

Contingency Plans for Teaching and Learning – Guide for Parents

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Section 1: Full school closure

In the event of a future full school closure for an unknown or considerable length of time (i.e. not closure for occurrences such as weather incidents or emergency building maintenance) the following plan for educating students off site will be adopted.

Assessment of availability to internet-enabled devices

Prior to any school closure, information will be gathered from all students and staff to ascertain whether they have access to an internet-enabled device (phones, tablets, laptops and PCs) to ensure that everyone has access to a suitable means for communicating with school. School has a small supply of laptops that may be loaned to staff and students in receipt of pupil premium funding. If webcams are required by staff these may be provided too.

Printed resources

In the event of a planned school closure, departments will try to provide any necessary printed resources (eg booklets) for students to complete whilst working at home. If the closure is unforeseen, this will not be possible. Students will be emailed the resources or they will be upload to Microsoft Teams, and if possible students should print these at home. If they are unable to do this, they should let their teacher know. School will provide these resources upon reopening, or if they are needed urgently, will investigate whether they can be posted or delivered to students' homes.

Communication with students

All students will be contacted by teachers and form tutors via Teams. All students have an Outlook email account and are in Teams groups for all classes. It is the student's responsibility to check every school day during closure and to ensure that they follow the instructions of school staff. Students are encouraged to have as much dialogue as they can with their teachers. Questions should be posted in Teams on the group chat, so that their peers can also read the responses. If teachers ask students to acknowledge they have read information or completed a task, they should do this promptly to avoid teachers having to chase them up. Feedback to teachers is crucial in determining whether students are understanding the work and finding the volume of work manageable. They can only adapt their planning if this information is received regularly from students.

Students who are identified as vulnerable or Pupil Premium will have more regular contact from their senior tutor. Pupil Premium students will receive additional resources such as stationery and sanitary products, as they would in school.

Form Tutor Role

The role of the form tutor is extremely important during school closure. They are responsible for distributing information from the senior tutor to the students, circulating assemblies and notices, and monitoring the wellbeing of members of the form. This checking-in might take the form of calls via Teams, either group or individual (when necessary) or sending direct messages to individuals that form tutors have been asked to monitor more closely e.g. if concerns have been raised regarding organisation.

There will be two assemblies each week; one will be from a member of LT and a second one will be arranged by the ST and may involve contributions from students. These will be recorded and there may be a follow-up discussion or activity to complete following the assembly. Quizzes, games and other activities are optional – some STs may provide these. However, it is more important that the form tutor focuses on checking in with all the form. Ideally there should be some form of contact each week.

Curriculum

In the vast majority of subjects, teachers will want to continue with the planned curriculum. Discussion within departments will be vital and Heads of Department will clearly communicate to all teachers the curriculum that will be covered. There may be some delegation of year groups to specific teachers to prepare resources and plan lesson activities; however, the class teacher will still be responsible for setting the work and monitoring their own students' progress.

In a minority of subjects, the curriculum may change where it would be difficult to continue with the usual sequence of teaching. This is particularly anticipated in practical subjects where it may be more challenging for students to access the materials or tools to continue with their usual programme of study. The justification for these changes will be made clear to the students and reassurances will be made about how they will cover the 'missed' content in order to prevent student anxiety about their progress.

Setting work

All work will be set via Teams. Instructions may be posted in the Team Chat but specific tasks will usually be set using Assignments on Teams as it provides the easiest method of monitoring whether students have accessed and completed their work.

Students in Years 7-11 will have their work set in lesson-sized 'chunks'. Homework tasks do not need to be set. Teachers may either choose to post the work for the lesson on the day of the lesson or the previous evening, or may post several lessons for one week at the weekend/start of the week. This work must be clearly labelled with the date it is to be completed and should include an expectation of how long each task should take. Students should refer to this and if they are finding work is taking a lot longer to complete than indicated by their teacher this information needs to be sent to their teacher on Teams.

Students in Years 12 and 13 may receive work weekly, should teachers choose to do so, and should be able to manage their time with more independence. Teachers will set work for the lessons missed in the specific week, plus the homework allocation. Where appropriate, they should indicate the time required for completing tasks.

Teachers must give consideration to the fact that when planning work for lessons, they may need to adjust the pace and/or challenge of activities based on the feedback they receive from students. For this reason, it is important to monitor students' progress regularly, and not to plan too many lessons ahead of time.

Routines and expectations

Teachers retain autonomy on how and when they work. This may vary from teacher to teacher, according to their personal circumstances. However, it is important that they quickly establish routines with their classes and aim to stick to a consistent method of communication and clearly label the work set so students can find it easily. Simple actions, such as adding a date to a worksheet, or ensuring documents are read-only to avoid students overwriting worksheets, will all help students manage their workload.

Assessment and tracking of student progress

Teachers are expected to complete some form of student assessment regularly and to monitor their progress as they would in school. Regular, short assessments are beneficial, particularly to monitor progress and adapt planning to take account for any problems encountered.

The methods used for assessment will be subject specific but may include teacher-assessed work, self and peer assessed tasks, self-marking documents, the use of websites that provide marks, quizzes on Forms, whole class feedback and verbal feedback through online sessions.

For subjects where there are three or more lessons per cycle, teachers will aim to complete some form of assessment approximately once per cycle, where it is appropriate to do so. For subjects with one or two lessons per cycle, teachers will aim to complete some form of assessment every two cycles. Records will be kept of any form of assessment, as they would be in normal school life.

Live lessons

Live lessons can be provided via either Teams or Zoom. These technologies must be used safely, adhering to school guidance on their use. All sessions must be password protected. Students should turn their cameras on and no sessions will be recorded. Teachers will make a note of attendees. Staff and students must be in an appropriate location, dressed appropriately and all behaviour must adhere to usual school expectations. There should be no additional attendees e.g. family members and the student should be free from distraction or background noise as far as possible – headphones are recommended.

Teachers will be aware that live lessons may not have full attendance, due to access issues in some households. Live lessons, therefore, may seek to review learning, explain or model challenging concepts or give students an opportunity to discuss ideas or ask questions, rather than simply teach new content. The live part of the lesson may not last a full hour.

Departments will support colleagues if they can where live lessons are not possible (e.g. due to childcare issues) and HoDs may consider whether they can provide drop-in sessions for these teachers' classes.

If a subject has three or more lessons per cycle, it is suggested that at least one lesson per cycle might be a live lesson. This would give students an opportunity to discuss their work, any difficulties they have encountered and for the teacher to give live guidance or feedback. If a subject has only one or two lessons per cycle, it is suggested that at least one lesson every two cycles might be a live lesson. This is only a suggestion; some colleagues may choose to do online lessons more frequently.

All lessons will be scheduled where it falls on the school timetable to avoid clashes between subjects. If this is not possible e.g. if a teacher is providing a drop-in for another teacher, sessions will be scheduled at lunchtime or to finish by 4.15 if at the end of the day.

Narrated PowerPoints and recorded lessons

Narrated PowerPoints have been used very effectively as an alternative to live lessons. Recording lessons or explanations this way has several advantages as students can access the content multiple times, and can watch when devices are available if they are sharing with family members. Such resources can also be shared amongst departments. This might be used instead of a live lesson or as a teaching tool before a live online discussion.

Reporting concerns

Safeguarding or child protection concerns must be raised in the usual way, through CPOMS. The same procedures will be followed as if we were in school i.e. contacting the designated safeguarding lead for any immediate or serious concerns.

Concerns regarding student welfare (e.g. mental health) will be reported to their senior tutor who may investigate further or contact the form tutor to gather more information.

Concerns regarding student work will be addressed following the outline below:

- If a student has not responded to a lesson or completed a piece of work, the student will be given a week to catch up. Some students are sharing devices at home, so they may be unable to access the work immediately or during the day and may be working in the evening.
- If there is no response from a student after a week, the individual subject teacher should send the student a direct message to see if they are ok and establish if there is a reason why they have not engaged with the work. Depending on what they say, this may need to be shared with the form tutor/senior tutor/other teacher (if a shared class).
- If concerns continue and students have either missed deadlines for two pieces of work or have not engaged in a couple of lessons, a late work/lack of engagement letter will be sent home to parents/carers.

The senior tutor will follow up with students if there is a concern from three or more subjects/teachers, unless the student is on the vulnerable list and then contact will be made asap.

Communication with parents and carers

Parents/ carers will receive letters regularly from the Principal, which will contain essential information, and they should take the time to read this thoroughly. Contact with the school should be through the usual email address: admin@aggs.bfet.uk and no teachers should be directly emailed by parents or carers.

Parents/carers of students will be reminded that their child's timetable is available on Edulink, to enable them to support and monitor their work.

Parents of vulnerable students will be contacted by the appropriate senior tutor. The frequency of these calls will depend upon the feedback from the student on how well they are coping with the closure and the work they are completing.

Children of essential workers

Where closure is due to a national or local emergency that requires some workers to continue serving the community, school will provide childcare for vulnerable children and the children of critical workers key workers, in line with government guidance. This will take the form of supervision in either the library or a computer room, where the same set work will be completed as their peers. No additional teaching will occur in school. Students in school during a lockdown must follow all guidance regarding safe working and failure to adhere to the rules in place will result in them being sent home.

Section 2: The Contingency Framework for Schools

The school will not move to implement restrictive measures of the kind set out in the [contingency framework](#) without the explicit agreement of DfE. If the contingency framework is implemented, primary schools will remain open.

For secondary schools, the guidance says:

“Where the contingency framework is implemented, secondary schools should only allow vulnerable children, children of critical workers, pupils in years 11 and 13 and other pupils due to take external exams this academic year, to attend. High-quality remote education should be provided for all other pupils.”

This means that Year 11 and Year 13 will continue to attend school as usual. Years 7 to 10 and Year 12 will receive remote education.

The normal timetable for teaching would continue to be followed. Teachers would continue to attend school and would deliver lessons to the classes who are attending and remote teaching to the classes who were at home. Guidance regarding remote education for the year groups who are learning at home can be found below (Section 3: Whole form or teaching group absence).

Full-time attendance on site would be available to vulnerable children and young people and the children of critical workers, in line with government guidance. Vulnerable children will be encouraged to attend school. Children of critical workers, however, should only attend school if it is not safe for them to learn at home.

Section 3: Whole form group or teaching group absence

Where a whole class is self-isolating, the class teacher will be available to teach them remotely during their usual lesson time.

During the timetabled lesson it is vital that there is some live contact with students. This might take the form of:

1. A live video lesson via Teams or Zoom – the teacher guiding the students through the work as they would in the classroom
2. A live talk-through of a PowerPoint presentation
3. A question and answer session via Teams message board
4. Students to complete some work and submit it for the teacher to see and comment on
5. A class discussion or, if using Zoom, breakout rooms for smaller group discussion

...or any other innovative ways to engage with the class.

Teachers will use their usual teaching rooms for this, so they should have access to a computer, although they may prefer to use their own devices if they have them. Webcams are now available in all teaching rooms.

Teachers will follow up with any student who does not engage with the lesson content, exactly as they would with a student in school who had not completed their homework.

Form time and assembly

Where a whole form is self-isolating the form tutor will have some live contact with the form during three form times each week (excluding assembly days). This might take the form of:

1. A discussion on teams or zoom
2. A quiz with students submitting their answers
3. Any other form activity

The school leadership team will provide an assembly in the form of a narrated PowerPoint to be shared with the students each week.

Form tutors will take a paper register and send a message via Teams to any student who does not attend.

Notes:

1. This is only for whole classes who are self-isolating and are therefore capable of working from home. Parents/carers should notify school if their child does not have access to a suitable device.
2. If a teacher is ill, there is no expectation of live lessons being conducted from home.
3. If a teacher is also self-isolating, live lessons will be attempted if possible (dependent on home circumstances e.g. if they have children who are also self-isolating this may not be possible).

Section 4: Student absence – single students and small groups

If a student is unwell there is no expectation that they will be working as they should be focused on recovering. If they are absent for any other reason e.g. medical appointment, religious observance it is up to the student to let the teacher know beforehand and find out what work they can do, or catch up on work when they are back in school.

If a student is self-isolating for a period of time, there is an expectation that they will continue to follow their school timetable, work during the school day and keep on top of their academic progress.

When teachers are notified that a student is self-isolating – indicated by an X on their SIMS register – they will set work for students on Teams. This may involve sharing resources, setting activities and assignments, providing feedback and support and answering questions.

Webcams are available in classrooms to enable live dial-in to lessons for partial classes i.e. streaming lessons where some students are at home self-isolating but the rest of the class is being taught in school. Whilst it will not be suitable for all lessons (eg when students are completing practical work or doing an assessment), teachers should aim to enable live dial-in to each suitable lesson so that students can keep pace in their learning with their peers. Resources needed for these lessons should be shared on Teams.