THE JOHN WALLIS CofE ACADEMY (0-19)

REMOTE EDUCATION CONTINUITY PLAN 2020/21

Date: 07th October 2020
Author: Mr D McBeath, Principal

Version 5

PRINCIPAL: MR DAMIAN MCBEATH

REMOTE EDUCATION CONTINUITY PLAN SEPTEMBER 2020

'The coronavirus (COVID-19) pandemic is an unprecedented challenge for our school system, and the traditional approach to delivering education. The impact of the pandemic has necessitated many pupils being out of school, and this will continue to be the case for some pupils, in line with the legal requirements and guidance in place to tackle the virus. Schools have responded to this with a strong and proactive commitment to providing remote education, in challenging and uncertain circumstances.'

'Schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19).'

'Where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published in July 2020.'

The Direction was issued by the Secretary of State for Education on 30 September 2020 and will come into force on 22 October 2020.

The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.

Context

On 1st September, 97% of our pupils and students returned to school full time at the start of the Autumn Term 2020. Despite this, there is still a risk of localised outbreaks of coronavirus (COVID-19) or of small numbers of individual pupils/students being unable to attend school. Therefore, we have created this plan for any disruption to schooling during the 2020 to 2021 academic year.

The period since 23 March 2020, has been one of great innovation in remote education. A wide range of approaches has been developed, tested and refined. Despite the challenges, remote education has made a significant contribution to enabling pupils/students to continue to learn and progress, and to mitigating any widening of the attainment gap for the disadvantaged.

From October 22nd 2020, where a class, group or small number of pupils/students need to self-isolate, or there are local restrictions requiring pupils/students to remain at home, we have the capacity to offer immediate remote education.

Principles for Remote Learning

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching.
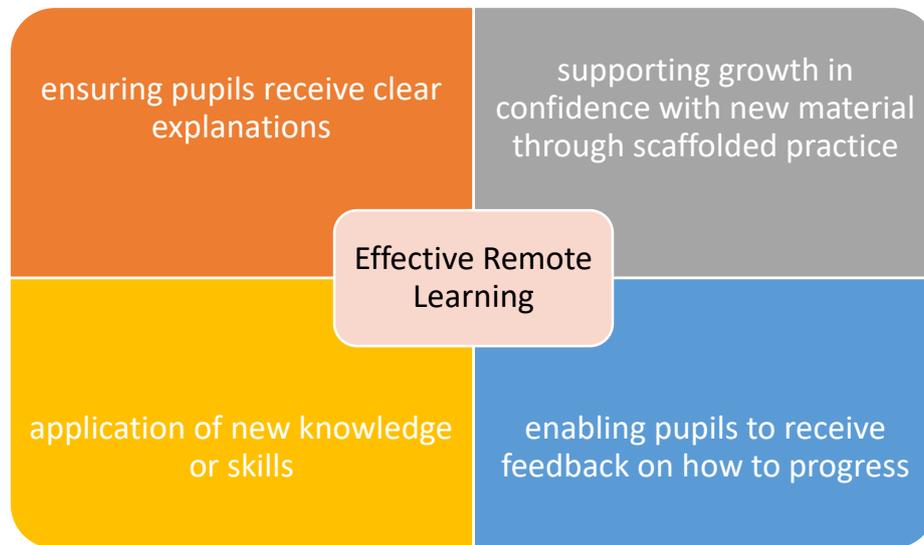
The four elements of teaching practice above, are common for both live and remote learning. We have used these as guiding principles for remote learning. In designing our Remote Education Continuity Plan (RECP), we have set these four statements at the centre of the design process.

Ensuring pupils/students receive clear explanations:

Pupils/Students learn best when learning is broken down into small 'bitesize' chunks of information. In 'live classrooms' the art of teaching is to breakdown large concepts into smaller ones, ensuring that learners can make connections between concepts taught. Teachers must transfer their own knowledge to the pupils/students, this requires clarity of explanation and exposition.

'A teacher may have a perfectly behaved group, with great attitudes and loads of resources but if the teacher can't transfer what they know and understand to the students then ultimately their learning will suffer.'   *The Art of Teacher Exposition, D.Cox 2016*

Supporting growth in confidence with new material through scaffolded practice:

The theory behind scaffolding (*Wood et al, 1976; Vygotsky, 1978; Gallimore et al, 1990; Stone, 1993*) suggests that key features of the process are:

- Learning happens in a social context – the teacher pushes the student just beyond their current level of ability by engaging in collaborative activity (dialogic interaction).
- The student's ability continually changes and as it does the teacher's collaborative input continually changes. Therefore, the process is dynamic and responsive.
- The teacher and student develop a continually evolving mutual perspective and shared situational definitions about how to complete the task. As a result, the process is unique to each set of teacher/student.

Application of new knowledge and skills:

Once pupils/students learn something new, it is important that they practise or apply their new found piece of knowledge or skill. Deliberate practice is the art of practising beyond your comfort zone and enable greater retention of knowledge as learners commit to their new ideas to their long term memory.

"Transfer" is a cognitive practice whereby a learner's mastery of knowledge or skills in one context enables them to apply that knowledge or skill in a different context. Because 'transfer' signals that a learner's comprehension allows them to recognize how their knowledge can be relevant and to apply it effectively outside original learning conditions, 'transfer' is often considered a hallmark of true learning (Barnett & Ceci, 2002).

Enabling pupils/students to receive feedback on how to progress:

Providing feedback means giving pupils/students an explanation of what they are doing correctly and incorrectly. Studies of effective teaching and learning (Dinham, 2002, 2007a; 2007b) have shown that learners want to know where they stand in regards to their work. Providing answers to the following four questions on a regular basis will help provide quality feedback. These four questions are also helpful when providing feedback to students and parents:
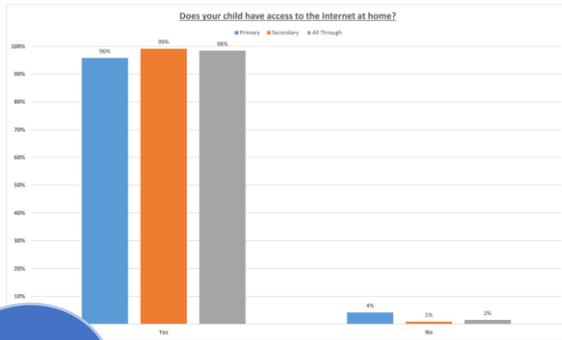

- What can the pupil/student do?

- What can't the pupil/student do?

- How does the pupil's/student's work compare with that of others?

- How can the pupils/student do better?
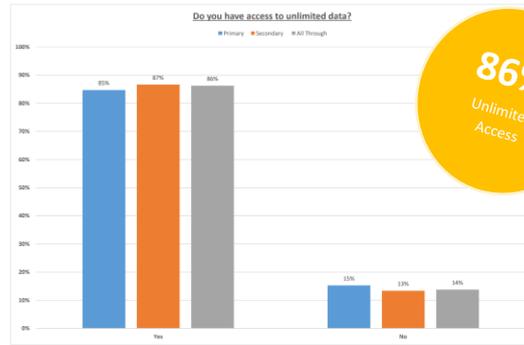

Early Years and Key Stage 1

Pupils in the early stages of their formal education are likely to have particular needs which cannot easily be addressed, in the same way as those of other pupils/students. Likewise, some pupils/students with SEND will require specific approaches tailored to their circumstances. These will require a different approach than those outlined in this document.
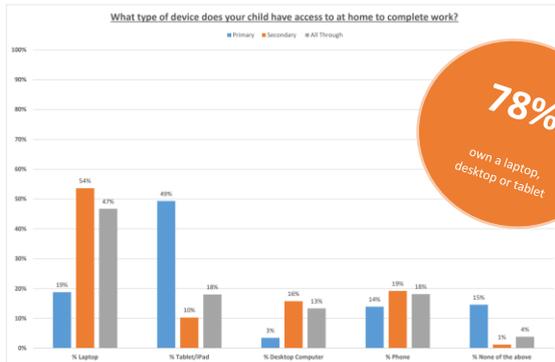
Access to Online Learning
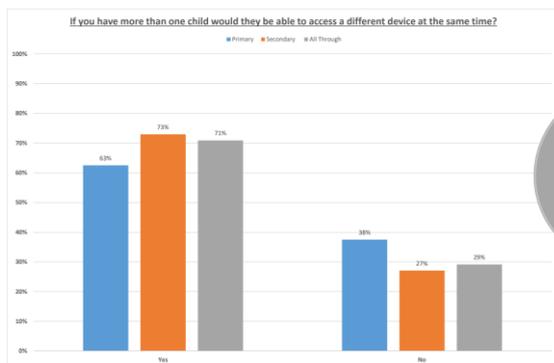
Following our recent survey, we found;

Does your child have access to the Internet at home?

98% Internet access

Do you have access to unlimited data?

86% Unlimited Access

What type of device does your child have access to at home to complete work?

78% own a laptop, desktop or tablet

If a local lockdown occurred, would an adult need to use this device for work purposes leaving your child without a device?

If you have more than one child would they be able to access a different device at the same time?
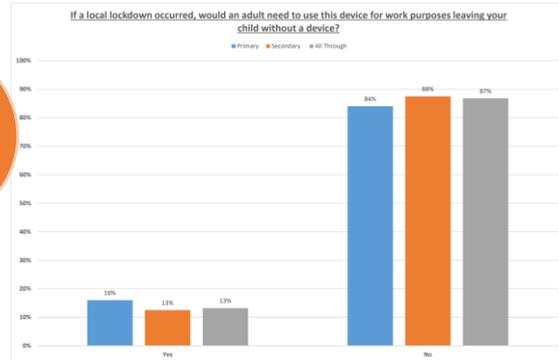
71% Sibling access

Supporting all of our families

Based on the responses to the survey carried out, our strategy has been based on between 70% and 80% of pupils and students having access to usable devices at home. With approximately 1628 pupils and students currently in the Academy this leaves between 300 and 500 pupils and/or students without access to a useable device for home learning.

Early Years and Key Stage 1

- Pupils will be provided with books and parents encouraged to read with their child.
- The EYs/KS1 team will provide parents with reading packs, with helpful tips and advice for parents in encouraging their child to read.

KS2 – KS4

- We have purchased a further 27 student devices; these have been allocated to families who require them.
- We have re-purposed existing school devices for students (50 devices).
- Should we move into a local Lockdown we will apply for access to the laptops provided by the Department for Education. These will be allocated to students and families who need them.
- Following all of the above, students who remain without access, will be listed as vulnerable and will be able to attend the school site and continue to receive lessons in school.

Tiers of Provision

As part of our pre-opening planning, we have developed tiers of provision to respond to the situations that may present themselves.

These are:

Tier 1

- The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as 'Tier 1'. There are no changes to childcare, and the only difference in education settings is that where students in Year 7 and above are educated, face coverings should be worn by adults and students when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.
- All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.

Tier 2

- Early Years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other students should not attend on

site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.

- In all areas of national government intervention, education settings where students in Year 7 and above are educated, face coverings should be worn by adults and students when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier 3

- Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected Year Groups (to be identified by Department for Education). Other students should not attend on site. Remote education to be provided for all other students.
- In all areas of national government intervention, education settings where students in Year 7 and above are educated, face coverings should be worn by adults and students when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier 4

- All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils.
- In all areas of national government intervention, education settings where students in Year 7 and above are educated, face coverings should be worn by adults and students when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Interactive Platforms

Where there is disruption to the provision due to the COVID-19 Coronavirus pandemic, we will continue using 'EduLink One' as our source of communication with students and parents.

Here students will be able to:

- See their timetables
- Submit work
- Receive feedback
- Communicate directly with their teachers
- Earn merits and rewards
- Monitor their own progress and attainment

The majority of lessons will be taught 'live' through Microsoft Teams. Students will be sent a link via Edulink which will direct them to their classes and pre-populate timetables. Through Teams, students will be able to watch their teachers provide 'live lessons.' They will be able to add comments, raise their hand to ask questions and interact directly with their class teachers.

Teams lessons will be recorded so that any student who is absent from the lesson is able to watch the content at a different time.

Use of applications to enhance learning

Work and assignments will be sent and received through OneNote. Here, students and teachers will be able to interact alongside the work set.

Teachers will provide activities and challenges.

Students will receive feedback on their work.

Through 'Forms', teachers will be able to create and distribute short quizzes and 'forms' to assess learning and provide instant feedback to students.

Maintaining Aspects of School-life Online

Timetables:

Students will, wherever possible, follow the same timetable in remote learning as they would if they were attending school. Teachers will deliver the majority of lessons live through Teams.

Tutor Time:

Tutor time will take place daily with regular check-ins and follow up calls for any students who are absent. In Primary the Class Teacher will conduct daily check ins with all pupils.

Tutor time/class assembly will include a 'thought-for-the-day' as well as daily reflections and the teacher will check how students have been managing with online learning.

Pastoral Care:

Our Pastoral Team and Teaching Assistance will continue to offer regular support, phone calls and check-ins with pupils and students who require the support.

Assemblies:

Virtual online Assemblies will also take place via MS Teams, these will be delivered by Year Group leaders/Phase leaders and members of the Senior Leadership Team.

Continuing the planned curriculum:

Continuing to teach all or most of the normal planned curriculum in the remote environment is important.

There are subjects where this is more challenging. These are those that would normally include significant elements of practical work in the live classroom, for example sciences, music or technology.

However, in these and other cases, video demonstrations will substitute well for practical work, particularly if accompanied by teacher explanation, commentary and a text book or electronic resource.

Physical Education

Physical education is a difficult subject to teach remotely. Some aspects may be able to be delivered using video demonstrations. Pupils/students will be encouraged to take regular physical exercise to maintain fitness.

Professional Learning

It is important to ensure that teachers are familiar with the practical aspects of the technology used, and know how to use the essential functionality of the programmes and systems in place.

Additional training for staff will be provided via online modules and twilight sessions in the Autumn Term.

Preparing Pupils, Students and Parents

Preparation:

Lessons will be taking place across the Autumn Term, to ensure that pupils and students have been taught how to use and access remote learning through Teams and OneNote.

In Primary, these will be delivered by the class teacher with support from SLT and BCTec.

In Secondary, these will be delivered through IT/Computing lessons or through sessions in tutor time.

A short 'Student Preparation Guide' will help them prepare and will be a useful reminder should they need to access remote learning.

Communication:

In preparing and supporting our community, we will share the following documents with our stakeholders:

- Outcomes of the Online Learning Parent/Student Survey
- Remote Education Continuity Plan: (Audience- governors and teachers)
- Remote Education Continuity Plan: Parent Guide
- Remote Education Continuity Plan: Student Preparation Guide

Problem Solving to Maintain Education

Nationally, schools identified some common challenges in the provision of remote education during the summer term of 2020. Here are some suggested solutions to those common challenges. Listed below are some of the common challenges faced and how we are planning to overcome them.

A lack of devices

- See plan for supporting all families to access provision (*page 6 of this document).*
- Additionally, textbooks or printed workbooks can be used at home for some subjects to provide a structure to learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- Where mobile phones are being used by pupils/students to access content (and where pupils/students are having to rely on mobile phone connectivity) there may be limits to the amount of data they can access without incurring significant expense. We will apply to the DfE for additional support with devices and internet access.

Students having difficulties submitting work

- Using EduLink and OneNote students have direct contact with their teachers and can receive support in sending work and receiving feedback.
- Students whose work is not regularly received will receive phone call reminders and messages from the Pastoral Team.

Keeping pupils/students motivated and engaged

- We will monitor pupil/student engagement with remote education provision.
- We will log participation (via EduLink register) and motivation levels and provide feedback to parents, either individually or formally through regular reports.
- In some cases, members of the Pastoral Team will contact students or parents by telephone to explore ways to secure re-engagement.
- Weekly assemblies and newsletters will celebrate the good work of pupils and students across the Academy.

Assessing pupils'/students' progress

- Teachers will use quizzes or tests on core content as a regular feature, asking pupils/students to complete these in a specified time and email them back.
- Using MSForms, teachers can create regular, pre and post-lesson quizzes. Consideration has been given to ensuring availability for pupils/students without ready online access, including through distribution of hard-copy versions.

Organising structured remote teaching suitable for very young pupils

- It is recognised that very young pupils are likely to have particular needs which cannot easily be met in some of the ways described above. For such pupils, it is likely that the priority will be progress in early reading. Ensuring continued access to appropriate reading books and resources for early readers should be considered as part of contingency planning.

Through our reading work packs, we will support parents, carers or other adults at home to continue to support children in their early reading.

Supporting pupils/students with special educational needs and disabilities (SEND)

- For many pupils/students with SEND, the teaching envisaged by this planning will need to be adapted. Pupils/Students with SEND have a wide range of specific needs. Mr Robinson and the SEND will structure work for individual students based on their specific needs rather than create a generic SEND scheme of work.

Teachers having difficulties creating online content

- Training will be provided for teachers across the Autumn Term to ensure they have the knowledge and skills needed to create online content.
- This may, in some subjects be supplemented by the Oak National Academy website.