



St Peter's Remote Learning Contingency Plan

Updated October 2020

The COVID – 19 pandemic continues to impact on all aspects of our lives and it is not possible to say what may happen in the future. To ensure we are fully prepared for all eventualities, the aim of this plan is to give all stakeholders clear understanding of their roles, in the event of any partial or full closure, to ensure pupils continue to learn.

Stage 1

Individuals isolating while awaiting test results

The Headteacher & Senior Leadership Team will:

- Ensure that there is appropriate work available on the school website for all year groups that can be used from day 1 of self-isolation and that paper copies are available from school
- Monitor who is self-isolating and make contact with any vulnerable families

Pupils will (if they are well enough):

- Complete the activities from the website to the best of their ability
- Use Numbots/ TT Rockstars to practice number skills each day
- Read using a book from home or school reading book each day.

Parents will:

- Email the school office@stpeters-leatherhead.surrey.sch.uk to let them know that they are self-isolating and when a test is booked for/ taken
- Support their children to complete the learning from the website
- Liaise with school staff and seek support on behalf of their child when needed, with class teacher via email or phone
- Ensure courtesy and politeness to any member of staff within any communication

Stage 2 - Individuals isolating due to positive test/ contacted by test and trace

The Headteacher & Senior Leadership Team will:

- Monitor who is self-isolating and make contact with any vulnerable families
- Seek support for families in need through Foodbank referrals/ voucher schemes

Class Teachers will:

- Ensure that there is appropriate work available on the school website that can be used from day 1 of self-isolation



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- Make contact with individual families **during their next PPA period** to discuss home learning for the remainder of the isolation period. This will be bespoke to the child and could involve:
 - Talking to parents about the support that they can offer.
 - Finding out if books, paper etc. are needed and if they could be dropped round by another parent
 - Talking parents through the work for the following week, emailing them activities and explaining how to return work via Google Classroom / Tapestry
 - Providing recordings to explain concepts and ensure pupils understand their learning tasks
 - Making arrangements for children to have 1:1 sessions with a member of support staff via hangouts or zoom, with an adult present at home.
- Make arrangements for the child to have **regular contact** (at least 3x week) with someone from school. This contact is not solely focused on work, but should also support social and emotional connections. This could be a mix of the following during their time in isolation:
 - Video catch up with a small group of friends at lunchtime - teacher present in room
 - Teacher, TA or other member of staff making a phone call home during the day or before or after school
 - Video call with Teacher or TA to review work or hear the child read
 - Child dials in for end of day story time or assembly via video connection
 - A personal video message (more appropriate when using Tapestry Learning Platform)
- Acknowledge and give feedback on work submitted

Pupils will (if they are well enough):

- Complete the activities set by their teacher to the best of their ability
- Use Numbots/ TT Rockstars to practice number skills each day
- Read using a book from home or school reading book each day.

Parents will:

- Email the school office@stpeters-leatherhead.surrey.sch.uk to let them know of their child's expected return date
- Support their children to complete all of the learning set
- Liaise with school staff and seek support on behalf of their child when needed, with class teacher via email
- Support their children by uploading pictures of completed work for assessment and feedback using Tapestry in EYFS & KS1
- Ensure courtesy and politeness to any member of staff within any communication

Stage 3 - Full or Partial Closure

Partial Closure



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If a Bubble, or a number of Bubbles have to close due to a positive COVID-19 test, then they will follow the procedure described below for full closure. Key Workers and Vulnerable Pupils would **not** be learning at school if they are part of any closed group due to a positive COVID19 test.

Full closure - In the event of a full closure pupils will be sent home with appropriate resources to support their learning. This could include:

- Exercise books to record their learning in
- Power Maths book
- Extra reading books
- An equipment pack including items appropriate to their age and stage, e.g. pencil, ruler, rubber, sharpener, dry-wipe board & pen, scissors, glue stick number lines, number squares etc.
- A list of their logins to appropriate online learning platforms eg Discovery, Google classroom, TTRockstars.
- A timetable of learning to help to organise the day
- Children in Years 4,5&6 will bring home their personal Chromebook from school. Devices will be loaned to other families that need them.

Key Worker and Vulnerable Pupils remaining at school will have their equipment sent to their new Bubble.

The Headteacher & Senior Leadership Team will:

- Ensure those families entitled to Free School Meals will be provided with food or vouchers
- Ensure that families with limited access to technology are able to borrow school devices
- Ensure the home learning tasks set are to a high standard in line with year group expectations
- Monitor the phone logs to ensure families are called regularly and any issues are followed up
- Monitor the engagement of pupils learning
- Monitor CPOMS regularly
- Communicate regularly with families through social media, Weekly Newsletters and phone calls
- Meet regularly with staff to address any positives and next steps (this could be in person or through virtual media)
- Respond to parents queries and concerns
- Ensure the day to day running of 'remote' education and the learning and safety of those on the St Peter's site (Key Worker and Vulnerable Pupils)

Class Teachers will:

- Follow their usual planning for all subjects
- Plan a normal timetable of learning each day, through a virtual platform including:
 - Morning registration or class catch up time
 - A daily story
 - Assemblies
 - 'Show and tell' style sessions once a week
- Provide at least one 'live' event each day (Google hangout/ zoom) to make contact with children. This could be any of the above activities



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- Provide either live remote lessons or recorded remote lessons to explain concepts and ensure pupils understand their learning tasks
- Feedback to pupils on their uploaded learning
- Provide additional support for children/parents through phone calls, email or explanations via video messages
- Speak with all pupils on at least a fortnightly basis, either through remote live teaching, google hangouts or phone calls
- Monitor the daily engagement of pupils and contact the families of those not engaging to offer support
- Log any safeguarding concerns on CPOMS and liaise with a member of the Safeguarding Team

If the class teacher is ill and unable to work, their year group partner or another member of staff will ensure that remote learning continues, although it may not be possible to provide all live aspects described above.

Teaching Assistants will:

- Support the class teacher they usually work with
- Support the learning of pupils they usually work with at
- Teaching assistants may also be asked to do any of the following to support learners at home:
 - Record story time sessions
 - Take part in class video calls or make small group/ 1:1 video calls to support learning (another adult will always be present in the room during these calls)
 - Make weekly phone calls to pupils to check on their learning and well-being
- Log any safeguarding concerns on CPOMS

Safeguarding (DSL) Team will:

- Call identified families regularly to offer support and check on children's well-being
- Liaise with outside agencies as appropriate to need
- Take part in remote meetings as appropriate to need
- Monitor CPOMS on a daily basis and follow up any concerns promptly

Pupils will:

- Log on to the appropriate remote live or recorded video sessions each morning
- Watch all of the learning videos/join remote live learning sessions, taking a full and active part in them
- Complete the learning set by their teacher each day and upload their learning as requested by the teacher – photograph/video
- Watch their story time each day
- Use on line resources such as Numbots, TT Rockstars and any other resources provided

Parents will:

- Set a clear routine with each child using the timetable and the daily learning set
- Read all communications to ensure they are fully aware and up to date with news.



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- Support their children to complete all of the learning set
- Liaise with school staff and seek support on behalf of their child when needed e.g. via email
- Ensure courtesy and politeness to any member of staff within any communication
- Support their children by uploading pictures of completed work for assessment and feedback using Tapestry in EYFS & KS1.