

Coronavirus Contingency Plan

Planning for tiered local restrictions

Here's what the 4 'tiers of restriction' will mean for our school and the actions we'll take for each one.

TIER	WHAT IT MEANS FOR OUR SCHOOL	ACTIONS WE'LL TAKE
1	<ul style="list-style-type: none"> We'll remain open for all pupils. Everyone will be asked to wear face coverings when moving around communal areas in school where it's difficult to maintain social distancing, unless they're exempt from wearing one. Our one way system, separate break and lunchtimes for different year groups; staggered start and finish times and hand washing routines all help mitigate the risk. 	<p>Visitors to be provided with our COVID handbook in advance</p> <p>Our school is asking staff, students and visitors to wear face coverings in corridors and communal areas</p> <p>One way system clearly signposted. Additional posters on COVID to be displayed around the school</p> <p>Spare masks available at reception for students and visitors. Reusable masks available for students who need them</p> <p>Additional outside sinks and sanitizing stations installed</p> <p>Risk Assessment is reviewed and amended monthly</p> <p>School wide focus on developing blended learning skills through practising and encouraging effective staff and student use of VLE informed by EEF/DfE guidance</p> <p>(See COVID Handbook and Risk Assessment for further detail)</p>

TIER	WHAT IT MEANS FOR OUR SCHOOL	ACTIONS WE'LL TAKE
2	<ul style="list-style-type: none"> We'll remain open full-time for vulnerable pupils and the children of critical workers For all other pupils, we'll move to a rota model, combining on-site provision with remote learning through our FROG Virtual Learning Environment. Please see Remote Learning Contingency Plan and SEND Contingency Plan for further details. All students within Year 11 will remain in school at all times. Years 7 and 9 will be placed together in one rota group. Years 8 and 10 will be placed in another. Each year group will be in a separated bubble when they attend school. We'll maintain the same rules on face coverings as in Tier 1 We'll maintain the same rules on face coverings on-site as in tier 1 	<p>Visitors to be provided with our COVID handbook in advance.</p> <p>Our school is asking staff, students and visitors to wear face coverings in corridors and communal areas</p> <p>One way system clearly signposted. Additional posters on COVID to be displayed around the school.</p> <p>Spare masks available at reception for students and visitors. Reusable masks available for students who need them.</p> <p>Additional outside sinks and sanitizing stations installed</p> <p>(See COVID Handbook and Risk Assessment for further detail)</p> <p>Our rota model</p> <p>Secondary pupils will spend one week at home and then return the following week. Please see contingency plan 'remote learning' for further details.</p> <p>We'll split pupils into appropriate groups, making sure:</p> <ul style="list-style-type: none"> 'Pupils will not mix with other rota groups and there is a clear separation between them. Likewise there will be no mixing between year group bubbles whilst they are in school. We'll include vulnerable pupils and the children of critical workers in rota groups, even if they will be at school full-time. They will remain within a vulnerable provision when their year group is not rotated. They will attend any rotated lessons within their year group. <p>We'll use the weekends to prepare for a different rota group at the start of the week by ensuring enhanced cleaning takes place in all classrooms and communal areas/facilities. Enhanced cleaning will continue within the week.</p> <p>Risk assessment</p> <p>We'll update our risk assessment to reflect our rota model, and we'll communicate our plans with</p>

TIER	WHAT IT MEANS FOR OUR SCHOOL	ACTIONS WE'LL TAKE
		<p>all staff and parents.</p> <p>Vulnerable pupils</p> <p>We'll strongly encourage vulnerable pupils to continue attending school. To do this, we'll:</p> <ul style="list-style-type: none"> • Work with our local authority (LA) • Contact a pupil's parent or carer, and (where applicable) social worker if the pupil doesn't attend, to find out why and discuss their concerns <p>See SEND contingency plan for further details.</p> <p>Absence requests</p> <p>Vulnerable pupils: we'll only grant absence requests for parents who want their child to be absent during their rota group's scheduled time at home. All pupils should attend school when their rota group is scheduled to be on-site. Risk Assessment to be completed for identified students to establish suitability for remaining at home.</p> <p>Children of critical workers: we'll grant absence requests for children of critical workers if their parents tell us in advance that their child won't be attending school when their rota group is scheduled to be at home.</p> <p>We will continue to follow government guidance in relation to school attendance.</p> <p>Remote learning arrangements</p> <p>See remote learning contingency plan and SEND contingency plan.</p> <p>Free school meals</p> <p>We'll work with North Tyneside Catering to prepare meals or packed lunches for all pupils eligible for free schools meals, whether they are at home or on-site.</p> <p>Staffing arrangements</p> <p>Throughout tier 2 all staff will attend school as normal. Staff will follow normal COVID attendance procedures throughout this time. The school will take into consideration staff childcare arrangements.</p>
3	<ul style="list-style-type: none"> • We'll remain open full-time for vulnerable pupils, the children of critical workers and selected year groups (the DfE will identify these) 	<p>Our school is asking staff and students to wear face coverings in corridors and communal areas</p> <p>One way system clearly signposted. Additional</p>

TIER	WHAT IT MEANS FOR OUR SCHOOL	ACTIONS WE'LL TAKE
	<ul style="list-style-type: none"> We'll provide remote education for all other pupils We'll maintain the same rules on face coverings on-site as in tier 1 The school will not be accepting visitors into school without prior permission from the school Principal. 	<p>posters on COVID to be displayed around the school.</p> <p>Spare masks available at reception for students. Reusable masks available for students who need them.</p> <p>Additional outside sinks and sanitizing stations installed</p> <p>(See COVID Handbook and Risk Assessment for further detail)</p> <p>Please refer to remote learning contingency plan and SEND contingency plan for further details. Learning content will be delivered via Frog VLE platform, following the student's normal curriculum. Staff will use a variety of techniques to support the remote learning of students, including the use of Oak Academy, narrated PowerPoints and screen recordings.</p> <p>Vulnerable pupils</p> <p>We'll strongly encourage vulnerable pupils to continue attending school. To do this, we'll:</p> <ul style="list-style-type: none"> Work with our local authority (LA) Contact a pupil's parent or carer, and (where applicable) social worker if the pupil doesn't attend, to find out why and discuss their concerns <p>Risk Assessment to be completed for identified students to establish suitability for remaining at home.</p> <p>See SEND contingency plan for further details.</p> <p>Free school meals</p> <p>We'll work with North Tyneside Catering to prepare meals or packed lunches for all pupils eligible for free schools meals, whether they are at home or on-site.</p> <p>Staffing arrangements</p> <p>Throughout tier 2 all staff will attend school as normal. Staff will follow normal COVID attendance procedures throughout this time. The school will take into consideration staff childcare arrangements</p>
4	<ul style="list-style-type: none"> We'll only remain open for vulnerable pupils and the children of critical workers 	<p>Please refer to remote learning contingency plan and SEND contingency plan for further details. Learning content will be delivered via Frog VLE</p>

TIER	WHAT IT MEANS FOR OUR SCHOOL	ACTIONS WE'LL TAKE
	<ul style="list-style-type: none"> We'll provide remote education for all other pupils We'll maintain the same rules on face coverings on-site as in tier 1 	<p>platform, following the student's normal curriculum. Staff will use a variety of techniques to support the remote learning of students, including the use of Oak Academy, narrated PowerPoints and screen recordings</p> <p>Vulnerable pupils</p> <p>We'll strongly encourage vulnerable pupils to continue attending school. To do this, we'll:</p> <ul style="list-style-type: none"> Work with our local authority (LA) Contact a pupil's parent or carer, and (where applicable) social worker if the pupil doesn't attend, to find out why and discuss their concerns <p>Risk Assessment to be completed for identified students to establish suitability for remaining at home.</p> <p>See SEND contingency plan for further details.</p> <p>Free school meals</p> <p>We'll work with North Tyneside Catering to prepare meals or packed lunches for all pupils eligible for free schools meals, whether they are at home or on-site.</p> <p>Staff will be divided into squads. Staff are to be assigned to working in the vulnerable provision on a rotational basis. SEND and pastoral staff will continue to support students in school and remotely.</p>

We have produced this Contingency Plan based on the following sources (all information is up to date as of 4 September 2020):

- > [COVID-19 contain framework: a guide for local decision-makers](#), GOV.UK - DHSC
- > [How schools can plan for tier 2 local restrictions](#), GOV.UK - DfE
- > [Guidance for full opening: schools](#), GOV.UK – DfE

Remote education support

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, we will offer immediate remote education.

The DfE have stated that in developing our contingency plan, they expect us to do the following:

1. 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
2. Give access to high quality remote education resources
3. 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
4. Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
5. Recognise that younger pupils and some pupils 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.

We will do so in the following ways:

1. We have reviewed our curriculum plans in all subjects and courses over the summer, taking into account what had to be changed or re-sequenced as a result of school closure between March and July, and what was able to be delivered in terms of curriculum content. This began in July and new curriculum plans for 2020-21 have been produced by subject leaders. In the event of students having to stay at home, these plans would continue to be followed. However, we will ask all subject leaders to inform the senior team if they felt a need to change anything in their plan. For example, if a particular topic did not lend itself to remote learning, then the sequencing could be changed to allow the teaching of another at that point in time.
2. We have a very good range of online and digital resources at our disposal in all subject areas, including Frog, Hegarty Maths, BBC Bitesize and Oak Academy. These will be fully utilised in the event of students having to stay at home.
3. We will use Frog, our VLE, for the setting of all assignments for students. We have been using Frog for a number of months now and our staff and students have now been trained in its use. This was further reinforced in the initial student induction that students had to undertake in their first week back in September. We ensured that all students were able to log in, to receive an assignment from their form tutor and then hand it in, 'live' in the lesson. They also had to email their tutor as well as access Hegarty Maths. This means that teachers can have confidence in homework and online learning in the future. Students will receive a weekly assignment in each subject; the time expected to be spent on each will vary according to key stage, where the number of subject studied differs.

Our process over the first weeks of term will be:

- Setting a simple quiz on frog in the first week
- Setting a file upload in the second week
- Practicing an email submission
- Sharing a narrated power point

This means that all students will be being trained on online and remote learning whilst they are still at school. This means that we can guarantee that, should the worst happen, we can continue to educate them remotely in an effective way.

One assignment per subject per week is less confusing for students than receiving an assignment for each individual lesson they would have had each day - 6 or 7 new assignments on a daily basis dropping into their Frog inbox is not appropriate, and would quickly become unmanageable for many. When setting assignments, staff will enable students to upload their work for marking and feedback via the file drop facility, or via a text box. Online platforms such as Hegarty- or quizzes on Frog- can be used by individual departments that automatically mark students' work also allow for teachers to give additional feedback. Teachers will give feedback to students in each subject on their progress at least once per fortnight. In addition to this core of assignment setting, if all or most students have to remain at home we will begin to use narrative power points to provide synchronous learning sessions for those at key stage 4; the frequency will depend on staff capacity and student numbers. This is the rationale for using these narrative power points that we developed in the summer term, and which we will continue to use:

To provide for students those interactive elements of teaching and learning that we cannot deliver using other means. Departments will be able to use these power points for the specific activities that best fit their aims. However, to use this time to just present new material would be missing an opportunity for student participation and engagement. It is better to use them for activities that truly complement what we can already do remotely.

This could include:

- *Preparation for NEA or course work*
- *Effective and clear teacher instruction*
- *Further exploration of difficult concepts already introduced via narrated power point*
- *Follow-up verbal diagnostic assessment of content already introduced*
- *Preparation for major written tasks or projects*
- *Feedback for a group on a major piece of marked work*
- *Conversation/speaking tasks in a foreign language*
- *Demonstrations of new skills in practical subjects*
- *Targeted/personalised support for specific groups in a class e.g. underachievers, G&T*

Should students not engage with the assignments that they have been set, teachers will contact them to offer additional support and encouragement; this will be through school email in the first instance, and then on the phone if necessary. If there is still no engagement, the well-being team or those teachers who are selected as mentors will make contact and support students and families where necessary.

We have conducted surveys with all students in all year groups to determine what exactly they have in terms of the ICT facilities or equipment at home to engage satisfactorily with remote teaching and learning and we will endeavour to make the following available to these students:

- Ample time after school to access IT facilities to access Frog, Hegarty and Oak Academy/BBC bitesize
- In the most pressing cases, a laptop and an internet 'dongle' to ensure regular internet access.

Fairness to all students is very important, and our approach to online teaching and learning will make it as easy as possible for the greatest number to engage successfully. We are very aware that families have a considerably varied level of availability of devices at home, and that some will find it difficult to manage the competing demands of both children and adults for access to them. Having to be online at specific times for specific lessons means a lack of flexibility for students (and for staff, especially those with children at home) and has the potential to complicate things still further for them, which is one reason why we will not implement a full timetable of synchronous learning. We are confident that using synchronous teaching in a limited way as described above rather than as the mainstay of remote teaching is the right one for our school, and we think that our chosen approach can meet the requirements for effectiveness that have been highlighted in recent EEF research:

“Teaching quality is more important than how lessons are delivered.

Pupils can learn through remote teaching.

Ensuring that some elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time (“synchronous teaching”) and alternatives (“asynchronous teaching”).

For example, teachers might explain a new idea live or in a pre-recorded video but what matters most is whether the explanation builds clearly on pupils’ prior learning or how pupils’ understanding is subsequently assessed.”

4. Although challenges exist, we have established that there are a few students who are unable to access the internet (and therefore Frog). **The leadership team** will determine which students having to stay at home require paper resources and will co-ordinate their distribution.

5. Our team in the 'The Hive', led by our SENDCO, will be in regular contact by phone with students on our SEND register and their families to support them pastorally and in completing the work assigned by their teachers. This support will be co-ordinated by our SENDCO, and will extend to other vulnerable students in conjunction with the pastoral team. For further SEND contingency plan.

Added to the above, there will be a mentoring programme run by Achievement Leaders who will ensure that those students who are in situations where it is harder to access and complete work successfully will be effectively supported.

When teaching pupils remotely, we need to:

1. Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
2. 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
3. Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
4. 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
5. 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
6. Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We will do so in the following ways:

1. We will encourage students working at home to do work for each subject by providing structure for them for each working day by releasing a timetable of suggested activity over a day at home. This will not follow the seven lesson structure of a school day but instead a simpler one. A lesson we learnt during lockdown was that the students very quickly got overwhelmed by the amount of work being set. However, as assignments will be weekly from each subject, with recommended duration or task time related to the amount of time the subject has on the timetable, students will be able to structure their day differently if they find that works better for them. For example, this could be due to family circumstances or a preference for spending more extended periods of time on particular subjects. We expect parents to help us in enabling students to find the way of structuring their day that suits them best, while ensuring task completion. We will also stipulate that, for every 4 weeks of work in a potential lockdown, at least one week will be solely focused on assessment and feedback and thus ensuring that a feedback loop is established so that students can learn confidently.

2. The planning exercise already undertaken in departments will ensure that progress through the curriculum takes place at a pace compatible with the coverage expected during the time of closure as well as the setting of key 'benchmarks' for what must be covered and the prioritising of curriculum content to lend itself more effectively for home learning opportunities. We will use time in school to train the students to be effective home learners and well-versed in the use of Frog, school email and Hegarty maths.
3. Effective explanation has been identified by the EEF as one of the crucial components of remote learning. Teachers will be asked to create narrated PowerPoints which explain clearly and thoroughly the curriculum content that students need to cover. In the event of all or most students having to stay at home, these will be the mainstay of our teaching strategy alongside assignment setting. Students will be able to access these in their assignments at a time that suits them and their families, rather than having to be online at a specific time for synchronous teaching; they will also be able to pause and listen again to the narrated PowerPoints whenever they want, another advantage over trying to teach new content with livestreaming. Where appropriate, departments will use commercially produced resources which have narrated explanations of a similar quality as an alternative, such as Mr Bruff or Oak Academy.
4. Students will be expected to submit work for marking to their teachers via the Frog options described above, or via other means if necessary (e.g. using Office 365 to share files, or emailing documents or photos of handwritten work). Platforms used by some departments such as Hegarty Maths have self-marking tasks which teachers can monitor. Teachers will therefore be well able to gauge how well students are progressing, and will give feedback to them on their work at least once per fortnight in each subject.
5. The submission of work by students to teachers will enable adjustments to be made by individual staff, or in the case of all or most students having to stay at home, by departmental teams. In this situation, although assignments are sent to students by their own teachers, teaching teams are given guidance each week by the subject leader as to what should be set each week in terms of content, which they can then tailor as necessary, for example according to the ability of the class if the subject is set.
6. As stated above, departments will be continuing to teach the curriculum content they were intending to cover if school were to remain open, as long as it does not become necessary to change the sequencing for practical reasons. Contact from teachers will come in four ways: firstly, students will receive their weekly assignment from each of their teachers; secondly, as they complete and submit these tasks, they will receive feedback from each teacher at least fortnightly; thirdly, the well-being team will make regular contact with students according to need; and lastly, contact will be made at least fortnightly by their form tutor. Although contact on any given day is theoretically

not guaranteed, these measures taken together will mean that on average the number of teacher contacts will be much greater than one per day.