

**Rationale**

Our Keeping Everyone Learning strategy has been designed to explicitly inform all stakeholders of how we will continue to educate and support all of our students if an enforced full or partial closure is deemed necessary.

Remote learning for individuals

Assuming an absence has been agreed with the school, and the student in question is healthy enough to work from home, the school will provide work for students who are unable to attend in person. If this occurs for an individual student, the collation of work and communication with the parent will be coordinated by the relevant Student Engagement Lead. The student's subject teachers will either disseminate work via the student's school email address or depending on the suitability of the subject, the student may be able to access the learning via Zoom.

If there are any issues with the compilation of work, the Student Engagement Lead will liaise with the relevant teacher(s). Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent would be twice per week. Work will only be provided to students in this way if there is an agreed absence lasting more than three working days. If a significant number of students are absent from school, but the school remains open, the Principal will decide whether the method of remote learning operated will take the form outlined here, or as outlined below.

Remote learning in the event of an enforced partial or full school closure

In the event of an enforced partial or full school closure, the school will provide continuity of education in the following ways:

- Regular live direct instruction from teachers, with the ability of students to ask questions online via Zoom
- Regular pre-recorded instructional videos from teachers to support students with individual learning
- The setting of work that students complete, using practice workbook, lesson presentations or revision guides
- The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both students and teachers to participate in remote learning. For shorter closures, for example, teachers may set work for submission in person once the school has reopened. For longer closures, teachers would make more use of live sessions (see specific guidance below and appendix) and electronic assessment. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

Curriculum and Learning

Learning activities will be set in accordance with existing schemes of work and will be designed to allow students to progress through schemes of work at the same pace as if they were in school, where possible. Naturally, remote learning will require students and teachers to take a different approach to work through the content, but learning activities should ensure the pace of content coverage is as close as possible to in-school teaching, and ensure students do not fall behind. The nature of the tasks set should allow students to learn independently, without the specific support of an adult at home. The type of task set will vary between subjects, but examples of appropriate tasks might include: Reading and noting new material from a common subject area textbook or electronic resource Working through subject-specific presentations or worksheets provided by the subject area Watching a relevant video resource and making notes on it Completing a listening exercise (e.g. in languages) Written responses to prompt questions. Completion of practice questions or past papers, particularly for those in examination years Working through relevant exercises offered by external providers (e.g. SenecaLearning, CorbettMaths, GCSEPod) It is the responsibility of teachers and students to ensure they know how to use the platforms effectively (instructions are made available separately)

Live lessons

Subject areas may also arrange for teachers to deliver content in a 'live' manner (either by text or audio and/or visual means). Zoom is our preferred platform that allows for resources to be shared, teachers to provide exposition, and students to ask questions in 'real-time'. Students will be provided with login details for each live lesson, and will be expected to participate in them if they are asked and able to. Live sessions can be particularly

helpful as they can facilitate contemporaneous communication, with students able to respond to teachers' questions (and ask them) via the conversation functionality in Zoom. In a live session, there is no need for students to broadcast audio or video, as the text (conversation) function is adequate.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to students on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Assessed work will be set via students' school emails, with clear due dates given to students for completion, thereby helping students to organise their time as part of a live or pre-recorded session. The teacher will always acknowledge receipt of completed pieces of work.

Given the nature of the learning activities, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they design learning activities that are to be assessed, that they are designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work
- Using the "Comments" function on GDocs, GSlides or GSheets
- Providing feedback directly via progress conversations
- Sending a direct email to students with specific feedback and/or targets
- Feedback via another website/software (e.g. SenecaLearning, GCSEPod)

Teachers may also choose to set assignments for students to complete. These might include, for example, the creation of a tailor-made Google quiz (containing either multiple choice or extended answers) Teachers will then be able to provide feedback using the methods stated above.

Expectations of Staff

Teachers

The setting and assessment of remote learning tasks will take place in accordance with school and subject area agreements. Under normal circumstances, subject areas take different approaches to the setting and assessment of students' work – for example, the frequency of substantive learning activities set.

In order that we are providing a consistent approach, Curriculum Leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their curriculum areas. All teachers should pay due care to the nature of tasks set, so that students have a range of activities to complete at home and are not exclusively working on a screen.

Teachers are responsible for providing progressive feedback to their students in a timely manner. Curriculum Leaders are responsible for overseeing the form and regularity of feedback, and will liaise with each other to ensure consistency

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure work is set to her/his classes. Note that illness in these cases will be treated as normal and recorded by HR with back to work discussions conducted remotely if required. Illness should be recorded by emailing Karen Woodford (karen.woodford@cpriverside.co.uk) Mark Eyre (mark.eyre@cpriverside.co.uk) and notifying the line relevant manager.

Subject areas are expected to:

- Plan and deliver 'live sessions' and produce pre-recorded 10 minute instructional videos
- Respond to reasonable amounts of communication from students, parents and colleagues
- Plan and set practice/revision tasks for their students
- Be able to set and mark assessed work promptly, in line with school and subject area policies, returning it to students electronically (or after the period of remote working for written and project work)

Teachers should be available to contact parents if needed, by email. If contact is deemed excessive the line manager will be able to support and, if necessary, escalate to SLT. If parents ask for additional work beyond that set as part of the requirements above, subject areas should have a bank of general resources available such as interactive websites and support activities, and point students and parents in that direction.

In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should access before any planned school closure. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the Principal.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, students and parents. Teachers also should ensure their communication with students does not encourage unhelpful work habits. All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 3:30pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites.

Permitted methods are:

- Email using school email addresses only (both teachers and student)
- Zoom
- Google Docs/Slides/Sheets

Learning Support Assistants

Learning Support Assistants (LSAs) have a key role in supporting students to access and participate in remote learning. They will work closely during the period of enforced closure with teachers to ensure that 'live' lessons are accessible to all students and that any necessary adjustments are made. During live lessons, LSAs will monitor the 'chat' function and raise any questions or concerns with the teacher for them to address. If breakout rooms are utilised, LSAs will use their knowledge of individual students and the subject, to support students to complete learning activities and check their understanding.

LSAs will deliver targeted and specific interventions as they would have in school, under the direction and instruction of the SENCo and Deputy SENCo. LSAs will pair up and ensure that all students who require additional intervention, receive at least one 45-minute session per week.

Student Engagement Team

During a period of enforced closure the Student Engagement Team (SET) will focus primarily on the welfare and wellbeing of our students. They will be the initial liaison between home and school and will check in with families at the beginning of the week and check-out towards the end of the week. The SET team will regularly update parents of their child's rate of engagement and participation in learning, as well as working with teachers to overcome any challenges that have arisen. They will speak with students and deliver mentoring sessions where appropriate, while maintaining a focus on learning during this time.

The SET will also support families during this time by creating weekly family enrichment packs and challenges as well as signposting to external agencies if further support is required.

Expectations of students

Assuming that a student is healthy and well enough to work, students will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting completed assessed tasks. Students will also be expected to read and respond to communication from the school (e.g. an email from a teacher) on a regular basis.

Students are expected to uphold the same 'ways of being' during live online lessons as they would be expected to in school.

School Ways of Being

- Be prepared - to engage, to learn and to laugh
- Be progressive - in learning, in attendance and in behaviour
- Be proud - of yourself, of others and our school

Classroom Ways of Being

- Active listening
- Ask questions
- Attempt everything

In the event of an extended school closure, teachers will continue to deliver content in line with existing schemes of work once the school is reopened; if any student misses significant parts of the content, they will be able to view material posted online and the school will give consideration to the practicalities of helping students to catch

up once the school reopens.

If students have any questions about the nature of specific tasks set, these should be directed towards the relevant teacher. If there are questions about a student's overall workload (e.g. a student feels they are overwhelmed or falling behind), these should be directed to one of our Student Engagement Lead.

Safeguarding

In the event of a school closure, students, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between students and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which all staff must adhere, whether they are at home, in the community or at school. Any questions about safeguarding should continue to be raised to the Designated Safeguarding Lead Stef Smith - stef.smith@cpriverside.co.uk and concerns should continue to be recorded on MyConcern, the school's safeguarding platform.

Keeping Everyone Learning Blueprint

We have created a blueprint as an alternative method of communicating some of the information contained in this strategy. A copy can be found as appendix 2.

Appendix 1 - Government Guidance on Return to School

Section 5: Contingency planning for outbreaks

Process in the event of local outbreaks

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. We will provide more information on this process in due course.

Contingency plans for outbreaks

For individuals or groups of self-isolating students, remote education plans should be in place. These should meet the same expectations as those for any students who cannot yet attend school at all due to coronavirus (COVID-19). See section on [remote education support](#).

In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other students.

Remote education support

Where a class, group or small number of students need to self-isolate, or there is a local lockdown requiring students to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of students are required to remain at home.

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
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for students who do not have suitable online access
- recognise that younger students and some students 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.

When teaching students remotely, we expect schools to:

- set assignments so that students have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- 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 students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students' understanding
- plan a programme that is of equivalent length to the core teaching students would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the students' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, students and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

Appendix 2 - Keeping Everyone Learning Blueprint

CP RIVERSIDE
SCHOOL



Enforced Closure Strategy: Keeping Everyone Learning Blueprint

At CP Riverside, we recognise that we must adapt quickly in the event of an enforced closure. We are committed to providing an improved offer and experience for all of our students and families.

We have designed this blueprint to outline our education and support provision in the event of an enforced closure.

Our Priorities

Ensure the safety of staff and students

Deliver a curriculum as close to that experienced in school for each student

Create wellbeing opportunities for students

Provide additional support for families where possible

Curriculum

LIVE lessons delivered through Zoom

Pre-recorded instructional videos

Quizzes

Student practice workbooks / revision guides

Student Wellbeing

Check in with Student Engagement Team

Team Challenges

Whole-school weekly celebration gathering

Check out with Student Engagement Team

Family Support

Check in with Student Engagement Team

Family enrichment packs

Family challenges

Check out with Student Engagement Team

Staff Wellbeing

Weekly check in with Line Manager

Weekly whole-school staff meeting

Weekly check up with staff circle group

Weekly check out with Line Manager