

# Bluebell

## Covid Contingency Plan



**Reviewed: September 2021**

**Signed:**

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## 2. Remote Learning

2.1. Remote learning will be provided for:

- **Individual isolations**

- The child has had a positive COVID-19 test result and must stay at home for 10 days but is well enough to complete work.

- **Group Closures**

- The school, key stage or year group has been temporarily closed by Public Health England following a COVID-19 outbreak at school or a Risk Assessment around safe staffing levels.

### 3. Individual isolation

#### 3.1. Day 1

- Children leaving school will mostly be due to illness so Day 1 learning packs are unnecessary.
- In the event that a child has to leave and is not ill, teachers should make every effort to provide some work.

#### 3.2. Day 2+

- Providing children are well enough, teachers will set work that meets the [Remote Learning Objectives](#)
- This will be an adapted version of the classroom learning, taking into account the needs of the child whilst balancing the workload demands of the teacher.
- A member of the class team should make contact with the child or family each day to support engagement.

#### 3.3. Class/Key Stage Closure

- In the event of a wider closure and the children and teachers are isolating for longer periods, teachers should follow the [Remote Learning Protocol](#) as implemented in Jan 2021.

### 4. Remote Learning Objectives

4.1. **Teach** the planned curriculum (see Planning expectations)

4.2. Clear **objectives** (SMART Tasks: Specific, Measurable, Achievable, Realistic, Timely)

4.3. Lessons follow the '[Five principles for home learning](#)' (see below)

4.4. All children have the opportunity to make good **progress**

- Supply **differentiation and scaffolding**

4.5. **Accessible to all children** with limited resources

- Majority of tasks should aim to be completed in books and **not dependent on technology**

4.6. All children **receive quality feedback** meeting the principles of the Feedback and Assessment policy

## 5. Assessment and Feedback

- 5.1. The aims of the [Feedback and Assessment Policy](#) still apply during remote learning.
- 5.2. Teachers should aim to assess the learning through a number of different strategies where appropriate:
  - Contacting parents
  - Video conferencing
    - Questioning and discussion
  - Quizzes
    - Google Forms
    - Class Dojo
  - Submitting work on
    - Class Dojo
    - Google Classroom
- 5.3. Associate staff should be used to leave positive, constructive feedback on children's work and liaise with class teachers.

## 6. Training and preparation

- 6.1. Use the checklist (Appendix A) to aid preparations
- 6.2. Staff Training
  - Video conferencing (using Google Meet)
  - Video recording (using Loom)
  - Use of Google Forms
  - Class Dojo
- 6.3. Pupil Preparation
  - Google Classroom
    - If teachers plan to use this platform, all children must be linked to the class ASAP
    - Children must have copies of their usernames and passwords at home and in school
    - Ideally, children should know their emails and passwords off-by-heart.
    - It is also wise to teach a range of strategies to access it as many children will not be using Chromebooks as they may in school.
- 6.4. Parental Preparation
  - Class Dojo
    - Connect parents and make sure they can use Portfolio in advance of a lockdown
  - Google Classroom
    - If teachers plan to use Google Classroom they must make sure all parents are connected to their child's account. Their emails can be added on the 'People' tab.
    - Teachers should also set a challenge for children to access at home and then identify and support those who were unable.
- 6.5. Teachers could use the [Contingency Planning Survey](#) to record who is connected to which platform.
  - SLT will use these data to plan for the specific cases of difficulty

## 7. Access to Resources

- 7.1. Technology
  - It is important for teachers to identify which children have access to platforms and how they have access.

- Teachers should update the [Contingency Planning Survey](#) and inform SLT so the school can plan for supporting children in accessing remote learning content. SLT will use this information to allocate resources where available

## 8. Food provision

- 8.1. For those FSM pupils who are self-isolating, but the school remains fully open, we will provide food parcels.
- 8.2. The school will work with our food providers to ensure we can continue offering FSM to pupils who are eligible and not in school.

## 9. Safeguarding

- 9.1. Section 7 of the Child Protection and Safeguarding Policy during the COVID-19 outbreak covers practice when working from home
- 9.2. In the event of isolation, we will continue to ensure that:
  - The best interests of pupils always come first.
  - If anyone in the school has a safeguarding concern about a pupil, they act immediately.
  - A DSL or deputy DSL is always available
  - Unsuitable individuals are not permitted to work with pupils or come into contact with pupils whilst on site.
  - Pupils who remain at home are protected when they are online.

## 10. Support

- 10.1. Learning
  - Teachers answer as much learning support as possible for pupils
- 10.2. Technical - Pupils:
  - Contact their class teacher who can troubleshoot. If they need further assistance, direct to Ed Dooley via Class Dojo.
- 10.3. Technical - Staff:
  - See Teacher FAQs (below)
  - Hardware issues: Yare Trust ([itsupport-bp@yare-edu.org.uk](mailto:itsupport-bp@yare-edu.org.uk))
  - Software (e.g. Google apps): Ed Dooley (via Email)
- 10.4. Safeguarding
  - DSLs: Helen Plowman, Ed Dooley, Susanna Eastick, Sarah Honeyman
- 10.5. SEND:
  - Susanna Eastick

## 11. Returning to school

- 11.1. The headteacher will work with the local HPT to ensure pupils/students only return to school when it is safe for them to do so. Prior to the return of more pupils/students and staff, all relevant Risk Assessments will be reviewed.
- 11.2. After a period of self-isolation the headteacher will inform parents when their child will return to school.

- 11.3. The headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

## 12. Teachers/associate staff remote teaching

- 12.1. This situation applies to staff working from home whilst the children are in school. For example on health or safety grounds or because they are isolating.
- 12.2. Teachers:
- Continue to plan and resource a full curriculum with the view that it will be delivered by a supply teacher or HLTA.
  - Recommendations:
    - Use live or recorded lessons
    - Create resources on Google Apps that can be easily shared
- 12.3. Associate Staff
- Liaise with the class teacher to discuss appropriate tasks to complete from home
- 12.4. Access to technology
- Speak to the School Business Manager to borrow a device if necessary.

These sections are only if a whole class, or more, is shut for more than one week

## 13. Remote Learning Protocol

- 13.1. Give a brief overview with clear objectives on a **weekly timetable**.
- 13.2. **Five weekly tasks** set for reading, writing, maths and selected topic (see [Curriculum](#)).
- 13.3. Daily **recorded lessons** (see [Curriculum Implementation](#)).
- 13.4. Regular **group video conferencing** - at least two per week (see [Curriculum Implementation](#)).
- 13.5. Make **daily contact with children** where possible
- 13.6. **Record engagement** on the [engagement register](#) **daily** (see [Curriculum Implementation](#)).
- 13.7. Give **quality feedback** on childrens' work - mainly through Class Dojo Portfolio or Google Classroom
- 13.8. **Reward** children for effort and engagement
  - Use Dojo points for work
  - Teachers choose a home learner of the week for assembly

## 14. Curriculum Planning

- 14.1. Curriculum
  - Teachers should continue teaching content from their mid-term curriculum maps for the half term.
  - The content and implementation will need to be adapted to suit remote learning.
- 14.2. Planning
  - Teachers should plan for shorter lengths than normal school lesson times (aim for <1 hour per subject) to
  - Teachers should plan using the [five principles for home learning](#): Activate, Explain, Practice, Reflect, Review
  - Further reading and information: [Support resources for schools](#) and [Planning framework](#)
- 14.3. Differentiation and Scaffolding
  - Lesson content should be appropriately differentiated for all abilities
  - Needs of pupils with SEND must be accounted for. The SENDCo will liaise with staff on how to best support these pupils
  - A primary strategy for scaffolding will be video conferencing and recorded lessons.
- 14.4. Subjects
  - Reading
    - EYFS/KS1: Provide RWInc resources.
    - KS2: Aim to follow the Destination Reader structure
      - Monday/Tuesday: Whole class (Scan or video a text)
      - Wednesday/Thursday: levelled texts (Children choose a text from their house)
      - Friday: Big picture (possibly use Google Forms or run a virtual group quiz)
    - NOTE: Providing texts is a challenge and will require creativity and adaptations.
  - Writing
    - Aim to follow current planning sequence
    - Plan for writing opportunities each week to be submitted to Class Dojo Portfolio

- Maths
  - Continue to follow White Rose Hub scheme
  - Set slides and worksheets via online platform
  - Consider use of Google Form to assess
- Topic
  - Essential curriculum content (e.g. key science, history, geography etc) for that week. This may be reduced from normal non-core content but must still maintain a broad and balanced curriculum.
  - Not all subjects can be covered in this time so choose objectives carefully
  - Focus on the essential learning that is needed for children to move up the school. Think: “What knowledge/understanding is a prerequisite for future years?”

## 15. Curriculum Implementation

### 15.1. Online Platforms

- Teachers then have a choice of how to provide **frequent, clear explanation** to children:
  - Google Classroom (preferred option for Years 3 - 6)
  - Class Dojo (preferred for EYFS - Year 2)

### 15.2. Video lessons (Asynchronous teaching)

- Teachers should provide daily video recordings for pupils.
- This could include:
  - a daily description of learning objectives and how to achieve them (i.e. further scaffolding)
  - explanations of specific lessons (e.g. voice over of maths lessons or reading aloud reading material).
- These can be completed by the teacher or using appropriate platform such as Oak Academy

### 15.3. Video Conferencing (Synchronous teaching)

- Teachers are expected to offer a regular time slot(s) to hold video calls with their class using Google Meet.
- Ideally they would be daily but this may not always be possible. Once a week would be suitable.
- [Section 7 \(COVID annex\) of the Child Protection and Safeguarding Policy](#)
- When communicating online, staff will:
  - Communicate within school hours as much as possible.
  - Communicate through the school channels approved by the SLT.
  - Use school email accounts.
  - Use school devices over personal devices wherever possible.
  - Not share personal information.
  - Find a quiet room with a neutral background to talk to pupils, parents or carers via video
  - Wear appropriate clothes
  - If the session is live:
    - Where possible, have another member of staff on the video call.
    - Keep the call private - don't share the link outside of school networks
    - Only admit users to the call you recognise
    - Ensure software is kept up-to-date and protected against unauthorised access.
- Here is further guidance on delivering video lessons:
  - [National Cyber Security Center Guidance](#)



- [DfE Guidance](#)

#### 15.4. Engagement Register

- A member of the bubble team must aim to speak with each child or acknowledge the completion of the work set each day.
- [Engagement register](#) protocol:
  - Record engagement daily - If it is not possible not updated it can be backdated.
  - Engagement is recorded on a sliding scale:

Category	Explanation
Expected work	They have completed all the work to <b>their</b> expected standard
All work	They have completed all the work; but, it is not up to <b>their</b> standard
Some work	They have submitted <b>some</b> work
Messaged	You have received a message from them and nothing else
Phoned	You have had a phone call from them and nothing else
Face-to-face	They have been spoken to face to face (online or home visit)
N.C. 1	No contact - Day 1: You have had no contact (Next step: send them a message)
N.C. 2 (Messaged)	No contact - Day 2 - You have messaged them (Next step: phone them)
N.C. 3 (Phoned & Messaged)	No contact - Day 3: You have messaged and tried to phone. (Next step: Someone will do a home visit.

## 16. Monitoring and review

- 16.1. This plan will be reviewed in line with guidance from the government and Public Health England (PHE). Any changes to the plan will be communicated to all parents and staff.

## Appendix A - Checklist of tasks to be completed by teachers prior to lockdown

Category	Task	Complete
Survey	Complete <a href="#">Contingency Planning Survey</a>	
Classroom	Prepare writing books to be sent home with each child	
	Prepare writing resources necessary	
	Send home all children's usernames and logins	
Planning	Liaise with SENDCo about how best to support children with SEND at home.	
	Ensure curriculum plans are up-to-date	
	Take home any books required for future DR lessons	
	Locate texts required for T4W (consider sending home in advance)	
Platforms	Connect all parents to Class Dojo	
	Train parents in posting images to Class Dojo portfolio	
	Update 'ownership' of Class Dojo classes from last year	
	Connect all children to Google Classroom*	
	Connect all parents to Google Classroom*	
	Add Helen and Ed to Google Classroom*	
	Train children in accessing Google Classroom*	
	Update 'ownership' of Google Classroom from previous years	
Online Delivery	Ensure you have sufficient skills for video conferencing on Google Meet (access training with Ed if not)	
	Ensure you have sufficient skills for video recording lessons (access training with Ed if not)	
	Test Google Meet with children/parents	
	Test recording a lesson using equipment available at home.	
	Test making a Google Form for assessment*	
	Consider personal circumstances regarding remote learning and inform SLT if there are any queries, difficulties or gaps in understanding of how to implement.	
Staffing	Discuss roles with associate staff within your year group team	
	Deliver necessary training to associate staff, where appropriate, or seek further support.	

\* If applicable to year group

## Appendix C - Teacher FAQs

### How do I conduct a video conference using Google Meet?

- Teachers should:
  - Access Google Classroom.
  - Click the 'Meet Link' on your class page
  - Click Join now
- To add children:
  - Arrange for them to log in at the same time and access it in the same way as above.
    - Children can not create a meeting but only join one already started by an adult.
  - Teachers could copy and paste the Meet link to Class dojo
    - Only NSIX users can join these meetings so they will need to be logged in as the child.
    - They may be required to download the Google Meet app to phones


### How do I screen record lessons/instructions?

- There are a number of different packages to record your screen. As always with technology, some work one day and not the next and on some machines and not others.
- I recommend finding one that works on your computer at home in advance. Here are some that I have tested and that work on my machine:
  1. [Loom](#) - **This is recommended.** Make sure you Sign in with Google using your NSIX account. Using the Chrome extension is preferable to avoid firewalls at school.
  2. [Apowersoft Online Screen Recorder - Web-based Screen recorder](#) - Click start recording to download the launcher. You will be required to run an .exe file
  3. [Screen App](#) (Via browser)
  4. [Screen Recorder](#) (Chrome Extension)
- 5. You can also screenrecord from most phones.
- **Uploading**
  - Once you have recorded a film you will most likely need to, first, download it to your machine, then upload it to your chosen platform.
  - Upload it to:
    - YouTube
    - Google Drive
  - THEN you will be able to copy the link from Loom, YouTube or Google Drive and share it via your chosen platform (e.g. Google Classroom or Class Dojo).

### How do I make a webcam recording?


- **Loom** - You can select to just use the webcam on your computer.
- **IPEVO Visualiser** - This is the software used for the visualisers. It can be added as a Chrome extension or downloaded to your desktop and you can record from your webcam
- **Class Dojo** - You can record directly to Class Dojo in two ways

<b>Record directly to the Class Story</b>	<b>Attach instructions to a Portfolio activity</b>
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## Maple Class


Classroom
Portfolios
Class Story
Messages



**One parent still needs to connect!**

Class Story is the easiest way to share classroom moments, photos, and updates with parents.


Get invites



What's happening in your classroom?

Photo/Video
 File
 Record
 Event

Post



**Mrs. Plowman**

Maple Class

Sep 21

Annabelle.You have been a superstar role model, wowed us with your recall skills and shown us what a great learner looks like. Well done! You won star of the week!

1 like
 30 views

Create activity ✕

**Title**

**Response type**

Text

Video

Photo

Drawing

Worksheet New

Upload attachment

**Instructions**

Write instructions

Record

Must be less than 500 characters.

Whole class assigned ▼

Assign to class