-schools when managing personal data and may need to consider:
- taking care not to share contact details when emailing multiple people
- being careful when sharing usernames and other personal data for access to online resources
- providing access to school data systems safely
- pupils should not be named in pre-recorded videos