

Learning during Lockdown

Guidelines for 2020-21 whole or partial school closure(s)

Learning during lockdown

Context

The full re-opening of schools in England and Wales in September 2020 brings with it a number of scenarios that may result in a short-notice, full or partial closure resulting from a national or local spike in confirmed Covid-19 cases. These comprise:

- Whole school closure (except for vulnerable pupils and children of critical workers)
- Partial school closure, with one or more classes / whole year groups 'locked-down'
- Individual learners who are unable to attend school following confirmation that they have contracted Covid-19 or who have been requested to self-isolate as a precautionary measure.
- Individual members of teaching staff who are well, but who are unable to attend school because they have been requested to self-isolate as a precautionary measure.

For each of the above, our primary aim is:

For high-quality remote education to align as closely as possible with our in-school provision in allowing learners to continue mastering the curriculum and make good progress

Aims of guidance

To provide a contingency plan that allows teaching staff to instantly adapt their pedagogy during periods of full or partial school closure in a way that does not disrupt learning.

To ensure that there is consistency across the curriculum in the typical experience pupils receive in teaching and learning during periods of full or partial school closure.

Our response to Local Conditions

UK Government 4-tier approach

The government has a 4-tier approach to provision on schools. As a Primary School tiers 2 and 3 do not apply and we do not intend to operate a rota system. Our intention is to remain open for vulnerable pupils and critical worker children if the government moves to tier 4.

Free school meals

Where children on benefits-related free school meals are not attending on-site during scheduled time at home, we will continue to provide free food parcels which can be collected from the school. Food parcels must be collected in line with guidance on social distancing and local restrictions and will meet the school food standards.

Workforce

Teachers and staff can operate across the different class groups across the school. We will support staff to keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults and where this is not possible avoiding close face to face contact and minimising time spent within 1 metre of others, as set out in the full opening guidance.

■ Whole-school closure

It must be noted that a full whole school closure is unlikely as the school will remain open for vulnerable pupils and pupils whose parents are critical to pandemic response.

Parents must be aware that many teaching staff will still be working a full day on site and as such pupils may be remotely supported by other staff or there may be delays in feedback to pupils.

A whole-school closure will instantly trigger a transition to [remote teaching and learning](#). The Department for Education (DfE) expects schools to *provide learners with 'equivalent length to the core teaching that they would receive in school, ideally including daily contact with their teachers'*. With this in mind, staff and pupils should seek to follow their daily timetable, offering adapted learning that is best suited to remote learning and does not rely on specialist resources e.g. access to specific musical equipment etc.

40 minutes of live interaction, via teams / zoom with the learners to set up the day explore the timetable and frame the learning experience for the day.

Provision of independent learning, with pupils completing learning tasks uploaded by their teacher(s) on Google Classroom / Teams, including instructive narrated PowerPoints / videos that model the learning, typically produced by the class teacher or sourced from reliable educational providers to ensure the content is in-line with the planned curriculum sequence

Staff should:

- *Use visualisers / cameras to model CPA approaches / record pieces of learning*
- *Use 'virtual vide' to provide the learning hook for a topic of new area of learning*
- *Provide voice overs on inspire maths planning boards*
- *Utilise the RWI online resources to provide phonics lesson videos.*
- *Source and share instructional videos they have checked to ensure quality and accuracy*
- *Avoid long research projects*
- *Organise online support for pupils with identified needs from the ELSA team / Canine therapy/ Speech and language support etc.*
- *Utilise the resources on offer from PiXL including TCC, PLCs and Therapies.*

(Please see [Appendix A](#) for guidance relating to quality-first remote learning)

Logistics:

>Guidance permitting, staff may choose to deliver live lessons from in school.

>Live lessons may involve use of camera/video audio, or audio alone. This is discretionary.

>Virtual lesson invitations will be issued by the class teacher via the group's Teams /Google Classroom page or via the year group email which ever technology is prevailing at the time.

>The class teacher will keep a record of attendance.

>Teachers will not use their 'teacher' email accounts to communicate with parents / pupils.

>Attendance should be recorded on SIMS once per day – Code S.

>The principles of the behaviour policy continue to underpin on-line teaching and learning.

>The typical expectation of home-learning activities e.g. reading / spelling / tables can be incorporated into the daily timetable, particularly for younger children.

>Parents should contact their class teacher with any queries that they might have via the main school office email or they may do so via Google Classroom if advised to do so by their teacher(s).

>The raising of safeguarding concerns should continue via CPOMS, as per current practice.

>Phase Leaders should oversee the quality of provision across their area(s).

■ Partial-school closure

A partial-school closure of individual classes or years, will instantly trigger a transition to remote teaching and learning as the default mode of delivery for the year group(s) who are affected. Staff should follow their daily timetable, with live virtual video the expected form of delivery:

EYFS

- In EYFS, we will try and structure the day to provide a range of learning opportunities that develop the children's basic skills.
- We aim to start each day with a registration and morning routines just as we do in school. At this point, we will outline the timetable for the day.
- Every day, the children will watch a RWI speed sound lesson. They will learn a new sound, practise writing it then practise their blending and spelling skills. The children will then choose from a range of literacy themed activities, linked to the story of the week.
- Later in the morning, we may get back together or post online a maths power point or video. The children will have some open-ended maths related activities to select from, before having time for some self-directed explore time, just as they would at school.
- At the end of the morning, we hope to offer small group meetings with key adults. The children would talk about and share what they had found out and reflect on the morning. This would be a time for their key adult to give feedback and support language development. At this meeting, the adult would also outline the afternoon challenges they could select from. These are likely to be linked to their topic or book but may also be driven by the children or current affairs. The challenges will cover different areas of learning.
- During the afternoon, some children who have been identified as requiring additional support will be offered one to one sessions with their key worker to further practise their basic skills. At the end of the afternoon all children will login again to a further reflection time with their key adult. They will practise some basic skills they have learned and join in with the weekly story.

KS1

- *At 9am, class teachers will host a registration which all children are expected to attend. Follow up calls will be made to children who are absent. During the morning, children will be taught maths or English and will be set follow up independent work for the either maths or English taught the previous day for example; If maths was taught then English will be set as independent learning, this will then be swapped each day. Teaching in Year 1 and 2 will consist of a live lesson of maths or English in the morning (with around 20-30 mins direct input) followed by set videos for reading/phonics. The reading/phonics videos can be watched with the class as a whole.*
- *After lunch there will be another registration at 1.15 then other curriculum areas linked to the planned topic – directly taught for around 20 minutes before the class are set an independent learning task. Or PE will be set. At the start of next lesson teachers will recap any prior learning and address misconceptions that have been identified before starting the new lesson.*

9 Registration
9.10-10 Maths/English live teaching
10 reading/phonics live teaching or set videos
10.30 Break
11 English/maths independent learning

12 Lunch
1.15 Registration
1.20-3pm 3 x Topic live teaching followed by independent task or 2 x PE task set

Maths groupings for school staff to note: If 2VE isolating then AW will teach VA Y2s. If 2VA is isolating then VE will record voice over of teaching for maths for the Y2s in 2VA

LKS2

The year 3/ 4 phase will aim to keep to a similar structure to the learning that takes place in the classroom. Morning registration will be taken to ensure all children login. If a child is missing then the TAs will call to find out where the child is e.g. having difficulties with the technology etc. If the year group is remoting in then teachers in that year group will team teach together and will provide a 'me to you' teaching structure. One of the teachers will provide the main input at the start of the lesson while the other teacher is on hand to answer any questions from the pupils etc. If it is a class isolating then the teacher will be joined by the TA.

Registration
Session 1 -Maths
Break
Session 2- Reciprocal Reading
Break
Session 3- Spag
Break
Session 4- Writing

Lunch (one hour long)
Afternoon Registration
PiXL Times Table App
Topic x3 afternoons or PE x2 afternoons

UKS2

- Teaching in Year 5 and 6 will follow a very similar structure to that in class to ensure a consistent approach.
- At 9am, class teachers will host a registration which all children are expected to attend. Follow up calls will be made to children who are absent via office.
- During the morning, children will be taught live lessons of maths, reading, grammar and English.
- After lunch there will be another registration at 1.15pm before the delivery of the planned curriculum lesson – in line with their peers, including on some afternoons a PE activity to be undertaken independently.

At the start of next lesson teachers will recap any prior learning and address misconceptions that have been identified before starting the new lesson.

Direct teaching should use the existing teaching and learning framework to structure this time to maximum effect.

A copy of the resources used during a live virtual video lesson should be uploaded on to Google Classroom by [5pm on the day of the lesson is timetabled to take place](#).

(Please see [Appendix A](#) for details relating to quality-first remote learning)

Logistics:

- >Staff should seek to use their classroom to deliver their live virtual lesson
- >Virtual invitations will be issued by the class teacher via the group's Google Classroom page
- >The class teacher will make a record of attendance, preferably via SIMS.
- >The principles of the behaviour policy continue to underpin on-line teaching and learning.

>Homework should continue to be set, checked & used in line with phase policy. Colleagues are encouraged to set homework in a way that is sensitive to their own workload.



■ **Provision for individual pupils unable to attend school**

Teaching staff will be notified by SIMS X code that a pupil is unable to attend school due to Covid-19. Teachers should then check the online form for more information relating to reason for absence - self-isolating through having contracted Covid-19 and/or who has been asked to self-isolate as a precautionary measure. Where a pupil is able to complete work:

The class teacher remains the main point of contact in coordinating work and in communicating with parents where necessary and appropriate to do so.

A student who is unable to attend school must continue to have access to the same high-quality teaching and learning that their peers in school receive. In cases of pupil absence:

Logistics:

- >Any presentation used in class should be uploaded to the class GC page **by 5pm on that day**
- >Resources used during lessons missed should be uploaded to GC **by 5pm on that day**
- >Clear instructions on GC provide guidance on what work should be completed
- >Clear instructions as to how work (inc DIRT) should be submitted, where appropriate

Pupils should be reminded that they can contact their class teacher via emailing the main school office or via Google Classroom if advised to do so by their teacher(s).



■ **Individual teaching staff who are self-isolating as a precautionary measure**

Colleagues who **are well**, but who are self-isolating as a precautionary measure should seek to continue following their teaching timetable from home via teams, with their class under the care of a teaching assistant.

(Please see [Appendix A](#) for guidance relating to quality-first remote learning)

Logistics:

- >Virtual links if required should be labelled clearly & emailed to phase leaders and headteacher by **7.30am each day**.
- >Phase leaders to arrange classroom in order to allow class teacher to dial-in.
- >TA to complete the class register for the group via SIMS.

Appendix A

Quality-first remote learning

Suggested format for live, online Virtual instruction:

Start: reminder of expectations / BfL / Growth Mindsets / House Points / Behaviour Charts

Main delivery – direct instruction, including appropriate modelling and guided practice

Mini Plenary – MTT – Checking Learning – Keep children with you – teach for mastery.

Great opportunity to model your thinking processes and develop metacognition –

Provide opportunity for independent work, focusing on deliberate practice / application, utilise formative feedback to dynamically change the lesson.

Quality-first remote learning experiences are activated with the end in mind! Our resolve to ensure that every single one of our learners thrives in their progress and attainment outcomes begins with an approach to planning that allows learners access to [meaningful](#) and [ambitious](#) work in all of their subject areas. As per DfE guidelines, long-term project work and internet research activities should not be overly relied upon.



The DfE expects schools to 'use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that this is linked to the school's curriculum expectations'. The sequencing underpinning the delivery of teaching and learning across our school curriculum may need to be appropriately [adapted](#) to enable remote learning to be effective, but it should not need to fundamentally change. Phase teams should, therefore, reflect upon and identify where [appropriate alterations](#) to their

sequences of learning [might](#) and [can](#) take place, but with a view in mind to enabling pupils to fully complete their learning journey in a way that minimises the impact that a whole or partial school closure might have. Effective remote learning should seek to seamlessly link 'pre' and 'post' lock-down classroom experiences; the journey should be smooth!

Quality-first remote learning seeks to provide a personalised experience to each learner as they study from home. Phase teams should ensure that planning carefully considers the difficulties that younger learners, and those with [SEND](#), might experience in attempting to complete work without adult support. This will help to minimise the risk of progress gaps emerging and widening.

Depending on the length of a lock-down experience, phase teams may need to consider what the [priority areas](#) in what is taught and learnt are, as well as what is most/least appropriate for pupils working remotely to cover. Considering how any gaps in knowledge and skills are identified and tackled once back in the classroom, should continue to be planned carefully (see '[Gauging the Miles](#)' document [here](#)). Pupils' recognition of how what they are learning remotely links to what they have covered previously, and what is to come next, are key to ensuring continuity in progress over time.

Phase teams should ensure that a plan is in place to enable learners who do not have suitable online access from home, have access to the necessary resources in hard copy.

- Live, on-line teaching should begin with a thoughtful **review** of what pupils learnt previously. Can learners 'connect the dots'? How will you know that they can/cannot? How will this guide what is covered today?
- New material should be introduced in small, sequential steps, with a range of appropriate examples **modelled** along the way. Learners should be absolutely clear about what they must **know** and what they must be able to **fluently do**. Open-ended, closed-ended, high and low-order questions should be used to keep pupils participating and most importantly thinking and learning. This is particularly crucial in preventing pupils from passively observing live, on-line lessons, rather than **thriving** during them! Gauging how well learners **progress through the curriculum** is fundamental here.
- Considered use of resources can help spark interest, promote deep thinking and secure learning in long-term memory. Images, clips, extracts of text and diagrams are obvious winners if used in an engaging way. Always keep the question '**what do I want the pupils to get from this?**' in mind so that time is used productively to promote learning.
- Involve pupil created work in the lesson to celebrate achievements and involve pupils in the learning and reward their efforts.
- Application** of knowledge and skills in addressing increasingly complex problems is fundamental. How might time during live on-line lessons be spent allowing pupils to participate in examples of **guided practice**? How might this then take pupils forward in enabling **deliberate practice** to occur in developing **fluency**? Providing pupils with structured opportunities to **write** remains key during periods of remote, computer-based learning, where this can all too easily be missed.

SEND learners:

Adaptive teaching during remote learning experiences will help to ensure that progress and attainment outcomes for **SEND learners** remain ambitious and achievable. Google Classroom can allow teachers to post work to individuals or groups of learners, therefore enabling instructions, resources and tasks to be adapted and modified accordingly. Posting work to the class could be followed by the 'reuse post' option selecting essentially the same work, but with the ability to suitably edit this.

Device-specific accessibility tools can also be helpful for SEND learners, including:

Chromebooks have an accessibility menu on the dashboard that will allow the user to enlarge their mouse, use dictation tools, high-contrast screens and magnifiers. Google accessibility flashcards (produced by Cat Lamin) are available, along with reminders on how to differentiate with Chromebooks or the Chrome web browser (E. Pass, 2020)

A speech-to-text dictation feature is built into Google Docs. By clicking on 'tools' and 'voice typing' in a Google Doc, a microphone icon appears, followed by a drop-down menu to allow a specific language to be selected. This can be useful for dyslexic pupils, or for some EAL learners. "Getting key ideas down on the page through voice can help to make larger writing assignments more manageable" (E. Pass, 2020)

Google slides contains closed caption features and can be a useful option for deaf or hard-of-hearing learners. (E. Pass, 2020)

Pass, Emma: 'The Hybrid Teacher Survival Guide' (2020)

Please remember the Inclusion Team and NW are the best point of contact for colleagues wanting to know more about the ways in which SEND learners' needs can be met

Assess

Effectively assessing in what pupils have actually **learnt** during lock-down experiences forms our ultimate criteria of success in what has been planned and taught.

Effective use of assessment can help to secure this aim.

- Questioning** is an extremely useful live, remote learning tool. The 'chat' or 'microphone' function are obvious features here. Remember to consider the following when thinking about your use of questioning:
 - how can each question provide me with evidence of learning, rather than remembering?
 - how can **challenge** be built into all of the questions that are asked?
 - can this question be answered correctly by mistake?! How can this be avoided?
 - can this question prompt pupils to recognise the **interleaving** of their learning?
 - how might the response I get be used as the basis for the next question? And the next?
 - have I provided enough of a foundation of knowledge to ask this question?
 - do pupils' responses provide an **evidence base** in allowing me to confidently push on?
 - does this question promote learning **as well as** stimulate thinking?
- Written and verbal feedback** can be just as effective via remote learning delivery as it is in face-to-face classrooms. Curriculum teams should continue to follow their agreed protocols for providing pupils with teacher assessed **written** feedback. Opportunities for pupils to **think** and **reflect** upon the feedback they receive, before working to **improve** upon it, should continue to be provided in exactly the same way as they would be in classrooms. The use of online features such as Mote may well be a useful substitute for teacher written feedback.
- Feedback must ultimately allow pupils and staff to recognise what learners do and don't yet know; what they can and can't yet do. **Adjusting pace** in response to feedback is critical in ensuring that learners across the ability range do not stagnate. The main principles which underpin **adaptive teaching** apply to remote learning experiences in exactly the same way that they do in classrooms.
- Pupil self-assessment through the provision of clear success criteria are key to helping pupils develop a deep understanding of their own knowledge acquisition.

Appendix B

Implementation guidelines:

Quality assurance

It is vital that there is consistency across the school in the quality of remote learning provision pupils receive during a full or partial school closure. Curriculum and phase leaders should continue to oversee the quality of provision in their subject area(s) in the first instance. Learning walks and developmental observations will continue to take place where full or partial closure happens.

Morning registration

In order to provide as much structure to the days as possible, pupils should register with their class each morning at 9am

The names of absentees should be record attendance via SIMS /emailed to school office as soon as possible.

PPA

It is vital that teachers have additional time to plan prepare and assess learning when remote teaching. It is also vital that pupils continue to access high-quality PE. The PE department will provide adequate activity institutions, challenges and events that will surpass the time allocated for each classes PPA per week. This allows class teachers to provide activities for PE which would typically cover 2 afternoons per week.

Staff CPD

The calendared whole-school CPD sessions will continue to happen and will either be remotely delivered or SI teachers will be asked to remote into the session.

Troubleshooting:

How will I be notified about a full or partial lockdown-related closure?

This communication would be led by the Head teacher

How do I go about arranging for access to ICT equipment for use at home in the event of a full school closure?

The ICT team are currently in the process of collating information from staff in this regard; a loan device will be available for you to borrow where possible.

I would benefit from further training on the use of Virtual – who should I ask?

Spice works for technical support

Phase Leader for guidance

Colleagues are able to support each other

How do I deal with a student who disrupts my live Virtual lesson?

It is possible to mute individual pupils and ultimately remove them from the live Virtual lesson before informing the parent/guardian as soon as possible. Please keep your Phase Leader / HT informed.

I am due to deliver some live Virtual lessons today as part of a whole school lockdown, but I am unwell. What do I do?

Please follow the usual absence policy.

