

King Edward VI Handsworth School for Girls
Contingency Plan - Information for Parents September 2022

Context

Attendance is mandatory for all pupils of compulsory school age. Schools should consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness who have been directed to isolate.

In these circumstances pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

Where needed, you should consider providing remote education equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

Good practice is considered to be:

5 hours a day for key stages 3 and 4

Roles and responsibilities

Local authorities, Directors of Public Health (DsPH) and PHE Health Protection Teams (HPTs) are responsible for managing localised outbreaks. They play an important role in providing support and advice to education and childcare settings. Based on this advice, the Headmistress and Co-Heads will determine action/delegate response as appropriate.

Remote learning provision

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require students to learn from home.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

King Edward VI Handsworth School for Girls uses Google Suite as the platform to deliver our curriculum remotely. Students will have immediate access to the curriculum via this platform as per the table below.

Blended learning	Individual students are required to self-isolate whilst other class members and the teacher are in school.	The teacher will continue to deliver their lesson to those in school. Key Stage 3: <ul style="list-style-type: none">● Learning materials, tasks and resources for the day's lessons should be placed on the Google Classroom for that class ahead of the lesson.
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		<ul style="list-style-type: none"> ● Students will be instructed to follow their normal timetable and should read all instructions carefully, following the submission of work information from staff. ● Teaching staff may continue to set Home Learning (HL) where this recaps, reviews or develops learning. This should be set as per the HL timetable. <p>Key Stages 4&5:</p> <ul style="list-style-type: none"> ● Departments will either stream their lesson via Google Meet, sharing their screen with students at home or enhanced learning tasks will be provided. This will be in the form of either a Loom recording or a PowerPoint with embedded video/audio. ● Students will be instructed to follow their normal timetable and are expected to attend and contribute towards live sessions. ● Teaching staff may continue to set Home Learning (HL) where this recaps, reviews or develops learning. This should be set as per the HL timetable.
<p>Remote learning</p>	<p>Where a whole class or year group bubble are sent home to self isolate Or Where there are local restrictions requiring teachers and students to work from home.</p>	<ul style="list-style-type: none"> ● Students will attend form time with their form teacher from 8.35am onwards. ● All departments will deliver a mixture of live streaming sessions and learning tasks for independent completion. The means of delivery is Google Meets. ● Students will be instructed to follow their normal timetable and are expected to attend and contribute towards live sessions. ● Teaching staff may continue to set HL where this recaps, reviews or develops learning. This should be set as per the HL timetable.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects like Art, Drama, DT, Music, PE and PSHCE. For example, changes could be made to the Drama curriculum as collaborative performance pieces are logistically more challenging. In PSHCE, some topics, by their nature, are not suitable for remote delivery or cannot be delivered in the same way as we would in the classroom environment.

All remote learning will follow the intended curriculum sequence and be of high-quality to support students to gain the knowledge, understanding and skills required to progress with their learning.

Remote teaching and study time each day

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day: 6 X 50 minute live lessons in line with the school timetable plus home learning (HL) tasks and independent study as per the HL timetable for each year group.

Secondary school-aged pupils not working towards formal qualifications this year	All year groups will follow their normal time-table of learning with full access to all of the curriculum including registration and assemblies.
Secondary school-aged pupils working towards formal qualifications this year	All year groups will follow their normal time-table of learning with full access to all of the curriculum including registration and assemblies.

Accessing remote education

All students have full access to Google Suite including Google Docs, Google Sheets, Google Slides via their school email account. Remote education at King Edward VI Handsworth School for Girls will be delivered through Google Suite for all year groups. Supplementary online learning platforms are also available which include digital textbooks.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

All students new to the school completed a survey in the Autumn term to enable us to gain a better understanding of availability of appropriate devices to access remote learning.

Students eligible for Pupil Premium or 16-19 bursary are able to use their funding allocation to purchase a laptop and reclaim funds from the school.

How can my child borrow a device from the school?

Parents can contact the school reception to request ICT support which is managed by a member of our Leadership Team. Regular lines of communication have been set up for parents and students to make requests for devices, such as:

- ICT surveys completed by all students to assess the level of need and followed up.
- Our engagement monitoring and tracking systems support the identification of those students who may have difficulties in accessing suitable ICT.
- Correspondence has been sent out with contact details on to make requests for ICT assistance if required. This could be relating to further data, internet issues or the need for to loan a laptop.
- Parents will receive a phone call/email when a Laptop/Device has been made available and can arrange to collect the item from reception. An appointment must be made to ensure a COVID secure handover of the device.
- Where the collection is not possible due to family restrictions, a member of staff will deliver the item.

How can I access printed materials to support learning if I do not have online access?

Students can request printed material if they need it and arrange to collect it from reception. Where collection is not possible due to self-isolation or distance, where possible this will be sent in the post. Students are able to request resources to which they would normally have access in school via a Google Form sent to students' email addresses. This form is monitored weekly and resources are collated and sent via the post.

How can my child submit work to their teachers for feedback if we do not have online access?

Where online access presents a barrier, students can submit their work in any format that they are personally able to do so. This can be via Google Suite or email if a digital copy. Where this is not possible the following options are available:

- Students can photograph physical work and email teachers via any method available to them at any agreed point.
- Students are also able to complete and submit physical work upon return to school. If pre-agreed, students/parents can drop work at the school reception if they require feedback on the work that they have submitted.

How will my child be taught remotely?

- Students follow their school timetable and join the a Google Meet for instructions, all period 6 lessons end at 3:35pm,
- Some lessons will have live teacher input for all or part of the lesson,
- Some lessons will have independent production on set tasks,
- Subjects and lessons will differ subject to subject but learning continues to mirror the classroom experience as much as we can,
- Home learning may still be set as it contributes to subject delivery planning,
- Student attendance and engagement with lessons and tasks to the deadlines set will be tracked and fed back to parents on a weekly basis,
- Feedback to students will continue as an integral part of lessons in a variety of ways as outlined below,
- Form time will be live and times/days will be communicated by the Form Tutor or Pastoral Leader, at other times there are shared assemblies and information sessions,

To mitigate against the intensity of continual live streaming for staff and students and to better replicate the learning cycle of the classroom, departments will carefully considered which elements of the planned learning cycle needs to be delivered live/interactively so that students can benefit from all of those effective elements of teaching and learning and where students should be engaged in independent practice and production opportunities as they would experience in the classroom. The 'virtual' time would then serve to motivate, explain, model and practice and the time away from the screen to work on independent tasks and 'produce'. To this end, students will engage with a mix of live lessons and independent practice and production opportunities throughout the course of the school day/week. This will look different from lesson to lesson and from department to department as our staff use their knowledge, expertise and judgement to continue to deliver their planned curriculum in the most appropriate way.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Students should join live sessions at the beginning of the lesson and actively participate in the session as per teacher instructions. Class and home learning should be submitted in line with teacher instructions and should be done so in a timely manner.
- If a student is really unwell and therefore unable to attend live sessions or engage with their learning tasks then we ask that parents continue to follow the standard absence from school procedures. Most cases of absence due to illness are short term, but parents/carers will need to make a phone call to alert the school on each day of absence before 8.00 am. Parents/carers can reach the Attendance Line, via the main school switchboard on 0121 554 2342 or directly on 0121 507 8483. If texting, the mobile number is 07860 055755. Parents/carers need to explain the exact reason for absence e.g. has gastroenteritis, not simply stating that their daughter is 'ill' or 'feels unwell'.
- Please continue to have regular discussions about your child's learning. General learning conversations about how she is managing her time and resources, how she is structuring her day, what she is doing for her subjects, what she is finding challenging, how she may best support herself and how this links to other learning are a useful place to begin.
- Your child's academic progress is important but it is of equal importance during such times that she finds time for other activities to achieve a sense of balance and to ensure time away from the screen. You may wish to support your child in planning activities which involve no screen time.
- Ensure you use the privacy settings, parental controls and built in internet safety features provided by the major internet service providers.
www.saferinternet.org.uk/advice-centre/parents-and-carers/parental-controls-offered-your-home-internet-provider has guides for parental controls.
- For parents and carers experiencing any internet safety issues with their children, Parent Zone provides a national helpline service at - help@theparentzone.co.uk and the School has a link to this site on our website Parents page. Parents and pupils can also contact www.reportharmfulcontent.com
- Please also refer to the weekly bulletins and SchoolComms messages sent by school, which contain a wealth of information on wellbeing and ways to support your child during lockdown. Our school website also contains School policies which may be relevant during this time, for example, Digital Safety; Safeguarding and Child Protection; Self-harm; and Bereavement.
- We maintain regular contact with parents/carers via SchoolComms updates on our remote learning plans are sent with updates. Please check this correspondence regularly.
- Regular calls home by the pastoral team to check in on students and their access to remote education are factored into our contingency plan during whole year group, whole school or local restrictions.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

We gather feedback on a lesson by lesson basis from departments about student submission of work and engagement with live sessions. Members of the pastoral admin team make phone calls home where we have early concerns about non attendance and non submission. We will also continue to recognise the effort and contributions of our students at this time.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Meaningful and ambitious learning tasks will be set through tasks and assignments to support curriculum coverage.

- Learning tasks may be completed as part of a live lesson or during a 'production lesson'.
- Departments will feedback weekly (or as often as their timetable allocation allows) to students following the completion of learning tasks. This feedback may be delivered in a number of different ways: *Teacher comments on tasks, low stake quizzes, voice recorded feedback, rubrics and marks within the work that they have submitted, whole class feedback documents, live modelling amongst others.*
- When students are in school departments will follow their own feedback policy in line with the whole school feedback policy using both written and digital formats.
- Teachers as routine will adjust the pace or difficulty of what is being taught in response to the learning tasks submitted by students.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- We will contact SEND students weekly to ensure that they are safe and well.
- The SEND Department will continue to liaise with SEND students to ensure that they understand the work they have to complete and how to access it.
- Teaching assistants will be present in online lessons that they normally support in. Students will have the opportunity to speak privately with the teaching assistant, if they require further support.
- Intervention sessions that would normally run in school will continue online where possible.
- Teachers will continue to scaffold and differentiate student work so that it is tailored to their needs.

Safeguarding

- We will have either the DSL, or Deputy DSLs, on site during a general school closure; if this is not possible a senior leader will take on the responsibility for coordinating safeguarding.
- Wellbeing video calls, phone calls and emails will be made regularly (in line with individual risk assessments) to ensure that students are safe and well at home. Part of the wellbeing calls will be to monitor access to the remote learning so that support can be given as required.
- All students are briefed on the remote learning protocols and this information is shared with parents and carers.
- Any virtual lesson, meeting or 1:1 where staff are alone with a student will follow protocols.
- All students are taught through, PSHCE and IT about the dangers of online activity including excessive use of IT, cyberbullying, sharing inappropriate words or images.
- All students are guided on how to maintain good mental health and wellbeing through exercise, healthy social and familial interactions, good sleep routines, healthy eating and more.