

# Woodfield School Contingency Plan for Remote Learning

## Introduction

### Key Principles of Woodfield School's Contingency Plan for Remote Learning

This document outlines Woodfield School's contingency plans for remote learning, should pupils need to access this due to being unable to attend school for a period of time, other than due to ill health. This may include unavoidable school closure where pupils are directed to stay at home, periods of self-isolation linked to COVID-19 or other periods of absence, where a blended curriculum offer is appropriate, such as those pupils following bespoke transition plans and re-integration timetables.

Our plans have been made in relation to the Government's Tier 1 plan- the default plan to be implemented for individuals and small groups of pupils needing to self-isolate, and Tier 2 plan - which would be triggered in the event of a partial or full closure whilst also taking into account the need to offer some individuals, not impacted by Covid-19, access to learning via a remote offer.

The purpose of our remote learning plan is to ensure that we continue to maintain pupil engagement with learning, support them in becoming happy, independent and successful and to equip our students with the knowledge and skills necessary to prepare them for adulthood.

We have developed our remote learning plan to create an offer that is closely matched to our curriculum delivery within school. It includes a combination of interactive and engaging resources, face to face teacher/practitioner input (live and/or pre-recorded), pastoral support and where necessary catch-up intervention strategies. The content and delivery of our remote learning curriculum will in many ways replicate the teaching and learning that takes place in school. This will help to support a smooth transition for pupils re-integrating or returning to school, following periods of non-attendance, as they will have been following the same curriculum sequence as their in-school peers. Where individual pupils or groups of pupils are self-isolating for a block of time, the work set will follow their school timetable. For pupils following a blended offer as part of their bespoke timetable, devised to support re-integration, pupils will be provided with a bank of work and resources designed to complement and support their time spent physically in school.

### DfE guidance on remote education: summary of key points

- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- Develop remote education so that it is integrated into school curriculum planning: remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local

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lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

- Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. In developing these contingency plans, we expect schools to:
- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- We expect schools to avoid an over-reliance on long-term projects or internet research activities.

### Woodfield school response to the DFE guidance

#### Remote education: overarching principles

- Curricular alignment: remote plans follow the same sequence as face-to-face enactment of the curriculum.
- High quality resources will be posted that mirror those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps (avoiding long term project type tasks). This includes the use of videos and nationally produced resources such as the Oak Academy resources.
- Feedback and assessment of learning will remain regular, in line with normal curriculum expectations and following the school's Feedback and Marking policy.
- The key principles of remote learning follow our model for teaching and learning. The fundamentals of teaching a remote lesson are the same as the teaching that takes place within the classroom. Pupils and parents should expect the teaching and learning

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of the curriculum to include revisiting prior learning (linking the learning), communication of purpose, clear instruction through teacher explanation with demonstration, guided practice through modelling/scaffolding, independent practice, and feedback.

### Remote Access

- In the main distance learning will take place via the internet using Google Classroom. Other online resources used by Woodfield School include Active Learn and Mathletics. Each of these learning platforms can be accessed on a range of devices.
- Parents and Carers will need to ensure their child has access to the internet and contact the school should their child not have access to the internet or a device.
- Parents are invited to sign up to our Chromebook scheme or where necessary Woodfield School can loan out devices / internet access provision for specific periods of time.
- Pupils will be taught how to access and use remote learning software as part of the Computing and wider curriculum.
- Google Classroom, Active Learn and Mathletics will be used as teaching resources in school to compliment other teaching methods. This will enable pupils to become confident using these tools as part of their learning.
- Where parents find the use of online tools difficult to use, staff will provide support and guidance. In specific circumstances the school will provide physical learning packs in place of, or in association with, online learning packages in such instances.
- Teachers may also provide additional materials and physical resources where pertinent to the learning tasks, should parents find it hard to provide these themselves at home.

### Remote monitoring of safety and well-being

- Woodfield Staff will be in daily contact with pupils who are unable to physically attend school. They will do this via care-calls and interactions on Google Classrooms.
- Interactions will be recorded via our safeguarding (CPOMS) and remote learning tracking systems.
- Senior leaders will liaise closely with the wider staff team to monitor pupil safety and well-being, and the school DSL will monitor CPOMS on a sessional basis.
- Where appropriate, pupils may receive additional support from our Emotional Literacy Support Assistant (ELSA) and/or multi-agency teams. This will take the form of care calls or via Google meets.

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<p><b>To enable teaching and learning to continue as effectively as possible during the need for remote learning:</b>  <i>Key expectations and overarching principles</i></p>	<ul style="list-style-type: none"> <li>● Staff from Woodfield School will liaise with parents and carers regarding our expectation surrounding remote learning.</li> <li>● We will provide regular and ongoing support for learning and technical issues in order to help pupils access their learning remotely throughout the period of non-attendance.</li> <li>● We will provide a remote learning offer that supports and replicates, as far as is possible, that which is physically taking place within the classroom.</li> <li>● We will use a range of resources and methods to enable pupils to access a broad and balanced curriculum designed to enable pupils to stay connected to the Woodfield School community and engage in learning designed to prepare pupils for adulthood.</li> <li>● The work set will be differentiated, personalised and adapted to meet pupil needs as required and identified on the pupils EHCP. Staff will provide pupils and parents with feedback regarding progress and achievement, commenting on pupils' work and identifying how pupils can improve. This will be carried out in a timely fashion either within the lesson or soon after (in line with our Feedback and Marking policy).</li> <li>● For pupils accessing remote learning to increase access to education at the end of a period of non or reduced attendance we will support the integration of pupils back to full school attendance.</li> </ul>
<p><b>Our staff will:</b></p>	<ul style="list-style-type: none"> <li>● Make daily contact on a live Google Meets at 9:10am until 9:30am each morning for registration. This will allow staff to check in with the pupil/pupils and to ensure they are set up and ready for learning. Staff will need to notify the office if the pupil has not appeared on Google Meets so this can be followed up. Once reasons for non-attendance have been explored tutors may be asked to carry out a follow up care call and put appropriate support in place.</li> <li>● Continue to regularly make contact with parents and pupils via Google Classroom, email and/or telephone. On Google Classroom this may be in the form of a typed message or a short, pre-recorded video.</li> <li>● Set a range of work and learning activities designed to engage pupils and develop their skills and knowledge following their timetable and in line with our curriculum, focusing on preparing pupils for adulthood.</li> <li>● Deliver teacher/practitioner input, and where appropriate targeted interventions, using live lessons or pe-recorded videos.</li> <li>● Use their professional judgement as to how much face-to-face teaching ought to be assigned to review and consolidate and how much can be given over to, over learning and/or the introduction of new content.</li> <li>● Adapt and differentiate learning expectations and resources to meet individual pupils' needs.</li> <li>● Respond to questions and provide written and verbal feedback inline with theWoodfield School feedback and marking policy.</li> <li>● Provide revision material and practice papers for those pupils preparing for exams and accreditation.</li> <li>● Monitor academic progress and pupil well-being and respond accordingly by implementing support strategies and identify them for emotional support / academic intervention as required.</li> <li>● Record and monitor phone logs (CPOMS) to ensure families are called regularly and any issues are followed up.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Monitor the engagement of pupils, where pupils are not engaged or engagement falls away to contact the pupil and family to ascertain the reason and action any support strategies required.</li> <li>● Communicate general messages, notices and information to families through phone calls, emails, text messages, the Woodfield Facebook page and our website.</li> <li>● Be mindful that this is a new way of working and support parents through the expectations of developing pupil skills in independence of access and task completion where possible.</li> <li>● Value and respond to parent, carer and pupil feedback.</li> </ul>
<b>Our pupils will be required to:</b>	<ul style="list-style-type: none"> <li>● Have access to the internet and other necessary equipment such as pens and paper.</li> <li>● Be online and ready to learn by 9am. They are expected to register with their Form Tutor at 9:10 am through Google Meets every day. This will allow the form tutor to check in with the pupil and to ensure they are set up and ready for learning. If a pupil has not logged on to the Google Meets the Tutor will notify the office so this can be followed up.</li> <li>● Know their usernames and passwords or know that they can find them in their planners.</li> <li>● Complete work each day, following the lessons on their school timetable and the instructions given by their class teachers.</li> <li>● Read every day.</li> <li>● Use other online learning resources such as Active Learn and Mathletics to improve their literacy and numeracy skills.</li> <li>● Practise life skills tasks and activities with help from parents and siblings.</li> <li>● Complete all work set to the best of their ability.</li> <li>● Complete any revision or practice papers for accreditation to the best of their ability and contact the Tutor/Teacher where there is any difficulty or uncertainty.</li> <li>● Share their work with their teacher and classmates via Google Classrooms - uploading documents, photographs and/or videos, showing their work.</li> <li>● Know how to respond to a Google Meets invitation in order to join a live video link.</li> <li>● Communicate regularly with their teacher and classmates using Google comments and email etc.</li> </ul>
<b>Parents and carers are responsible for:</b>	<ul style="list-style-type: none"> <li>● Adhering to the remote learning policy during periods of remote learning.</li> <li>● Contacting us as soon as possible if they require support to access the internet so we can support accordingly.</li> <li>● Helping their child to access Google Classroom, Active Learn, Mathletics and lessons on Oak National Academy.</li> <li>● Knowing they can find their child's usernames and passwords in their child's school planner. If they are having trouble locating these they can contact their tutor or class teacher.</li> <li>● Knowing how to respond to a Google Meets invitation in order to join a live video link.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Setting a clear routine for their child supporting them to be online and ready to learn by 9am each day, they join their Form Tutor at 9:10 am through Google Meets and use their school timetable as a general guide for their daily learning schedule.</li> <li>● Ensuring that their child is familiar with the expectations for remote learning and that any absences are reported accordingly via the school office.</li> <li>● Providing their child with a quiet, distraction free and supportive environment for periods spent completing remote learning tasks. Ensuring that their child is appropriately dressed to access lessons or Google meets remotely.</li> <li>● Providing their child with additional resources and equipment such as pens and paper to complete learning tasks (please contact the school if there are additional resources that your child needs that you are unable to provide).</li> <li>● Reading all communications that come out from the school via email, Woodfield School Facebook page and the Website to ensure they are fully aware and up to date with news and information.</li> <li>● Supporting their child to complete all of the learning set.</li> <li>● Liaising with school staff and seeking support on behalf of their child when needed, with their class teacher, via email or telephone.</li> <li>● Ensuring courtesy and politeness to any member of staff within any communication.</li> <li>● Supporting their child by emailing or uploading to the teacher pictures of completed work for assessment and feedback.</li> <li>● Reading with their child each day.</li> <li>● involving their child in life skills learning by encouraging them to help out around the home and apply the use of their literacy and numeracy skills to real life scenarios.</li> <li>● Liaising with school staff regarding their child's well-being and any additional support they may need either academically or emotionally.</li> </ul>
<b>How to access work</b>	<p><b>Google Classroom:</b>  <a href="#">What is G-Suite and Google Classroom</a>  <a href="#">How to log onto Google classroom</a>  <a href="#">Using Google Docs</a>  <a href="#">Using Google Sheets</a>  <a href="#">Using Google Slides</a></p> <p><b>Active Learn:</b> All pupils from Year 7- 13 have been given their personal username and passwords. Pupils will be able to find this information in their planners or can ask their English Teachers for them. Staff will allocate books and spelling to pupils based upon the pupils' reading and spelling age so books and spelling activities are matched to each individual.  <a href="https://www.activelearnprimary.co.uk/login?c=0">https://www.activelearnprimary.co.uk/login?c=0</a></p>

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	<p><b>Mathletics:</b> All pupils from Year 7-11 have a personal login and password to <a href="https://login.mathletics.com/">https://login.mathletics.com/</a> . These have been put into pupil planners. All maths teachers have their own login and are able to set specific work via their own login and/or pupils can access topics of their own choice and work towards Mathletics certificates.</p> <p><b>Oak National Academy:</b> Parents can access a large range of lessons designed to meet the needs of pupils with Special Educational Needs and Difficulties as well as all National Curriculum Subjects. These can be found at <a href="https://classroom.thenational.academy/specialist">https://classroom.thenational.academy/specialist</a>. This is a teaching and learning resource designed to support remote learning. The National Oak Academy resources have been funded by the Government to compliment schools' remote learning contingency plans. Parents can access these resources at any time however Teachers may also instruct pupils to watch specific lessons where there are links with the Woodfield School Subject Overviews.</p> <p><b>Further support or guidance:</b> <a href="mailto:info@woodfield.surrey.sch.uk">info@woodfield.surrey.sch.uk</a></p>
<b>Vulnerable and Key Workers</b>	<ul style="list-style-type: none"> <li>• In light of a bubble or whole school closure the school will be open for Key Worker children and vulnerable children. They will be placed into Bubbles with consistent members of staff. They will complete all remote learning set by their class teachers on devices provided by the school.</li> </ul>
<b>Communication</b>	<p>When liaising and providing information on remote learning, school closures or blended offers associated with individual pupils' bespoke plans, Woodfield staff will communicate with pupils and their parents using the following means:</p> <ul style="list-style-type: none"> <li>• Telephone calls</li> <li>• Emails</li> <li>• Letters</li> <li>• Text messages</li> <li>• Google Classroom/Google Comments</li> <li>• Live video links such as Google Meets, Zoom and Microsoft Teams</li> <li>• Woodfield Facebook page (Woodfield School - Surrey @woodfieldschool1)</li> <li>• Woodfield School website and Woodfield School COVID website</li> </ul>