

The Federated Schools of
Wood Street Infant School
&
Worplesdon Primary School



Contingency Plan

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Policy holder	Kareen O'Brien

The Federation of Wood Street Infant School & Worplesdon Primary School Primary School – Contingency Plan

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Philosophy

At Wood Street & Worplesdon we give pupils opportunities to develop the skills needed to become well-rounded, articulate, independent and confident members of a constantly evolving society, valuing themselves and others and feeling inspired by the world around them. At Wood Street & Worplesdon we aspire to promote a love for learning and life and we achieve this with the following four drivers at the core of our delivery of the National Curriculum (2014):

- building resilience
- inspiring curiosity
- promoting teamwork and independence
- instilling empathy.

Context

The government documentation shares the following national context:

1. Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of learning and children's future ability to learn therefore we need to ensure all pupils can return to school sooner rather than later.
2. The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.
3. Lower academic achievement also translates into long-term economic costs due to having a less well-qualified workforce. This affects the standard of living that today's pupils will have over the course of their entire life. For many households school closures have also affected their ability to work. As the economy begins to recover, we need to remove this barrier so parents and carers can return to work.

OFSTED review of Remote Education (11th January 2021) recommends:

1. Keep it simple
2. When adapting the curriculum, focus on the basics
3. Feedback, retrieval and assessment are more important than ever
4. Laptops are slightly better than accessing via a phone
5. Live lessons are not always best - different approaches to remote education suit different types of content and pupils. Mixed models may be effective in some cases.

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6. Engagement matters

Aim

Our aim is the safety and well being of our staff and children. In addition to this we recognise the need for continuity, routine and predictability for parents / carers and young people. With this in mind we take all steps possible to keep school open, but have robust contingency plans should school ever need to close (e.g. due to a local lockdown) or if a children or groups of children need to self-isolate.

We aim for our remote education to offer equality, impact and connection.

Objectives

- To promote positive emotional well-being in line with our Values based Education.
- To ensure teaching and learning continues as effectively as possible when children are not at school.
- To use a curriculum sequence that allows access to online (e.g. teaching videos, learning games, e-books) and offline (e.g. resource packs, reading books) resources, and that is linked to our curriculum expectations.
- To provide easy access to these remote education resources.
- To ensure staff interact, assess and provide feedback.
- To provide Chromebooks, printed resources, such as textbooks and worksheets, for pupils who don't have suitable online access.
- To recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, therefore further support will be given to these families to deliver our curriculum.

Staff will:

1. Plan a programme that's of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
2. Set activities (via Google Classroom) so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments.
3. Provide paper-based activities where a child does not have access to the internet.
4. Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject.
5. Provide frequent explanations of new content, delivered live by a teacher in school or through curriculum resources and/or videos.
6. Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and will check work daily.
7. Develop age appropriate strategies to 'check in' and support children's well-being, providing additional intervention as necessary.
8. Adjust the pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure children's understanding.
9. Avoid an over-reliance on long-term projects or internet research activities.
10. Provide daily feedback to children.
11. Reward children in line with our Behaviour Policy.

Parents will:

1. Have an understanding of the school's contingency plan and will support the school's actions to meet these aims.
2. Support their child's emotional well-being, seeking support from school as necessary (e.g. teaching team, HSLW, SENDCo).
3. Support their child in accessing the Google Classroom or alternatively will organise for paper copies to be collected from school.
4. Provide a suitable quiet place for home-learning and provide support and encouragement to assist their child engage with their learning.
5. Support and encourage their child in engaging with the activities set.
6. Support their child in ensuring their work is handed in for feedback via Google Classroom or by returning the paper packs to school.
7. Encourage a positive attitude towards their child's education and the school. If there are any concerns, discuss them with school staff to resolve any issues and avoid using social media as a means of sharing concerns with other parents.

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8. Read all information sent home as this provides information on amendments to school policies, meetings, curriculum and relevant dates.

Children will:

1. Share any concerns or questions they have with their teaching team and / or parents.
2. Check the Google Classroom each morning to view their allocated work.
3. Submit their work each day through Google Classroom or by completing their paper pack for drop off to school.
4. Complete their work either straight into Google Classroom or in exercise books/on paper but will need to take clear photos of it and upload them to Google Classroom.

Google Classroom

Please see appendices for step by step instructions on how to access Google Classroom on:

- Tablets
- Smartphones
- Mac
- Windows
- Chromebook

Our Remote Learning Plan

From Early Years to Year 6, we offer a **combination of synchronous and asynchronous remote education** which is digital for almost all pupils (unless paper packs are considered more beneficial).

Remote education is a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.

Digital remote education (often known as online learning), is remote learning delivered through digital technologies.

Synchronous education is live; **asynchronous** education is when the material is prepared by the teacher and accessed by the pupil at a later date.

Our remote learning plan has been developed to meet the needs of our pupils and their families in mind. We believe that this strategy will work best for the children at our school.

Weekly overviews are provided to share the planned learning for the following week with daily timetables and resources uploaded at 6pm the night before. By using a combination of recorded presentations and live lessons, children and their families are able to adapt the timetable as necessary.

Each child receives:

Year group	Asynchronous education (able to access at a later date)	Synchronous education (live lessons)	Feedback (how often, by when, what form)
Early Years	Daily Communication Language & Literacy and Mathematical Development videos and associated follow up activities Daily phonics tasks Daily other area of learning activity (with accompanying video as appropriate)	Weekly group reading session Weekly whole class Personal Social & Emotional Development Weekly Music	Daily feedback to every uploaded task for each child Tasks uploaded within the school day will receive feedback by 6pm.
Year 1	Daily English & Maths videos and associated follow up activities Daily phonics video with associated resources Daily foundation subject activity (with accompanying video as appropriate)	Weekly group session (focused on area of need) 3 whole class sessions per week Weekly Music session	Daily feedback to every uploaded task for each child Tasks uploaded within the school day will receive feedback by 6pm.

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Year 2	Daily English & Maths videos and associated follow up activities Daily phonics / spelling video with associated resources Daily foundation subject activity (with accompanying video or powerpoint as appropriate)	Weekly group reading session 5 whole class sessions per week Weekly Music session	Daily feedback to every uploaded task for each child Tasks uploaded within the school day will receive feedback by 6pm.
Year 3	Daily English & Maths videos and associated follow up activities Weekly spelling video with daily follow up activities Daily foundation subject activity (with accompanying video or powerpoint as appropriate)	4 whole class sessions per week (with an English or Maths focus) Weekly group reading session Weekly French Weekly Music	Daily feedback to every uploaded task for each child Tasks uploaded within the school day will receive feedback by 6pm.
Year 4	Daily English & Maths videos and associated follow up activities Weekly spelling video with daily follow up activities Daily foundation subject activity (with accompanying video or powerpoint as appropriate)	4 whole class sessions per week (with an English or Maths focus) 1 whole class learning for life session Weekly group reading session Weekly French Weekly Music	Daily feedback to every uploaded task for each child Tasks uploaded within the school day will receive feedback by 6pm.
Year 5	Daily English & Maths videos and associated follow up activities (for those unable to attend live sessions) Weekly spelling tasks with daily follow up activities 6 foundation subjects (with accompanying video, live lesson or powerpoint as appropriate) across the week	4 whole class sessions per week (with an English or Maths focus) 1 whole class learning for life session Weekly group reading session Weekly French Weekly Music	Daily feedback to every uploaded task for each child Tasks uploaded within the school day will receive feedback by 6pm.
Year 6	Daily English & Maths videos and associated follow up activities (for those unable to attend live sessions) Weekly spelling tasks with follow up activities Six foundation subject activities (with accompanying live lesson, video or powerpoint as appropriate) over the course of the week	5 whole class Maths sessions per week 1 whole class learning for life session 1 whole class English session Weekly group reading session Weekly drop in session Weekly French Weekly Music	Daily feedback to every uploaded task for each child Tasks uploaded within the school day will receive feedback by 6pm.

Online Safety

As we are increasingly relying on technology to keep us all connected in the present climate, it is important that parents are aware of the apps and programs that their children are using. Our monthly E-Safety Newsletter provides parents with tips on how to keep their children safe online. Furthermore, children's weekly computing lessons always include teaching of online safety and these lessons would continue for any children learning from home.

Equal Opportunities

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with their parents. This may include children who have special needs, children with English as an additional language or children who are gifted or talented.

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Special Needs

For pupils with additional needs, we comply with the requirements set out in the SEN Code of Practice. The SENDCO and the child's class teacher will decide on the action needed to help the child to progress in the light of any observations and assessments they have made. This may include;

- different learning materials or special equipment;
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to LA support services for one-off or occasional advice on strategies or equipment;¹

The Role of the Leader

To take the lead in policy development, to monitor progress and keep abreast of current developments through reading and attending relevant courses.

Assessment

Assessment of the curriculum is done according to the Assessment policy.

Resources

A wide range of resources will be used to provide home-learning. Many of these will be the same resources used in class however, on occasion, the teacher will adapt resources to reflect they will be used at home.

Evaluation

This will be done annually against criteria agreed by the whole staff. We will take account of new knowledge or other changes affecting the school.