



Contingency Guidance

Guidance Developed by:	Paul Collin
Reviewing committee:	Teaching and Learning / Quality of Education SLT
Frequency of Review:	Annually
Date last reviewed:	September 2020
Date Approved:	October 2020
To be reviewed:	September 2021

Contingency plans for a future Academy closure & Remote learning at City Academy Norwich

At City Academy Norwich, we developed our remote learning platform over the lockdown period. So that we are prepared and ready and you feel able to support your child if they have to work remotely away from the Academy due to the pandemic we have compiled a brief summary of our contingency plans for a future, partial or full school closure.

Please read this summary and complete [our brief survey](#) by the end of Friday 23rd October, in order that we can support your digital needs in the best possible way as we implement the best solution possible for remote learning for your child.

What if a student has to self-isolate whilst the rest of their class remains in the Academy?

Work will be set via Google classroom without you or your child needing to request it. We ask pupils to join each of their classroom teacher's Google classrooms. New work will trigger a notification to your child's Academy gmail address. You and your child can liaise directly with teachers regarding the work set i.e. by email in the first instance (as our teachers will be teaching during the school day for classes still on site and access to phones are limited as a result).

What if a year group is sent home for a two week period?

We will use a 'blended' approach featuring a mixture of live sessions delivered over Zoom, combined with work set via Google classroom to be completed outside of these sessions. We recognise that live sessions bring both advantages and disadvantages, therefore they will:

- Take place within students normal teaching timetable, such that subjects do not 'clash' with each other.
- Be limited to 30 minutes in duration for Years 7-11, with one live session per subject per week for a defined group of subjects (see table below).
- Also include periodic form time and year group assemblies (some of which may be pre-recorded).
- Be subject to a Protocol covering pupil behaviour and parent involvement, to be issued at the point where a year group is asked to work from home.

Years 7 to 8	Year 9	Years 10 and 11
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<p>Students will follow their current in school timetable for the following subjects only over the two week period [English, Maths, Science, History, Geography, MFL]</p> <p>At least one live lesson of the subject areas above per week will be delivered via Zoom.</p> <p>Students will be expected to complete 30mins of UCAN Game Changer learning per week</p>	<p>Students will follow their current in school timetable for the following subjects only over the two week period [English, Maths, Science, History, Geography, MFL, Computer Science]</p> <p>At least one live lesson of the subject areas above per week will be delivered via Zoom.</p> <p>Students will be expected to complete 30mins of UCAN Game Changer learning per week</p>	<p>Students will follow their current in school timetable for the following subjects only over the two week period [English, Maths, Science, History, Geography, MFL, Computer Science]</p> <p>At least one live lesson of the subject areas above per week will be delivered via Zoom.</p> <p>Students will be expected to complete 1 hour of UCAN Game Changer learning per week</p>
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In the event that the entire Academy has to be sent home, the onset of remote teaching and learning would be delayed by 2 days, during which all teachers would participate in remote training to prepare them for delivering remote teaching whilst working from home based on the previous full lockdown timetable. During these two days students would be expected to complete outstanding home learning / UCAN & Gamechanger tasks.

What are the Academies ‘essential features for any future remote teaching and learning?’

Principle	What does this mean in practice?
Prioritise - Every child, same chance	All staff will prioritise / own the full engagement of all pupils with remote teaching. <i>(For example by consistently recording positive and \ or low engagement with work set in.)</i>
Deliver the essential subject knowledge, realistically	<p>We would teach using an achievable blend of live and asynchronous delivery. We would narrow the breadth of our curriculum to the subjects listed in the previous section, whilst continuing to provide optional extra work in other subjects.</p> <p>We will provide work, which can be completed ‘offline’ where possible, encouraging a healthy balance between screen time and holistic / enrichment based work, without the need to print large numbers of individual files, to allow for the home environment.</p> <p>For prolonged periods away from the Academy, each subject would focus on teaching the ‘essentials well’, over 100% coverage of our normal curriculum.</p>
Deliver the essential subject knowledge, effectively	Our remote teaching will prioritise quality of explanations and ongoing assessment of which each pupil has learnt and understood. We will periodically assess using a range of tools including quizzes. Pupils will receive their standard entitlement to written feedback as per school policy, however this will need to be conveyed electronically via google assignments or emails.

Pupils participate form time and assemblies. UCAN / Gamechanger curriculum	<p>There will be form group activities and periodic year group assemblies / activities, although these will typically be weekly rather than daily.</p> <p>Students will complete weekly UCAN Game Changer & /or DofE Game Changer curriculum activities, which will be supported via our online digital platform, via written and video guidance from teachers.</p>
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What principles are plans for any future remote teaching based on?

Our remote teaching rationale remains broadly similar to what we shared with you last term – [see here](#). However, we received feedback during the previous national lockdown from pupils, parents and our teaching staff regarding the challenges of remote teaching and learning. The following challenges have informed our planning for potential future remote teaching:

Pupils and parents	Teachers
<p>Regardless of how teaching is delivered, pupils cannot complete as many hours of learning per week working at home, as they do in school.</p> <p>Motivation for remote learning is challenging to maintain if delivery is entirely via google classroom.</p> <p>Live sessions, whilst potentially useful for motivation and other factors, create pressure on (shared) home IT equipment and logistics.</p> <p>Some homes are without IT equipment or a reliable internet connection</p>	<p>.When required to work from home, require a degree of flexibility if caring for dependents.</p> <p>When required to work from home, some are without a reliable internet connection</p>

Coronavirus: 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
Tier I.	<p>We'll remain open for all pupils.</p> <p>In the event of a local lockdown, everyone will continue to wear face coverings when moving around communal areas in the Academy where it's difficult to maintain social distancing, unless they're exempt from wearing one.</p>	<p>Face coverings</p> <p>We have provided information to parents & carers about wearing face coverings and students are familiar with this process, as they have been wearing masks since the start of September.</p> <p>Providing learning for students who are isolating</p> <p>We will upload our lessons to the CAN Virtual learning Academy so that students who are at</p>

		<p>home can access the curriculum in line with their in-school peers.</p> <p>Preparing for the possibility of Tier 2 and future remote learning</p> <p>We will collate, analyse, and share the best practice from the period of remote learning and ensure that all teachers are aware of and understand the expectations for remote learning that would come into force at Tier 2.</p> <p>Create two large ‘bubbles’ consisting of approximately half the student population in each, so that we are prepared to implement a two-week rota system if required to do so.</p> <p>Frequently remind students of the measures in place to reduce the risk of transmission.</p> <p>Trial recording/streaming live lessons and train teachers on how to do this.</p>
<p>Tier 2.</p>	<p>We'll remain open full-time for vulnerable pupils and the children of critical workers.</p> <p>For all other pupils, we'll move to a rota model, combining on-site provision with remote learning.</p> <p>We'll maintain the same rules on face coverings as in tier 1.</p>	<p>Our rota model</p> <p>Students will spend 2 weeks at school followed by 2 weeks at home in order to help break the chain of transmission.</p> <p>We'll split pupils into 2 groups, making sure:</p> <ul style="list-style-type: none"> • ‘Bubbles’ of pupils don’t mix with other rota groups. • Where practical, pupils who are likely to come into contact outside of school (e.g. those who live in the same house) are in the same group. • We'll include vulnerable pupils and the children of critical workers in rota groups, even if they will be at school full-time. <p>Ensuring</p> <p>We'll use the weekends to prepare for a different rota group at the start of the week by:</p> <ul style="list-style-type: none"> • Cleaning all high contact points, including desks, chairs, banisters, door handles, and light switches. • Fogging the toilet facilities and key learning spaces. • Replenishing hand sanitiser and cleaning cloths. <p>Risk assessment</p> <p>We'll update our risk assessment to reflect our rota model, and we'll communicate our plans with all staff, students, parents & carers.</p> <p>Vulnerable pupils</p>

We'll strongly encourage vulnerable pupils to continue attending school. To do this, we'll:

- 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.

Absence requests

Vulnerable pupils: we'll only grant absence requests for parents & carers 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.

Children of critical workers: we'll grant absence requests for children of critical workers if their parents & carers tell us in advance that their child won't be attending school when their rota group is scheduled to be at home.

Remote learning arrangements

In line with DFE expectations, we will:

- 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.
- Give access to high quality remote education resources.
- Select the online tools that will be consistently used across the Academy in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so the Academy should work with families to deliver a broad and ambitious curriculum.
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects, including new material - planning a programme that is of equivalent length to the core teaching pupils would receive in school. Teachers will set a lesson for every lesson on the students' timetables so that the curriculum remains broad and balanced.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level

		<p>of clarity about what is intended to be taught and practiced in each subject.</p> <ul style="list-style-type: none"> • 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, which will be formally every 8-12 lessons in each subject in line with the assessment policy and informally every week. • 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. <p>Free school meals</p> <p>We'll work with Caterlink (<i>Academy meal provider</i>) to prepare meals or food parcels for all pupils eligible for free school meals, whether they are at home or on-site provide digital Free school Meal vouchers via school online portal system.</p> <p>Staffing arrangements</p> <ul style="list-style-type: none"> • All teaching staff will come to school every day that they are contracted to if they have a class who will be in school that day. • Support staff who share an office will attend school on a rota basis where possible to minimise the sharing of office spaces.
<p>Tier 3.</p>	<p>We'll remain open full-time for vulnerable pupils, the children of critical workers and selected year groups (the DfE will identify these).</p> <p>We'll provide remote education for all other pupils.</p> <p>We'll maintain the same rules on face coverings on-site as in tier 1.</p>	<p>Remote Learning arrangements</p> <p>We will continue to provide remote learning following the DfE guidance as in Tier 2.</p> <p>Middle and senior leaders will undertake weekly quality-assurance checks of the remote curriculum and lesson setting.</p> <p>The students in school will complete the same content as the students who are working at home so that they all have access to the same knowledge and skills.</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.

		<ul style="list-style-type: none"> Utilise teaching assistants to supervise a 'remote learning room' when vulnerable students are not in taught lessons due to the rota. <p>Free school meals</p> <p>We'll work with Caterlink (<i>Academy meal provider</i>) to prepare meals or food parcels for all pupils eligible for free school meals, whether they are at home or on-site. Or provide digital Free school Meal vouchers via school online portal system.</p> <p>Staffing arrangements</p> <p>We will expect staff to come to school on days when they have a lesson with the designated year groups. Staff will work from home on the other days and mark and assess work in accordance with our policies. When staff are in school, if they are not able to do so at home, they can use the Academy facilities to record on-line lessons to ensure that every class that is working at home gets a recorded lesson at least every 4th lesson.</p> <p>Support staff will attend school at least once a week and this will be determined through negotiation with the Headteacher.</p> <p>The site team will remain in attendance to the Academy.</p>
<p>Tier 4.</p>	<p>We'll only remain open for vulnerable pupils and the children of critical workers.</p> <p>We'll provide remote education for all other pupils.</p> <p>We'll maintain the same rules on face coverings on-site as in tier 1.</p>	<p>Remote Learning arrangements</p> <p>We will continue to provide remote learning following the DFE guidance as in Tier 2.</p> <p>Middle and senior leaders will undertake weekly quality-assurance checks of the remote curriculum and lesson setting.</p> <p>The students in school will complete the same content as the students are working at home so that they all have access to the same knowledge and skills.</p> <p>The students in school will complete the online learning so that they follow the same curriculum as their peers who are at home.</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>Free school meals</p>

	<p>We'll work with Caterlink (<i>Academy meal provider</i>) to prepare meals or food parcels for all pupils eligible for free school meals, whether they are at home or on-site. Or provide digital Free school Meal vouchers via school online portal system.</p> <p>Staffing arrangements We will expect staff to come to school twice a week. Staff will work from home on the other days and mark and assess work in accordance with our policies. When staff are in school, if they are not able to do so at home, they can use the Academy facilities to record on-line lessons to ensure that every class that is working at home gets a recorded lesson at least every 4th lesson.</p> <p>Support staff will attend school at least once a week and this will be determined through negotiation with the Headteacher.</p> <p>The site team will remain in attendance to the Academy.</p>
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SOURCES

We produced this guidance 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