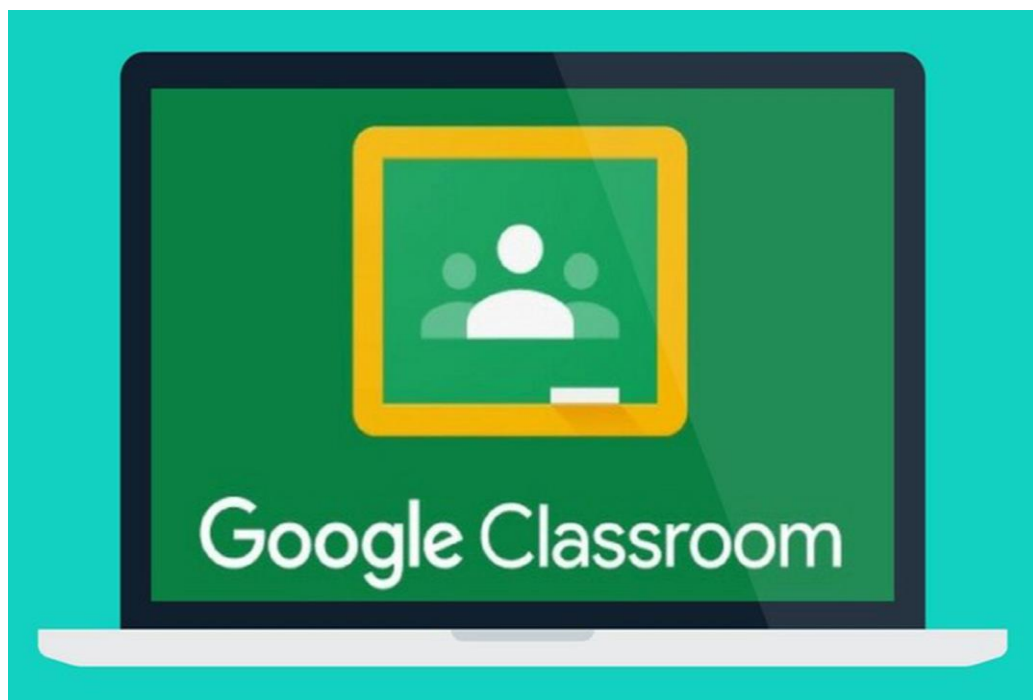




Dorothy Barley Junior Academy Contingency Plan for Covid-19 Outbreaks September 2020





Government Guidance- what is expected of schools?

In the event of a local outbreak, the PHE health protection team, the DfE or the local authority may advise a school or number of schools to close temporarily to help control transmission. Schools are required to have a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.

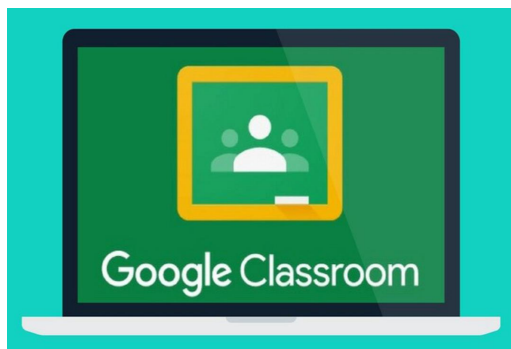
Remote education support

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, schools need to have the capacity to offer immediate remote education. At DBJA we have considered how to continue to improve the quality of our existing offer whilst having a strong contingency plan in place for remote education should it be required. This plan is in place to support a scenario in which the logistical challenges of remote provision are greatest, for example, where large numbers of pupils are required to remain at home.



Google Classroom Handbook

Introduction



Preparing for an uncertain future means being able to provide a blended learning offer, where pupils have the opportunity to learn remotely and in school. At DBJA Google Classroom provides this opportunity. Google Classroom will help us to prepare our children for the new 'normal' by developing skills they need for their future lives.

Supporting staff/ training- how have we prepared staff for this challenge?

Staff training has been provided which ensures staff can:

- Understand the advantages of synchronous and asynchronous learning
- Assess student learning
- Spark student engagement through discussions
- Provide students with feedback and right-on-time support
- Support students with accessibility tools
- Support student voice and creative expression
- Include students with intermittent internet access
- Provide students with bite-sized resources and materials
- Engage students in cross-curricular Project Based Learning
- Communicate Distance Learning effectively to families

Launching Google Classroom- how have we set up Google Classroom at DBJA?

Teachers have set up Google Classroom as part of the school INSET training.

Children have been provided with google logins and passwords which are in their Reading Diaries.

Managing behaviour online/ E-safety- how can children ensure they stay safe online and follow remote behaviour expectations?

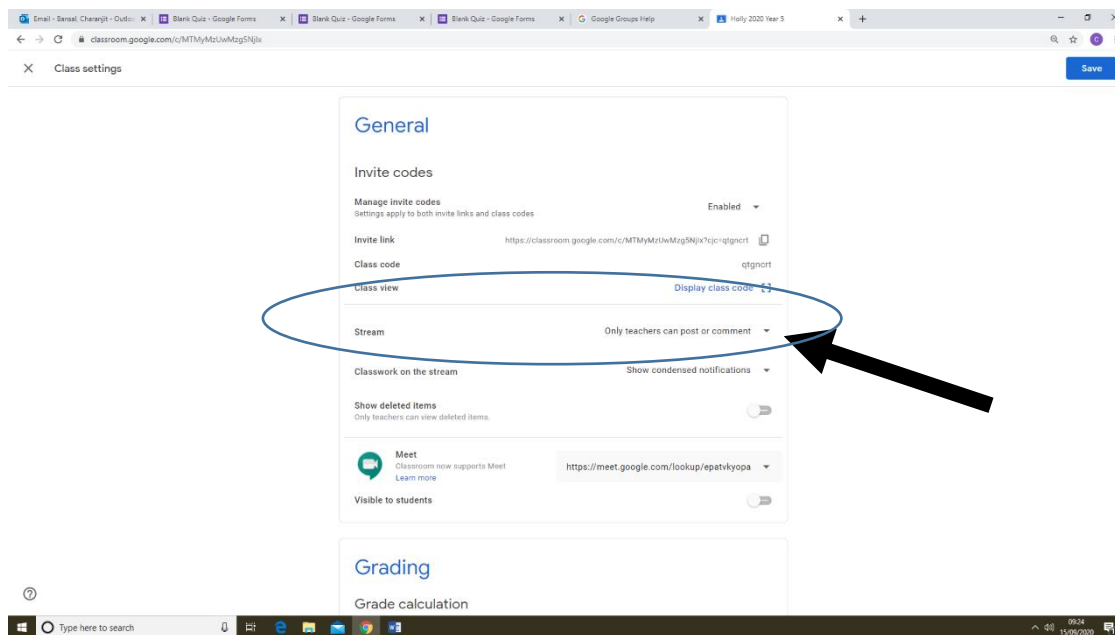
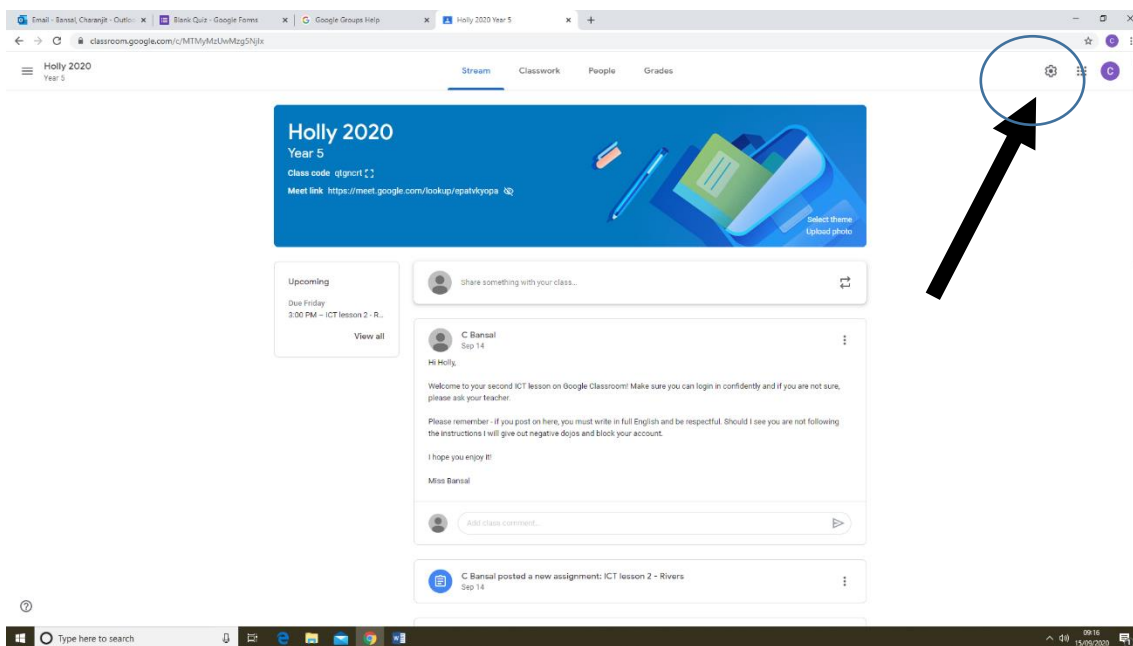
On the stream pupils have the opportunity to ask questions and discuss the classwork and the teachers can provide help there and then. However, there may be times when it is best to disable the stream option so



that only teachers can post. Teachers will decide when they would like the class to comment and when they do not want the class to comment.

If we allow pupils to comment, they should only talk about school work in the 'Stream' and we may 'mute' them, i.e. stop them from posting or commenting if they post anything that is inappropriate or bullying in nature. This helps ensure that comments are relevant and appropriate.

Parents can opt out of their child posting in the 'Stream' too. If they opt their child out, they must mute them.





Safeguarding pupils and teachers online- how do we ensure the school community is safe online?

As set out in the [Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#) guidance, online education will follow the same principles set out in our school's staff behaviour policy (known as a Code of Conduct).

Keeping teachers safe when providing remote education is also essential. Remote education is a new experience for both staff and pupils, so it is important we all understand safeguarding procedures online.

The Government has provided guidance on teaching online safety in school. This allows staff to understand how to follow safeguarding procedures when teaching remotely during the coronavirus (COVID-19) outbreak.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

At DBJA our pupils and staff sign an Acceptable Usage Agreement which is then kept by the ICT Lead.

Information for Parents- what do parents need to know?

Parents have received a letter (see Appendix 1) explaining why and how Google Classroom will be used. This included how to access it and expectations with regards to behaviour and conduct. A guide is also on the school website with practical screenshots and video links to support parents in accessing Google Classroom.

Dorothy Barley Junior Academy's school website will support parents with materials and this will be an ongoing process. The school website will be the main point of information so please be sure to check this regularly.

<https://dorothybarleyjunioracademy.co.uk/google-classroom/>

Providing Feedback- how will children receive feedback on their work?

Without the opportunities for responsive and interactive teaching and learning in an actual classroom, feedback in a virtual classroom is vitally important in order to help to deepen learning. Responding to pupils' work constructively acknowledges their achievements, supports raising standards and promotes positive attitudes towards learning and active engagement.

Our aims for marking and feedback using Google Classroom are:

- to provide constructive feedback
- to offer encouragement, acknowledging pupils' efforts and achievements
- to correct mistakes and give suggestions for improving learning
- to assess progress and inform future planning

The comment tool on Google Classroom is the main function to use for feedback. There will be a consistent approach to teacher feedback as discussed by the Year Group Team.



This could include:

- a comment praising the children for their effort or achievement
- a comment reminding children to check and edit their spelling, punctuation and/or grammar
- a moving on comment that encourages children to reflect further or try a related challenge
- a comment that asks them to check a common error

One comment by a teacher on each piece of submitted work is our expectation.

Adding comments to a class stream

If the teacher finds that there was a common mistake that needs to be addressed as a whole class then the class stream will be used to address this.

Addressing specific misconceptions on a child's work

This video (section 21.50-23.41) demonstrates how work could be commented on: [Google Classroom: Communicate and engage with students](#).

Suitable comments or pieces of feedback on a child's work may include:

- Can you check for sense?
- Please check your spellings and punctuation.
- What might you need to change here?
- Look back at ... and think about your use of ...
- What is your favourite part of this piece? What did you enjoy the most?
- Next time, try...
- What new things have you learnt whilst doing this?
- Did you make any mistakes along the way? What did you learn from them?

IT resourcing

Staff

The ICT Lead has assessed which staff have access to a Chromebook, laptop or desktop computer at home. If staff do not have webcams or microphones inbuilt, they can use a school V4K visualizer. These devices **must** be returned in the condition they were taken out in. They will need to be signed out and the serial number logged with the SBM. Any issues with devices should be reported to the ICT Lead and SBM.

Pupils

Pupils will have access to (should they need) to devices which the school will loan out. These devices will be logged out and paperwork will need to be signed. There is an expectation that the device **must** be returned in the condition it was borrowed in otherwise there will be a charge.



The Curriculum and logistics

Whole School or Class (Bubble) closure

General principles

A daily timetable for years 3-6 learning at home should follow the structure set out below. If a class (bubble) closure occurs, the class teacher will be responsible for recording all the videos (there may be a delay of 24 hours depending on when the bubble closes and staff availability in the bubble). If a year group or school closure occurs, the year group leader will determine how this is managed. Each teacher will then be responsible for planning and recording these lessons. The teaching and modelling will be recorded through Loom.

Curriculum expectations

Spellings – A copy of the relevant spellings for the term and the statutory word lists will be sent home with the children. Electronic copies will also be re-posted on Class Dojo. In addition, resources can be used from the Oak National Academy. Children do not need to submit this work and the teacher will not be expected to mark it.

Guided reading – Guided reading lessons will be planned and recorded by a year group member. The recorded video link will be shared between the year group teachers. On Fridays, alongside the videos teachers will need to upload a google document/ google quiz with the Big Picture lesson questions that the children can answer. Teachers will provide feedback.

Literacy - Literacy lessons will be planned and recorded by a year group member. The recorded video link will be shared between the year group teachers. Along with this, class teachers will need to assign the pupils a blank Word document where they will write the learning objective, date and complete the task which has been set.

Maths - Maths lessons will be planned and recorded by a year group member. The recorded video link will be shared between the year group teachers. Along with this class teachers will need to assign the pupils a blank Word document where they will write the learning objective, date and complete the task which has been set.

History/Geography/RE/ Science/ICT – Afternoon lessons will have a more creative approach. The work set will be done on either Google docs or Google slides. Pupils can work through a unit of work and use the same PowerPoint throughout the term. Teachers may also use the resources available on the Oak National Academy site, Purple Mash and Espresso.

Music – Children to use Oak National Academy resources

PHSE- Children to use Oak National Academy resources

Assemblies- Children to use Oak National Academy resources or those posted by staff on Class Dojo/school website via Twitter

Assessment – Should DBJA need to carry out assessments whilst pupils are at home teachers will create quizzes, which can be used for a range of subjects.



Timetable

	8.45am-9am	9-9.30am	9.30am-10.30am	10.30-10.45am	10.45am-11.45am	11.45am-12.45pm	12.45-1.30
Monday	Spelling/ Oak National videos	Guided Reading	Grammar	Break	Maths	Lunch	History/ Geography/RE
Tuesday	Spelling/ Oak National videos	Guided Reading	Literacy	Break	Maths	Lunch	ICT
Wednesday	Spelling/ Oak National videos	Guided Reading	Literacy	Break	Maths	Lunch	Music Oak National Academy
Thursday	Spelling/ Oak National videos	Guided Reading	Literacy	Break	Maths	Lunch	Science
Friday	Spelling/ Oak National videos	Guided Reading	Literacy	Break	Maths	Lunch	PHSE Oak National Academy

Those who do not have access to a device or the internet will be provided with CGP books.



Individual/household isolation timetable

For children who are isolating due to suspected cases or household isolation, a paper pack will be sent home for Reading, SPAG and Maths. In addition, the following timetable and links can be used to support and structure each day.

	8.45am-9am	9-9.30 am	9.30am-10.30am	10.30-10.45 am	10.45am-11. am	11am-12pm	12pm-12.45pm	12.45-1.30	1.30-2pm	2-2.30pm
Monday	Spellings Oak National Academy videos https://classroom.thenationalacademy/subject/s-by-key-stage/key-stage-2/subjects/english-spelling	Guided Reading Bug Club https://www.activelearnprimary.co.uk/login?c=0	Grammar Oak National Academy https://classroom.thenationalacademy/schedule-by-year	Break	Assembly https://classroom.thenationalacademy/assemblies	Maths Oak National Academy https://classroom.thenationalacademy/schedule-by-year	Lunch	History Oak National Academy https://classroom.thenationalacademy/schedule-by-year	PE Joe Wicks YouTube https://www.youtube.com/watch?v=Rz0go1pTda8	Mathletics https://login.mathletics.com/
Tuesday	Spelling Oak National Academy videos https://classroom.thenationalacademy/subject/s-by-key-stage/key-stage-2/subjects/english-spelling	Guided Reading Bug Club https://www.activelearnprimary.co.uk/login?c=0	Literacy Oak National Academy https://classroom.thenationalacademy/schedule-by-year	Break	Assembly https://classroom.thenationalacademy/assemblies	Maths Oak National Academy https://classroom.thenationalacademy/schedule-by-year	Lunch	Science Oak National Academy https://classroom.thenationalacademy/schedule-by-year	PE Joe Wicks YouTube https://www.youtube.com/watch?v=Rz0go1pTda8	Mathletics https://login.mathletics.com/
Wednesday	Spelling Oak National Academy videos https://classroom.thenationalacademy/subject/s-by-key-stage/key-stage-2/subjects/english-spelling	Guided Reading Bug Club https://www.activelearnprimary.co.uk/login?c=0	Literacy Oak National Academy https://classroom.thenationalacademy/schedule-by-year	Break	Assembly https://classroom.thenationalacademy/assemblies	Maths Oak National Academy https://classroom.thenationalacademy/schedule-by-year	Lunch	Music Oak National Academy https://classroom.thenationalacademy/schedule-by-year	PE Joe Wicks YouTube https://www.youtube.com/watch?v=Rz0go1pTda8	Mathletics https://login.mathletics.com/
Thursday	Spelling Oak National Academy videos https://classroom.thenationalacademy/subject/s-by-key-stage/key-stage-2/subjects/english-spelling	Guided Reading Bug Club https://www.activelearnprimary.co.uk/login?c=0	Literacy Oak National Academy https://classroom.thenationalacademy/schedule-by-year	Break	Assembly https://classroom.thenationalacademy/assemblies	Maths Oak National Academy https://classroom.thenationalacademy/schedule-by-year	Lunch	Geography Oak National Academy https://classroom.thenationalacademy/schedule-by-year	PE Joe Wicks YouTube https://www.youtube.com/watch?v=Rz0go1pTda8	Mathletics https://login.mathletics.com/
Friday	Spelling Oak National Academy videos https://classroom.thenationalacademy/subject/s-by-key-stage/key-stage-2/subjects/english-spelling	Guided Reading Bug Club https://www.activelearnprimary.co.uk/login?c=0	Literacy Oak National Academy https://classroom.thenationalacademy/schedule-by-year	Break	Assembly https://classroom.thenationalacademy/assemblies	Maths Oak National Academy https://classroom.thenationalacademy/schedule-by-year	Lunch	PSHE Oak National Academy https://classroom.thenationalacademy/schedule-by-year	PE Joe Wicks YouTube https://www.youtube.com/watch?v=Rz0go1pTda8	Mathletics https://login.mathletics.com/



The School's expectations for completing work

Individual/household isolation- children/parents are expected to take a picture to evidence the work the child has completed and submit via a Class Dojo message daily by 3.30pm. The minimum daily expectation is Reading, SPAG and Maths.

Bubble/school closure- children are expected to login to Google Classroom daily and complete the lessons set throughout the day. All lessons need to be submitted by 3.30pm. There may be delay of posting lessons depending on when the closure occurs and staff availability. If children do not have access to the internet, CGP books will be provided for Maths, SPAG and Reading. Children/parents are expected to take a picture to evidence the work the child has completed and send in via a Class Dojo message daily by 3.30pm (the workbooks should be returned at the end of isolation period for teachers to assess).

Teachers will monitor and track pupil responses to the work set and, where there are issues; follow up phone calls will be made to discuss problems or lack of engagement.

*Parents are expected to liaise with the school if ICT is an issue.

The future of Google Classroom

We expect that Google Classroom will become a part of our daily teaching in school as well as at home. As we learn more about this together any feedback and frequently asked questions by pupils and parents will be added to a FAQs section on the website Google Classroom page.

<https://dorothybarleyjunioracademy.co.uk/google-classroom/>



Annex 1: Remote/blended learning letter to Parents & Carers

Dear Parent/Carer,

In event of bubble or school closure related to the ongoing COVID- 19 pandemic, Dorothy Barley Junior Academy will provide online resources to support remote education through the *Google Classroom* platform.

In the event of an individual isolation, a pack of work for reading, writing and maths will be provided along with links to useful sites such as The Oak National Academy for subjects such as Science.

In the event of a bubble or school closure children will be able to log into *Google Classroom* on a device such as a laptop, desktop computer or smartphone. Please note that children have been shown how to do this.

Google Classroom is a free and secure learning network for teachers, children and schools. It provides a safe way for us to connect, share content, access homework, participate in discussions and receive class information.

Using Google Classroom allows you and your child to have access to course work at any time through the internet and is accessible online and through any mobile devices with Internet capabilities. This includes iPhones, iPads and Android devices. Additionally, the use of *Classroom* will help keep children and parents informed of important dates and expectations.

Google Classroom is educational tool will be used strictly for educational purposes. All children have signed an Acceptable Usage Agreement which they need to adhere to. Our expectations for using Google Classroom are as follows:

- Children must appropriate grammar not text language.
- The site must be used to discuss school-related content only.
- To be kind to one another.

School staff have created accounts for all children. You will be able to see copies of all resources, but you will not have access to the actual files your son or daughter are using unless they share their own login information with you.

The login information for *Google Classroom* is in their Reading Diaries and attached to this letter. Please encourage your child to log in now so that they are familiar with how to do it. Guidance and support can be found on the school website: <https://dorothybarleyjunioracademy.co.uk/google-classroom/>

We will be sending some additional resources home on 9th October for you to keep safely at home in the event of any closures.

If you have any further questions, please call the school and make an appointment to speak to your child's class teacher. A telephone meeting will then be set up.

Miss Leicester
Headteacher
Dorothy Barley Junior Academy



Annex 2: Individual work pack expectations letter to Parents & Carers

Dear Parents and carers,

You are receiving this letter as your child is isolating due to Covid-19 symptoms or exposure to Covid-19. As all children have already lost a significant amount of their education, it is important that we continue to try to fill the gaps in the children's learning when they are unable to be present in school. This pack contains work for your children to complete at home (if they are well enough) while they are isolating.

The pack includes:

- x 5 reading comprehensions
- x 5 maths tasks accompanied with a teaching guide
- x 5 SPAG tasks
- A spelling overview and the appropriate Statutory word list.
- A times tables practice resource
- An additional timetable with wider curriculum links for Science, History, PHSE and Music-from the Oak National Academy (a government funded site) <https://www.thenational.academy/>
- Also included on the timetable are additional Maths and Literacy links.

The school's expectations of completed work

- In the case of an individual/household isolation- children/parents are expected to take a picture to evidence the work the child has completed and submit via a Class Dojo message daily by 3.30pm.
- The minimum daily expectation is Reading, SPAG and Maths are sent in daily.
- Teachers will monitor and track pupil responses to the work set and, where there are issues; follow up phone calls will be made to discuss problems or lack of engagement.
- The completed pack needs to be returned to the child's class teacher when they return.

Parents are expected to liaise with the school if ICT is an issue.

We appreciate any support you can give your child with the home-learning opportunities provided by the school at this tricky time.

Please call or email the School Office if you have any questions.



Annex 3: Staff Code of Conduct and for Remote/Blended Learning

Maintaining professional boundaries

Teaching online is different to teaching face-to-face but adults should always maintain professional relationships with children and young people.

Remind staff of your code of conduct and make it clear how you expect them to behave.

When recording or live streaming lessons, teachers must:

- **must** video within their house (not outside)
- **must** be in a neutral area where nothing personal or inappropriate can be seen or heard in the background.
- **must** continue to follow dress expectations in staff handbook
- **must** never end up in a one to one video conversation

Please also refer to the general Staff Code of Conduct



Annex 4: Online Safety (extract taken from Keeping Children Safe in Education Annex C)

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** *being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;*
- **contact:** *being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and*
- **conduct:** *personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.*

The following links are also useful guides for promoting a safe remote learning environment at home and at school:

<https://swgfl.org.uk/resources/safe-remote-learning/>

<https://www.lgfl.net/online-safety/default.aspx>

<https://www.ncsc.gov.uk/guidance/video-conferencing-services-using-them-securely>

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>