

# Highworth Warneford School



## Remote Learning COVID Contingency Plan

Updated January 2022

This plan describes the remote learning offer at Highworth Warneford School that will be used as required – either when individuals are unable to attend school due to self-isolation or if groups of students are sent home as part of a local outbreak management plan.

## Our remote learning offer:

Following the Department for Education guidance for remote learning, if students are unable to attend school for COVID-related or staffing capacity reasons, we will offer work for each specific lesson on a daily basis, following the normal timetable and adopting a blended pedagogical approach. This will be from the following day an absence is notified or sooner if feasible.

Setting of work	<ul style="list-style-type: none"><li>● All students' work will be set and monitored using Class Charts.</li><li>● The names of students requiring work are circulated each day after school – this takes into account whether a child is well enough to work.</li><li>● Work will be set for each timetabled lesson of the school day and be posted either the previous evening, or early in the morning, before the start of the school day. This allows parents to support their children in planning out their day.</li><li>● Typically, 45-50 mins of guided activity will be given for each hour-long lesson; this is to allow time for set-up and resource management and would mirror what happens in a normal lesson.</li><li>● Where <u>individuals or small groups</u> are unable to attend school, activities will be set to mirror as closely as possible what is being taught to their peers. Additional structure may be needed to support students to access the work, especially if the absence is long-term.</li><li>● Where <u>large groups</u> of students are unable to attend school (e.g. a whole class, population or year group), live teaching sessions may be used. If students are not able to attend for more than one week (for example, if there is a new lockdown), live lessons will occur on Microsoft Teams in every subject, in each cycle of our 2-week timetable. For example, as a <i>minimum</i>, at KS4, this is once a week in examination subjects. As well as teaching new principles, live sessions will be an opportunity to ask questions, check misunderstanding and discuss learning.</li><li>● In case of an extended lockdown, teachers will use a wide variety of learning resources including videos, narrated PowerPoints, worksheets, online texts, practical activity, reading, exercise and assessments. The variety of tasks is very important to keep students motivated.</li><li>● Students have been told to complete what work they can during scheduled lesson time and then move on to the next piece of work – again, to mirror what would happen in school.</li><li>● Additional extension activities will often be available as a matter of course and teachers are contactable during lesson times to suggest how to extend tasks if needed. We have asked students to prioritise the quality of their work and not rush through it.</li></ul>
Independent learning	<ul style="list-style-type: none"><li>● As part of our remote learning package, whatever the situation, students will be set tasks that they can access and complete independently. The tasks will vary between subjects and may be web-based, e.g. using Oak National Academy, GCSEPod or Pearson Active Learn. However, teachers are always contactable by email to answer questions or give advice.</li></ul>
Learning feedback and praise	<ul style="list-style-type: none"><li>● Giving feedback during any period of absence is crucial, as students need to feel the work they are doing is being acknowledged. For short-term absences, work can be submitted when the student returns to school. For longer-term absences (over a week), teachers can ask for work to be submitted in a variety of ways e.g. through Class Charts (documents or photos of work), email or other online systems such as Microsoft Forms.</li><li>● Feedback based on these submissions will vary in nature. It may not be possible to give feedback on every single piece of work produced during an extended absence, as this would be prohibitive in terms of workload. However, students can expect to encounter a range of feedback strategies which may include a blend of high-quality whole-class feedback, focused individual guidance, access to solutions/model answers or simple acknowledgment of task submission.</li><li>● Students will continue to receive 'merits' for positive contributions via Class Charts.</li></ul>

## Checking engagement of students

During any **long-term absence/lockdown**, we will monitor the engagement of students with all aspects of remote learning.

Attendance at live sessions	<ul style="list-style-type: none"> <li>Teachers will maintain a record of those students in attendance at live sessions. If a student misses a series of live sessions, unless it is a known situation, this will be followed up with parents.</li> <li>Students are expected to engage with live lessons by asking and answering questions, either verbally, or using the “chat” function.</li> </ul>
Engagement with other remote learning	<ul style="list-style-type: none"> <li>Subject staff and HoDs will monitor engagement with remote learning more generally by reviewing submission of work. Where concerns are raised, parents will be contacted to discuss.</li> <li>More global monitoring will be carried out on a regular basis using a bespoke system set up in SIMS, with the school’s Pastoral Team talking to parents and students to offer support to those not engaging across the board if necessary.</li> <li>The SEND team will also monitor the engagement of our SEND students.</li> </ul>

## Behaviour for Learning guidance

During any **long-term absence/lockdown**:

Behaviour for Learning expectations	<p><b>Students (with the support of their parents) are expected to:</b></p> <ul style="list-style-type: none"> <li>Ensure they are in a suitable environment for learning, with an internet connected device. The school can loan laptops and data dongles on request.</li> <li>Follow our usual HWS behaviour expectations for learning: be on time, be respectful, follow the teacher’s instructions and try their best in completion of the work set.</li> <li>Have the relevant equipment for the session - this is usually just pen and paper for note-taking but, for some subjects, other equipment might be necessary (e.g. a calculator for Maths)</li> <li>Turn their cameras off and mute their microphones during any live lessons. Students will be allowed to unmute to ask or answer questions.</li> <li>Use the “Chat” function to ask questions or make comments relevant to the lesson.</li> <li>Only join lessons for their own classes using their HWS login/username. Students using another email will not be permitted.</li> <li>Not record or share the session.</li> </ul>
Behaviour Support	<ul style="list-style-type: none"> <li>The HWS merit system will be used by teaching staff to reward, acknowledge and promote positive engagement in remote learning. Negative points will rarely be used, if at all, as it is difficult to give face-to-face context to these at the moment.</li> <li>If students do not meet our expectations, then we will contact home to ask for additional support.</li> <li>If a student persistently misbehaves during live sessions then we may have no alternative but to refuse them entry for a period of time. We are certain that with clear expectations students will recognise their responsibility during this period.</li> <li>Persistent concerns will be monitored and picked up by House teams as would happen in normal school circumstances.</li> </ul>

## Our pastoral support

In addition to the remote learning offer we will also offer pastoral support.

Pastoral contact and support	<ul style="list-style-type: none"><li>• Tutors and the broader pastoral team will provide ongoing pastoral support for students. Tutors remain the primary contact for parents if they wish to raise any concerns, including where their child is finding home learning particularly challenging.</li><li>• Regular contact will be made with all students, with concerns passed to pastoral leaders as needed.</li><li>• In the event of a <b>lockdown</b>, there will be themed SLT or Head of House led assemblies once a week.</li></ul>
Additional support for vulnerable students during a long-term absence or lockdown	<ul style="list-style-type: none"><li>• Students considered to be vulnerable will have additional contact and monitoring by middle and senior leaders.</li><li>• All vulnerable students will have had a risk assessment carried out to see whether they are safe to continue with home learning.</li><li>• All students considered to be vulnerable are welcome to attend school – see below. Those identified by risk assessment as being advised to come into school will be strongly encouraged to do so.</li><li>• All SEND/CLA students will be offered specific in-school sessions to get additional support with home learning tasks from members of the SEN team.</li><li>• FSM students all have access to vouchers and necessary technology.</li></ul>

## Other Support

- Any parent whose child does not have access to suitable IT to enable them to complete their home learning should contact Mrs Stanley, as we may be able to assist: [fstanley@warnefordschool.org](mailto:fstanley@warnefordschool.org)
- If there are problems with passwords etc. then contact: [passwordreset@warnefordschool.org](mailto:passwordreset@warnefordschool.org)
- If parents have any feedback about aspects of home learning, they can contribute to the regular parental online surveys, or contact the Headteacher: [asteele@warnefordschool.org](mailto:asteele@warnefordschool.org)
- Parents' evenings and similar events will continue using our SchoolCloud video conferencing platform

## Key Worker and Vulnerable Student provision during a local lockdown

- Highworth Warneford School will remain open at all times for identified vulnerable students (PP/SEND/CLA/assigned Social Worker) and also for students who have key worker parents as outlined in the DFE guidance.
- Access is by online request – a specific form will be circulated.
- Staffing of provision is usually carried out by our cover supervisors and pastoral support workers.
- Students will be supported to complete the same remote learning as those working at home.
- Students will have access to the necessary resources to complete remote independent learning including live sessions.

## Additional Note

The school's default position is to remain open to all students for all sessions – this will include using additional support staff and merging classes if necessary. However, if staffing levels are very low then cohorts of students (usually year groups) may be asked to work from home. The face-to-face attendance of Years 10 and 11 will be prioritised if this is the case – parents have already been given notice of this approach.