



Copley Academy Contingency and Remote Learning Plan

Revised January 2022



Contents

▪ Strategic Intents	Page 3
▪ Rationale	Page 3
▪ The Curriculum Recovery	Page 4
▪ Assessment, Tracking and Monitoring	Page 5
▪ Student Access to Remote Learning	Page 6
▪ Staff Protocols for Remote Learning	Page 6
▪ CPD Documents and Guides Available	Page 7
▪ Meeting Curriculum Needs – SEND	Page 7
▪ Remote Learning Development Pan	Page 8
▪ Pastoral Support	Page 12
▪ Staff Wellbeing	Page 14
▪ Feedback and Views	Page 14

This document should be read in conjunction with the following documents:

- 1. Covid-19: Contingency Operational Risk Assessment 2022 and Asymptomatic Onsite Testing**
- 2. Schools Covid-19 Operational Guidance; gov.uk**
- 3. Contingency Framework; gov.uk**

Strategic Intent

- **To ensure that we mitigate the risk of the transmission of Covid-19 and implement the PHE system of controls.**
- **To communicate to parents and the community the measures that they need to take to keep themselves and others safe.**
- **To ensure that students are able to access the full curriculum and that learning that is needed to be done at home emulates the quality of provision that students would have received in the academy.**
- **To identify and address the loss of learning and wellbeing.**

Rationale

There is a need for a contingency plan in case there is an increase of students who are tested positive to Covid 19 within academy and the local area. Additional measures will be required where “...5 children, pupils, students or staff, who are likely to have mixed closely, test positive for COVID-19 within a 10-day period”. At this point we would work with Public Health to establish further additional mitigating actions.

If in the event that we resort to the ‘Contingency framework: education and childcare settings’, we will be able to implement the following additional measure to mitigate the risk of transmission (see contingency risk assessment):

- Staff and students to wear facemasks in all communal areas and in classrooms unless exempt.
- Staff ensure social distancing from other staff and students and use the 2m boxed area at the front of the classroom to ensure distance is maintained where possible.
- Additional asymptomatic onsite mass testing to be carried out regularly.
- Staff and students encouraged to carry out at least 2 Lateral Flow Tests a week.
- A review of staff and students who are classed as CEV to be carried out and advice taken from Public Health and medical professionals.
- Limit visitors to the academy.

- Review all educational visits and sports fixtures and assess safety in line with Public Health advice.
- Support NHS Test and Trace with contact tracing when necessary.
- Implement the full remote learning package (see below)

The contingency and remote learning plan is a 'live' document that will be reviewed every 2 weeks following implementation of the Contingency Framework and in line with the risk assessment and Public Health advice.

Roles and Responsibilities

Please refer to the Contingency Operational Risk Assessment and Asymptomatic Onsite Testing Risk Assessment and Remote Learning Plan below as regarding allocation of roles and responsibilities.

Student Positive Case

- All measures taken that are set out in the Copley Academy Risk Assessment January 2022.
- When a student tests positive for Covid-19 NHS Test and Trace a responsible for identifying and notifying close contacts. Close contacts are expected to continue attending the academy if they have no symptoms and are asked to take an LFT for 7 days.
- Students isolating at home, if they are well enough, are expected to follow their normal timetable and access the lessons through TEAMS as per in line with the DfE expectations related to remote provision.
- Where possible lessons will be delivered live and lesson resources will be uploaded into TEAMS for students to engage with.

The Curriculum Recovery - Sequence and intended learning

Departments within school have a clear long term curriculum map detailing what must be taught and the sequence in which it is best delivered. Each unit of work is summarized on a medium term sequence of learning which details what must be learnt and remembered (key learning) from each unit of work. In the event of significant disruption to learning due to needing to resort to remote learning for some students, departments review learning and identify the essential knowledge and skills that must be taught to ensure that the curriculum is meaningful and relevant, and that there is equity in the quality of provision for all students. Desirable learning which has been removed from core content will be offered as extension and enrichment work for students who choose to deepen their understanding.

In the event of a full or partial school closure, or for students who need to self-isolate, the school curriculum will continue as planned, in the same sequence as for a more regular academic year. Where school closures dictate a blended approach, departments will consider:

- Which concepts are the most challenging and would thus benefit from face to face classroom delivery?

- How is class time most effectively utilised when preparing students for remote work?
- What is the learning that is most effectively delivered / consolidated remotely?
- How can the acquisition of key knowledge be checked and measured remotely?
- How can student understanding be enhanced beyond the use of Microsoft TEAMS?

A range of effective teaching and learning approaches will be used when using Teams (including questioning/retrieval work)

Given the nature of remote learning there will be a greater focus on retrieval work to ensure any new learning is well remembered and easily recalled. Departments have received training in creating low stakes testing on TEAMS and how to monitor progress using assignments. Some departments also use other software to support this for example, Mathswatch and GCSE Pod.

Assessment, Monitoring and Tracking

When self-isolating students are expected to follow their normal timetable, engage with any ‘live’ lessons that are provided and complete all the work set.

To monitor student engagement teachers will use 2 methods of tracking. Teachers will access the assignment facility on TEAMS to monitor if students have engaged with the work. They will also request that students submit key pieces of work so that they can gauge progress and provide students with any necessary feedback. Teachers will also record student engagement through their SIMS assessment sheets. This information will be used when reporting to parents. This facility will also enable us to identify students are not engaging so that we can address any access issues or lack of engagement concerns. (see Remote Learning Plan)

Remote Learning Grade Descriptors

Engagement

1	The student always engages with ‘live’ lessons and actively participates. They follow their normal timetable while at home and access the work at the right time.
2	The student sometimes engages with ‘live’ lessons and sometimes participates. They follow their normal timetable most of the time while at home and usually access the learning at the right time.
3	The student doesn’t engage with ‘live’ lessons. They do not follow their normal timetable and rarely access the learning.
4	The student is in KS3 and currently does not have access to IT.

Completed Work

1	The student always completes the work set by the teacher. The student uploads their work/hands the work in and meets deadlines set by the teacher.
2	The student usually completes the work set by the teacher. The student uploads their work/hands the work in and usually meets deadlines set by the teacher.
3	The student rarely completes the work set by the teacher. The student rarely uploads their work/hands the work in and doesn't meet deadlines set by the teacher.

Students Access to Remote Learning

The aim is for all students to have access to IT facility at home, **'To ensure that students are able to access the full curriculum and that learning that is needed to be done at home emulates the quality of provision that students would have received in the academy.'**

In the event of needing to reduce the number of students in the academy, priority will be given to the following students staying in the academy in this order to access provision:

- Students of Key Workers and Vulnerable students. Updated list to be reviewed in accordance to changes in the criteria January 2022
- Students in Year 11
- Students in Year 7
- Students in Year 10

We have a healthy supply of laptops for use at home if necessary and achieve our aim that all students who need to stay at home have access to a laptop and internet access. All students who are disadvantaged and do not have access to a laptop or internet at home will be provided with a laptop and a dongle at the start of the Autumn Term 2021. Students will have this laptop for the remainder of the year. The roll out for distributing laptops will be for will be a roll out of laptops and internet access across all year groups so that all students in the academy will have a laptop and internet access by the end of Term 1. In the event where students cannot attend the academy, students who do not have access to a laptop or internet access at home will be provided with a laptop and a dongle for the period of isolation/lockdown.

All students by the end of September will have had a refresher or been trained (new Year 7 and new students) on the use of TEAMS for remote learning and all teachers will have had a comprehensive training program on how to use TEAMS effectively for delivery lessons. This formed part of the induction for new teachers in July 2021. (see Remote Learning Plan and log of training documents)

Staff Protocol for Remote Learning

Staff have had a range of training and are given a set of expectations and non-negotiables for remote learning (see CPD training resources and appendices)

Staff Protocols for 'live' lessons.

- Consider all existing safeguarding measures that apply to the regular classroom environment and share concerns regarding safeguarding using the communication channels used for face to face teaching.
- Dress appropriately for meeting with students whether you are in school or working remotely.
- Use devices that are supplied by CA wherever possible.
- Use TEAMS only for live delivery of online learning.
- Ensure that remote lessons have a minimum of 3 attendees and record each live session to enable sharing with students who have missed the session.
- Staff may wish to show their face at the start of each session as a warm welcome to students before turning off the camera. Others may prefer to use voice only.
- Outline expectations for your virtual classroom in the way you would in school. Allow time to ensure students have the required equipment and give time for establishing online expectations and routines.
- Select a quiet place in school (the regular scheduled classroom) or at home to deliver lessons from wherever possible.
- Ensure that a log of who which students have accessed the learning and a register is taken on SIMS.

CPD Documents and Guides Available

- Quick Student Guide Accessing Online Learning at Home – on the website in the Covid-19 section
- Student Guide to TEAMS – Teachblend@PhilEdtech - on the website in the Covid-19 section
- How to Install MS Office on Personal Devices - on the website in the Covid-19 section

- Creating assignments on TEAMS - <https://www.youtube.com/watch?v=43Vx3gk2lbl&feature=youtu.be>
- Review assignments that you have set for pupils <https://www.youtube.com/watch?v=BEyspbREQOo&feature=youtu.be>
- Set up a self-marking quiz <https://www.youtube.com/watch?v=wGeMqci70yQ&feature=youtu.be>
- Using Insights on TEAMS – on the staff Shared drive in CPD
- [How to get blended learning right for September](#) by Zoe Enser
- [Coronavirus: 1 5-point model to deliver online learning](#) by Mark Enser
- [Remote learning: 5 key things to thing about](#) by Hanna Miller
- Creating Tiles - on the staff Shared drive in CPD

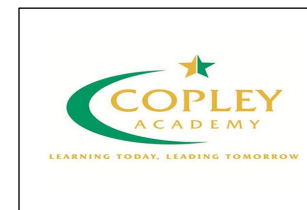
Meeting curriculum needs – SEND

- ‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.’ DfE SEND Code of Practice, 2015
- Each EHCP student will be assigned a designated key worker who will take ownership of academic and emotional wellbeing during periods of remote learning
- Students with an EHCP and SEND K students who are working remotely will have individual TEAMS tutorials. Teaching assistants carry out regular support sessions via TEAMS to support students in accessing the tasks. For students where parents have chosen for their child to attend regularly as part of the vulnerable and key worker group, students will be invited into school for half a day every 2 weeks. This will provide an opportunity for welfare checks, checking that the student is accessing the work effectively, and assessing and reviewing their SEN provision.

Remote Learning Development Plan 2021

Strategic Intent

- For the home learning offer to emulate the quality of provision that students would have received in the academy.
- To ensure that students follow the intended curriculum plans and that end points are assessed and monitored.
- To develop home learning so that it is used for homework and for periods when students are isolating.



Priority	Action	Lead Teacher/s	Success Criteria	Timeline
Teams is populated with work for every year group.	<ul style="list-style-type: none"> Departments create a contingency plan that includes how students can access the 'normal' curriculum at home during isolation. Departments have a clear plan on what work will be uploaded onto Teams to enable students to access the full curriculum. All work to be available to student's immediately. Work is put on TEAMS as part of normal planning in case a students is not able to attend the academy that day. 	HoDs KS Leaders to ensure students have access to work where students do not have 1 to 1 access to a laptop with internet.	<ul style="list-style-type: none"> All departments will have a contingency plan of how they will ensure students access the full curriculum while they are learning from home. The home learning plan will mirror the curriculum plans to enable students to keep on track and move forward with the recover curriculum plan. Work is organised in a way that is manageable for students and is differentiated according to need. The DfE expectations are met regarding remote learning. There is regular 1 to 1 contact with the teacher during long periods of isolation. There is a range of varied tasks and activities meet the needs of different learning styles. 	Plans updated every half term depending on the length of affected period due to Covid.
CPD for using Teams effectively	<ul style="list-style-type: none"> Staff CPD refresher training sessions taken place weeks 1 and 2. All training materials are on TEAMS. Good practice shared from departments on the use of TEAMS and can be accessed on the CPD area on TEAMS. One to one support available for teachers who need further support. Continue to share good practise from other educational establishments and from across the trust. 	SSH JTI CHE	<ul style="list-style-type: none"> All teachers will be confident in their creation of video lessons, using the Teams functions such as creating tiles, using assignments, organising the tiles and using the files section, using invite to see which students are using Teams, and using insight to gauge student engagement. A ICT Champions Group set up to develop further effective pedagogy for home learning. 	All teachers to transfer all their work for each indivial class onto a class tile each lesson. Ongoing work developing home learning further via the ICT Champions Group.
Transfer home learning to the SharePoint platform	<ul style="list-style-type: none"> Transfer the Teams learning platform to SharePoint. Ensure all staff are trained using SharePoint for Home learning. 	RCR JTI MW SM	<ul style="list-style-type: none"> All teachers trained in the use of SharePoint and are using it effectively. Students are using SharePoint effectively for homework, communicating with teachers, 	SharePoint to be implemented by Summer Term 2022

	<ul style="list-style-type: none"> Ensure there is the IT infrastructure to ensure a smooth transition to SharePoint 		and accessing work during periods of isolation.	
Students are trained in the use of Teams	<ul style="list-style-type: none"> Y7 students trained on how to access and use Teams as part of their induction day on Friday 3rd September 2021. Students are reminded how to access TEAMS as part of the GREAT Lives Tutor Programme A Team Guide is published on the website for parents and students. 	SSH & JTI Tutors English Department.	<ul style="list-style-type: none"> All students have learnt how to use Teams effectively and are able to engage with home learning, submit completed to their teacher and have a dialogue with their teacher regarding their progress or if they have any questions. 	All students to have had training on accessing work on Teams by Fri 3 rd September. Guide published on the website.
QA system in place to check quality.	<ul style="list-style-type: none"> Work scrutiny timetable to be put in place to ensure work is fit for purpose and it of good quality. Technical aspects of adding HODs and Links to tiles needs to be organised. 	CHE & SSH	<ul style="list-style-type: none"> System in place for monitoring the quality of work for students on Teams. Scrutiny of the samples are put on the academy calendar. System in place for regular feedback to departments regarding wwvs and ebis for their home learning g provision. 	QA systems to be in place by September 1 st 2021.
Systems put in place to monitor student engagement and work produced.	<ul style="list-style-type: none"> All teachers to set class tiles for each of their classes so that the monitoring of work is more accessible. Additionally use the assignments function to monitor students engagement. SIMS report set up to monitor which students and accessing the work and which students are producing work via Teams. This report is used to track and address students who are not engaging to access any barrier etc. Also used to reward students who are regularly engaging and have a good attitude to work. 	SSH Subject Teachers KSLs	<ul style="list-style-type: none"> Teachers have knowledge how to create a tile, produce activities via assignments, and how to monitor if students are engaging with the work. SIMS columns set up on the assessment page for each class. Criteria set for teachers to populate the data needed regarding engagement and work completed. 	All tiles to be set up by Fri . Teachers suing insight by Fri 10 th September 2021. Teachers to enter data after 2 weeks of a lockdown situation.
All students to have 1 to 1 access to a laptop at home with internet access.	<ul style="list-style-type: none"> All students to access to a laptop and internet at home. All students who are disadvantage to have a laptop and internet access throughout the academic year if they currently don't have access. 	JTI DOB SM	<ul style="list-style-type: none"> The survey and intel gained about students who don't have access to a laptop of the internet. All students who are disadvantaged have a laptop and internet access. All agreement signed by home and expectations communicated regarding the car and return for the laptops. 	Disadvantaged students have a laptop by Fri 17 th Sept.

Home learning timetables put in place for students who are isolating.	<ul style="list-style-type: none"> Teachers to be available during lesson where the whole year group are on a home learning program. Teachers to have regular dialogue to ensure students are engaging regularly. 	CHE JTI	<ul style="list-style-type: none"> Training given to teachers on how to invite students and have a communication forum/dialogue during a lesson and teachers are confident in this. 	Evidence of this sampled, date tbc depending on isolation periods.
Regular communication with parents to support home learning.	<ul style="list-style-type: none"> A home learning parents guide produced to help parent support their child with home learning. SIMS report set up to communicate to parents regarding the progress students are making at home. 	CHE	<ul style="list-style-type: none"> Students are informed how to support their students when they are accessing the provision from home. Students will get, as part of their academic report, a section that comments on their home learning, engagement and work ethic. Rewards are given to students for their efforts with their home learning and this is communicated home. 	Guide published. Information communicated to parents alongside the reporting home process.
Develop use of 'live' lessons and develop a set of protocols.	<ul style="list-style-type: none"> Pilot of 'live lessons' taken place over a 2 week process. Set of protocols set up from lesson learnt. Home school agreement set up to ensure thorough safeguarding expectations are communicated. 	DS DOB	<ul style="list-style-type: none"> Students can access live lessons and which emulates a lesson they would experience in school. Students are able to have verbal feedback and help immediately and during their normal lesson time. More timely response for teachers to planning when observing the progress of students. 	Live lesson to be part of the home learning offer by September 7 th 2021.
Use of Eclipse (online library)	<ul style="list-style-type: none"> All students to have training on use of the Eclipse service. Teacher to be trained on how to use the Eclipse service and also how to request further texts/books to be available to students. 	SSH Tutors	<ul style="list-style-type: none"> Students now how to access and request books and texts via the online library service. Teachers will have request the purchase of additional books needed. Teachers will signpost to students via TEAMS which texts are to be located using the Eclipse service. 	Training for new Y7 students to be completed by Fri 3 rd September 2021.
Student Engagement	<ul style="list-style-type: none"> SIMS to have 2 sections added to the assessment sheets, one column for engagement, one for completed work. Teachers comment on remote learning activity when students are isolating. This is for use in all 	CM RCR KSLs Teachers	<ul style="list-style-type: none"> Parents will have regular communication regarding their child's engagement with remote learning. The information will form part of the reporting home process. 	SIMS set up to be completed in the event of a contingency situation.

	<p>Tiers. To form part of the reposting home process.</p> <ul style="list-style-type: none"> • Report sheet set up on SIMS to identify students who are not engaging and need intervention. 		<ul style="list-style-type: none"> • Rewards system in place to reward students for engaging with the remote learning and for producing quality work. • Students not engaging identified and follow up work done with those students. • Sanctions put in place for students who are not accessing learning regularly. 	<p>Rewards to be up and running by 7th September 2021. Reports in place to follow the reporting home schedule set out in the school calendar.</p>
Rewards	<ul style="list-style-type: none"> • Purchase Classcharts to enable instant reward comments to go straight to parents. • Rewards system put in place so that students can use their positive comments/merits to receive rewards throughout the year. 	CHE DOB	<ul style="list-style-type: none"> • Students achieve rewards for various positive aspect to their attitude to learning and high standard of work they achieve. • Students know what the rewards system and how they can benefit. • Communication with parents every time a positive comment is given. 	<p>Refresher training delivered as part of the INSET on September 1st 2021. Rewards system launched with students w/c 13th September 2021.</p>

Pastoral Support

- Welfare checks will be carried out by the Pastoral Team and Tutors.
- Students will have a welfare call each week they are at home, for the majority of students it will be the students Tutor, for more vulnerable students it will be the LPSO or the Safeguarding Officer. Key Stage leaders will monitor that all students are receiving the contact they need and quality assure this process.
- For vulnerable students who do not attend – more regular contact would be made for welfare check by the pastoral team and if needed home visits would be made where there are serious concerns. In such cases strict social distancing measure would be adhered to.
- Students with an EHCP and K SEN students who are working remotely should have TEAMS tutorials. Teaching assistants carry out regular support sessions via TEAMS to support students in accessing the tasks. For students who do not attend school, their SEND key worker will contact home regularly to check on their welfare and that they are accessing the learning. They will also send home any differentiated work where needed.
- Outside agencies will be immediately contacted if students who have an EHCP and/or students who have an allocated social worker.
- Students in the vulnerable / key worker school will be supervised accessing online learning in line with their peers. Rota made up of SLT, Key Stage Leaders, Teachers who have capacity on their timetables including Core PE Teachers and Teaching Assistants.

- Outside agencies will be immediately contacted if students who have an EHCP and/or students who have an allocated social worker.

Staff Wellbeing

In addition to the wellbeing plan for colleagues as covered in the risk assessment, it is essential during times of strict lockdown that there is increased activities to ensure the wellbeing of staff. There will include the following:

- Regular meetings in departments and whole staff to keep staff informed and supported.
- Regular CPD sessions to help with workload.
- Priorities are reviewed readdressed staff workload.
- A weekly social evening via teams with a quiz and get together.
- Signposting of services that staff can access if they are feeling particularly anxious, including the Westfield services provided by the trust.

All meetings will continue including staff briefings, staff meetings (incorporating training where needed), SLT meetings and Middle Leaders meetings to ensure that the provision continues to be fit for purpose and that there is the community ethos to support all members of Copley Academy, staff and students.

Feedback and Views

It is essential that we gain regular feedback regarding all aspect of the contingency plans and work we are continually working on regarding our remote learning package. We have built into the calendar a feedback and monitoring cycle that includes, student voice, parent and staff surveys. We gain the information we need via the use of SliDo, TEAMS, the GL Pass survey and the Ofsted questionnaire. The results of these surveys are discussed at SLT meeting and for and integral part of the review of this plan.

