BEECH HILL SCHOOL LEARNING CONTINUITY FRAMEWORK

Context

This document is designed to ensure that, as far as possible, procedures are in place to make certain that any negative impact on pupils' learning is mitigated in the event of any critical incident we may face.

An incident becomes a critical incident when it constitutes a serious disruption, arising with little or no warning on a scale beyond the coping capacity of the school under normal conditions, and requiring the assistance of the Emergency Services and/or Calderdale Local Authority. This policy is focused to the continuity of pupils' learning and, therefore, sits within our wider Business Continuity Plan.

In 2020 *Covid19* (the Coronavirus) pandemic required schools to respond quickly to mitigate the impact of the pandemic threat, isolation and lockdown. This identified a need to rapidly implement procedures for the management of the risk of infection, and to ensure continued learning for pupils, through programmes of remote learning. Government plans during the first eight months of the pandemic changed rapidly. Consequently, we regular reviewed, and continue to review, our models of remote learning so that pupils' can continue to acquire new skills and knowledge. In addition, this plan sets out how professional development learning (especially for early career teachers, teachers new to a year group and staff new to the school) will continue.

Examples of such incidents impacting on continuity of learning could include:

- *Pandemics (e.g. Coronavirus) with a local or national outbreak causing a full or partial closure*
- *Other types of public health threat e.g. meningitis, hazardous substances*
- *Buildings becoming unusable due to snow, floods, fire, asbestos, heating or electricity failure*
- *Building collapse*
- *A violent incident - terrorism, hostage scenario, civil disturbance including riots and/or civil disorder.*
- *Natural and/or man-made disaster*
- *Terrorism*
- *Loss or significant shortage of staff*

Aims

This framework has been devised in line with the DfE guidance for the full opening of schools. It sits within our Business Continuity Plan and is implemented in line with our most recent risk assessment. The framework details how the school will continue learning for pupils and continue professional learning for staff in the circumstances of:

- *The need for individuals or small groups of pupils requiring to self-isolate*
- *A shortage of staff members available for work due to self-isolation, shielding, or shielding by association*
- *The partial closure of school (or specific pupil bubbles) in the event of a confirmed case of Covid, or in the event of a different critical incident*
- *The closure of school in the event of a local or national lockdown*

The framework sits within the Government's four tiers of restrictions for schools:

- *Tiers 1- 3: we remain open to all pupils within the parameters set out above*
- *Tier 4: we open only to vulnerable pupils and those children of critical workers.*

Within Tier 4, the DfE may recommend that selected year groups should attend and we will comply with these recommendations as far as possible, taking into account safe staffing levels; safe location of teaching groups; and safe movement around the school site.

Objectives

In developing and continuing to improve upon our remote education, we will ensure that:

- Our remote education follows a clear sequenced curriculum which supports learners in accessing high-quality online and offline resources/ teaching videos, all linked to our curriculum expectations.
- Resources provided to pupils are age and stage appropriate and supports their learning needs.
- Staff are trained in the use of online learning platforms
- Pupils who do not have access to the internet (therefore classed as vulnerable) and disadvantaged pupils will be prioritised for access to laptops/tablets on loan from school
- Printed resources, such as textbooks and workbooks, are provided for pupils for whom we cannot provide laptops/tablets (due to insufficient stock) or do not have access to the internet, perhaps (but not exclusively) due to safeguarding reasons
- We work with families to support children in accessing remote/home learning without causing undue distress for our most vulnerable and complex learners

We will therefore maintain a good quality of education by:

- Enabling pupils to continue learning
- Enabling continued professional development (CPD) for staff, particularly those at an early stage of their career or those new to our school

Policy

In the event of children not being able to attend school due to a critical incident, we will use online learning platforms to remotely set work for children to access at home. These platforms have been developed as a result of the national closure of schools from March 2020 – September 2020 (due to the *Covid19* pandemic) and are regularly reviewed to evaluate the impact on pupils' learning, so developing an extensive range.   This system is supported by a range of online resources which includes *MyMaths, TT Rockstars, Bug Club, BBC Bitesize, Oak National Academy, White Rose Maths.*

Clearly, the successful use of online learning platforms is dependent upon families having access to laptops or tablets. Given the proportion of pupils that this affects here, our approach is to do the following:

- *Undertake an audit of the proportion of families that have no access to ICT*
- *Request that these families contact school*
- *Loan hardware*
- *Access laptops, tablets and 4G wireless routers for children from the DfE for key vulnerable and/or disadvantaged pupils*
- *Provide hard copies of work to be completed*

Parents and carers will be provided with details of how to support their child in accessing these platforms on or before the day of closure or if a particular group is required to study at home. However, if the provision needs to close suddenly, this detail will be emailed to parents in a timely manner.

Clearly, on-line teaching – either through live or recorded teaching – remains inaccessible for pupils for whom none of the solutions above can be applied. At Beech Hill School, this is likely due to the significant challenge of a higher than average proportion of families living in prolonged and extreme disadvantage and so, a significant majority of our pupils have no internet access and/or access to laptops and tablets.

In order to make certain that teachers' workload is manageable, feedback on remote learning will be provided in greater/lesser detail dependent upon the four categories of absence and each is detailed in the appropriate appendix. This is because, in the *Covid* pandemic, teachers are confined to bubbles of pupils with minimal breaks, at the same time planning and teaching sequential lessons. These lessons can be shared through on-line learning and remote activities to consolidate/further deepen pupils' learning will be set - but completion, and therefore feedback, will depend upon access to, and engagement with, online teaching.

Planning Continuity of Learning

Teachers will:

- *Plan a learning programme that is of equivalent length to the core teaching pupils would receive in the school, ideally including daily contact with teachers*
- *Set learning tasks to build on pupils' prior learning, so that they have meaningful and ambitious work each day and, over time, across the curriculum*
- *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, practised and applied in each subject*
- *Avoid an over-reliance on long-term projects or internet research activities and consider the extent of resources available to the overwhelming majority of our pupils*
- *Provide frequent, clear explanations of new knowledge and skills, delivered either directly by a teacher (live or recorded) or through high quality curriculum resources and/or videos*
- *Monitor the progress pupils are making, using a range of assessment techniques in line with our marking and feedback policy*
- *Adjust the pace or challenge of what is being taught, as a result of pupils' responses to questions or assessments, including, where necessary, revising material, simplifying explanations, and/or presenting alternative strategies to ensure pupils' understanding*
- *Be aware to not place significant demands on parents for help or support and take into account their ability/time to provide appropriate support*

Safeguarding and Remote Education

Statutory guidance about online safety can be found in Annex C of *Keeping Children Safe in Education* and in our Safeguarding Policy. These documents must be read and adhered to by all staff prior to engaging in the delivery of remote education. Parents and carers will be supported in understanding e-safety and how to effectively monitor their child's use of the internet and online activity.

Monitoring Pupils' Wellbeing

A range of approaches are in place to ensure the well-being of pupils and these depend upon the four categories of absence and are detailed within each appendix. However, wherever possible, there will be daily contact with vulnerable pupils, especially those on Children in Need plans, Child Protection plans or SEND pupils with a EHC plan. This support will be in place through leaders, teachers and the wider pastoral team.

Monitoring Staff Well-Being

Where a member of staff has to self-isolate, a senior leader or designated member of staff will maintain regular contact. If this is a preventative measure only and not through sickness absence, appropriate tasks will be delegated by the head of department/Team Leader. They will deliver zoom lessons if well enough to do so and will upload and monitor work for pupils who are self-isolating.

Appendix 2 sets out how professional development can be continued for teachers who at a very early stage of their careers, especially those for whom teacher training was impeded (NQTs) or for whom NQT support was interrupted (RQTs).

Continuity of Learning for Staff

Appendix 2 sets out how we support the continued professional development of staff whether they are required to self isolate (but have no sickness symptoms) or where they are in work each day and, in particular, strategies in place to support the following members of staff:

- Newly qualified teachers (whose training has been impeded by lockdown)
- Recently qualified teachers (whose induction has been impeded by lockdown)
- Teachers new to a key stage – teaching a year group for the first time
- Staff new to the school prior to/throughout lockdown or appointed on full reopening.

FOUR CATEGORIES OF PUPIL ABSENCE

1. The need for individual or small groups of pupils to self-isolate

We will provide home learning activities for those affected. This will be aligned as closely as possible to the learning which is taking place in the child's class in school. Completed work will be uploaded and/or registered on the relevant online platforms.

As the year group is still operating for the majority of pupils in school, teaching staff will be working in school each day with the children in attendance. Feedback on pupils' work for those in isolation will therefore be given as soon as is practically possible, but it is unlikely to be in the detail that is routinely provided in lessons. It may be that this feedback is not given always by the class teacher or even on the same day. It may be delegated to a suitably experienced support staff member to ensure manageable workload.

Parents/carers are asked to contact school by email should they require any support or adjustments to the work which has been set.

If the child self-isolating is eligible for free school meals, we would work with families to provide these during this period. Regular well-being checks will be put in place.

If a child is self-isolating as a result of travelling abroad and needing to quarantine, we will only set work for the pupil if the quarantine measures were put in place whilst actually on holiday. If a family decides to travel abroad knowing that restrictions are in place on their return, we will not set work for the pupil. See Appendix 1 for details on what learning at home will look like.

2. *Partial closure (e.g. class bubble, whole cohort, key stage) in the event of a confirmed case of Covid*

Home learning activities will be set. As a whole bubble (possibly cohort/key stage) is absent from school, then the teacher and relevant support staff will be also be self-isolating. Staff will therefore be able to set on line learning and provide appropriate feedback to all pupils via the SEESAW digital platform.

In the event of the class teacher being unwell and unable to work, this task will be delegated to a suitably experienced member of staff.

Parents/carers are asked to contact their child's class teacher via SEESAW digital learning platform should they require any support or adjustments to the work which has been set.

All pupils affected by the bubble closure who are eligible for free school meals will receive support from school to provide these throughout the period of closure.

3. *Full closure due to local, regional or national lockdown*

Home learning activities will be set. As the whole school is closed, then teachers and support staff will be home working. Staff will therefore be able to set on line learning and provide appropriate feedback to all pupils via the SEESAW digital platform.

Where possible – with sufficient notice of closure – pupils may be provided with resources e.g. reading books, workbooks, activity packs to complete at home.

In the event of the class teacher being unwell and unable to work, these tasks will be delegated to a suitably experienced member of staff.

Parents/carers are asked to contact their child's class teacher via SEESAW should they require any support or adjustments to the work which has been set.

We will work with all families eligible for free school meals through the period of closure.

4. *Shortage of staff members available for work*

It may become the case that we are in a position where a high proportion of staff are unable to attend work, for instance if needing to self-isolate. This may adversely affect the way in which we can operate varying aspects of usual practice and we may need to close some areas of school.

Wherever possible, we will utilize staff available to cover absent roles in school, whilst trying to maintain the integrity of bubbles as much as we can.   It may be that we use support staff to lead the learning of a class group in the absence of a teacher. If teachers are self-isolating and well, they will deliver teaching via Zoom.

Review

This policy will be reviewed regularly so that continuity of learning is embedded in our emergency procedures and so that remote learning can become embedded within a model of blended learning across the curriculum.

Appendix 1

Remote Learning at Beech Hill School

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, The Department for Education expects schools to have the capacity to offer immediate remote education.

The expectations for remote learning are as follows:

- Set assignments so that pupils 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 pupils 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 pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

If your child is isolating whilst the rest of their bubble are in school, the children at Beech Hill can expect the following provision from school. (This may be for a few days whilst awaiting test results or for a longer isolation period where necessary.)

What	Details	Where it can be found
A brief daily explanation of the day's work	A simple voice recording, over a written PDF explanation, from a member of staff in the year group explaining what the day's lessons and planned activities are.	Seesaw
Lessons, usually three a day.	Uploaded slides, worksheets and links to other relevant websites. These will be the same as the ones used in the classroom.	Seesaw
Feedback from the teacher	All children are expected to post the work they have completed onto Seesaw where the teachers will give oral or written feedback.	Seesaw

If your child's bubble is isolating and at least one teacher is fit and well to work or if there is full lockdown and the whole school has to close, the children at Beech Hill can expect the following provision from school.

What	Details	Where it can be found
A weekly remote learning timetable	A breakdown of the daily activities per year group, which are age and stage appropriate. This will explain what the children should complete with suggested timings of when they should complete it.	Class page of the website Seesaw
Motivational morning video	A motivational message from a member of the year group team. This will involve a rundown of the daily timetable and a mention of the highlights from the day before.	Seesaw
Lessons, split in am and pm lessons	A video/explanation of the teaching and learning task, slides, worksheets and links to other relevant websites. Minimum of 3 lessons per day. AM – English and Maths (Inc phonics for reception and lower school) PM – Curriculum lesson, Science or PE	Seesaw
Shorter tasks	This might be a handwriting sheet, link to online reading books or a morning challenge, to be completed as well as the main lessons	Uploaded with the daily timetable so all resources are easily accessible in the same place.
Feedback from the teacher and teaching assistants	All children are expected to post the work they have completed onto Seesaw where the teachers will give oral or written feedback.	Seesaw

The teachers will ensure that the learning planned and the corresponding resources will replicate, where possible, what the day would be like if a child were still in school. Teachers will use the year group Medium Term Plans, the Skills Progression document and Curriculum Must Knows to ensure the learning is carefully sequenced and builds on the children's previous knowledge.

In addition to this, you can also access The Oak National Academy's website Online Classroom with nearly 10,000 free video lessons, resources and activities, covering most subjects, from Reception to Year 6. Beech Hill also makes use of several online applications such as Accelerated Reader, Numberbots, Reading Plus, Times Tables Rockstars, Purple Mash, MyMaths, which will be valuable for the children to access whilst at home.

Whilst it would be our preference for all children to be in school all of the time, the provision we are offering for remote learning is as close to the children being in school as possible. It will still provide children with the knowledge and skills they need to make progress, whilst keeping them engaged and motivated to learn.

Wellbeing of Pupils

Checks will be routinely made on the well-being/learning of all pupils by phone or Seesaw at least once every five school days and followed up if no response. These will be carried out by the school office.

More frequent checks will take place for pupils who are deemed vulnerable (and may be disadvantaged) and/or are the subject of Child in Need or Child Protection plans. These will undertaken by the pastoral team, wherever possible, by doorstep visits. Any concerns will be immediately referred to the relevant agency

Arrangements will be for families to receive packed lunch through the Morrisons deliver at home initiative.

Questions and Answers about Beech Hill's Remote Learning

Why is the provision different for children who are isolating whilst their bubble are still in school?

Whilst a child's bubble are still in school, throughout the day, all teachers will be teaching their classes. The time teachers have to prepare high quality lessons and provide meaningful feedback along with their other duties within the school is finite. Therefore, it will not be possible for teachers to pre-record detailed explanations of the work set in these circumstances.

Is my child expected to do work at home when they are ill?

If your child is ill, they must take the time to rest and recover and are not expected to work from home. However, if a child no longer feels ill, but are still considered contagious (10 days after the onset of COVID-19 symptoms), parents and carers must phone the admin team to let the school know that teachers can begin posting work to their child's Seesaw account.

What if I don't have access to the internet?

Those families who do not have access to the internet can collect the work from school which will be printed for the week ahead. In exceptional circumstances, these resources will be posted to them. We will also ensure there is regular Seesaw feedback, which can be arranged between the parent/carer and the teacher. An adult from the class will also make at least one telephone call home within the first few days to offer additional support if needed. Please speak to your child's class teacher if you think you will need printed copies of work in the event of a closure.

How will my child with Special Educational Needs be supported?

All children who have identified special educational needs will have additional personalised support and resources posted onto their personal Seesaw account. Teachers will respond to children on an individual basis and therefore plan appropriately to ensure every child is able to achieve. Where a child has specific adult support on a 1:1 basis, this adult will make daily contact either via Seesaw or the telephone to offer support and guidance.

Will my child receive a phone call from their teacher whilst they are isolating?

The standard period for isolation is 14 days. Teacher are able to interact with their pupils through Seesaw on a daily basis, however, there will be one wellbeing call within this period from a member of staff in that year group. If a full lockdown occurs and children have to receive remote learning for more than two weeks, wellbeing calls will be arranged on a more regular basis.

Why have Beech Hill chosen to use Seesaw to provide their remote learning?

Seesaw is a platform for student engagement used in over 150 countries that can be used on any device through the Seesaw app or online.

One of the most important features of the Seesaw application is its ability to engage student learning by leveraging their digital technology skills. Seesaw is very easy to use, even for pupils as young as 5 years old and those without a strong technological background. Using the creative tools, pupils can easily create artefacts such as drawings, photos, videos, notes, etc. or they can add files from their devices.

Seesaw does not require students to have an established e-mail or Google account.

With the built-in audio and video recording features, pupils can easily provide reflections of their work to communicate and collaborate with their teacher.

By using the drawing tools to complete an activity, teachers can lessen the need for printing off worksheets both at home and at school.

In addition to the above, we use Seesaw in the classroom to share a child's experiences and learning journey with their family, supporting parents and carers to understand more about our curriculum.

How do I keep my child safe whilst accessing remote learning?

Parents need to make sure that children are supervised whilst using the internet to ensure that they are only accessing content that is appropriate to them. Children have had online safety lessons in school and should be aware of how to keep themselves safe online and what to do if they don't feel safe (remind them of the SMART rules).

It would be a good idea to ask your child to tell you ways in which they can keep themselves safe while using the internet so that you as a parent can ensure that they understand. It is also important that you consider the amount of time that your child is spending online and sitting at a tablet/computer screen. Make sure that you build in time for breaks so that children are not looking at a screen for long periods of time

Appendix 2

Continuity of learning for staff

Newly Qualified Teachers	Recently Qualified Teachers	Teachers new to a key stage	Staff new to school
NQT induction programmes (TSAs/LA)	RQT induction programmes (TSAs)	Examples of planning uploaded to support accurate match of tasks to ability, understanding of immediate prior learning and what follows	Virtual tours of school and introduction of leaders/key staff
Direction to evidence-based research on pedagogy; subject knowledge; assessment	Use of Teachers' Standards to identify areas for further development and link to performance management objectives	Subject schemes of work: • Intent • Implementation (long term planning) • Evaluating impact	Key policies and schemes form part of an induction kit Examples of other (completed) documentation
Use of Early Career profile and Teachers' Standards to pinpoint areas for development	Shadowing (possibly remotely) subject leaders		Induction sessions that cover key themes dependent upon the postholder's job description
Staff (CPD) meetings and sharing/spreading best practice	Staff (CPD) meetings and sharing/spreading best practice	More regular cohort/key stage moderation of pupils' work with mentor/Team Leader	
Use of evidence-based approaches and interventions	Use of evidence-based approaches and interventions		Expectation to familiarise themselves with relevant sections/aspects of the school's website
Examples of school planning (prior cohort/current cohort)	Working with SLEs/lead practitioners (directly or remotely) to improve specific pedagogical (subject) knowledge	Staff handbook sets out routines and procedures for pupils and parents	
Provision of additional NQT release time to work (physically distanced or through zoom) with mentor and other strong teachers	Participation in team planning and moderation (prior learning and next steps)	Coaching from middle/senior leaders in the key stage	
Access to (online) LA training	Access to online training	Peer observations via Iris of classes within the key stage	
Coaching with middle/senior leaders	Coaching with middle/senior leaders		
Weekly Team PPA (physically distanced or through zoom)	Access to (staff room) publications about primary pedagogy and impact		
More frequent observations (from door) of experienced colleagues	Observations from door or via Iris of experienced colleagues in key areas for development		