



Bridgelea Contingency Plan: October 2020

Adapted from

<https://junipereducation.org/white-paper/making-the-impossible-possible/> <https://ohs.oxon.sch.uk/from-covid-19-back-to-the-classroom/>
<https://www.ncb.org.uk/resources-publications/mental-health-and-wellbeing-primary-schools-preparing-recovery>

The coronavirus pandemic has given schools an unprecedented set of circumstances, and the true impact on children's education will not be fully understood for some time yet. But one thing we can be sure of is that educational inequalities will have increased, leaving disadvantaged pupils, such as those that attend Bridgelea, significantly affected by the crisis. Returning to school, in whatever guise this takes, will be a sensitive period for school leaders, parents and children. Schools will need to take the lead and proactively take ownership of finding solutions for both parents and young people. Schools should act as the glue that holds the web of therapeutic relationships together to ensure that young people feel able to come back to school following the extended period of closure.

Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life. For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that a single approach will be enough. It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.

[Coronavirus Act 2020 Provision of Remote Education \(England\) Temporary Continuity Direction \('the Direction'\)](#)

The coronavirus (COVID-19) pandemic is an unprecedented challenge for our school system, and the traditional approach to delivering education. The impact of the pandemic has necessitated many pupils being out of school, and this will continue to be the case for some pupils, in line with the legal requirements and guidance in place to tackle the virus. Schools have responded to this with a strong and proactive commitment to providing remote education, in challenging and uncertain circumstances. The intention of this Direction is to provide legal certainty for all involved in the education sector, including parents, teachers and schools themselves. It makes clear that schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). The Department for Education is providing further support for schools so that they are able to do so. The Direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools

are expected to provide immediate access to remote education. The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published in July 2020. The Direction was issued by the Secretary of State for Education on 30 September 2020 and will come into force on 22 October 2020.

At Bridgelea we aim to implement remote learning from the child's second day of absence. There are 3 general scenarios outlined; the first scenario where a child is not permitted to attend school and the second outlines the actions in the case of a whole bubble not being permitted to attend school.

1. A child (and their siblings if they also attend Bridgelea) is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
2. A child is absent because their bus bubble is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
3. A child's whole class bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

What's expected from remote teaching? When teaching remotely, the DfE expects schools to:

- Plan a programme that's of equivalent length to the core teaching pupils would receive in school, ideally including **daily** contact with teachers.
- Set assignments so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments.
- Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject.
- Provide frequent explanations of new content, delivered by a teacher in the school or through curriculum resources and/or videos.
- 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.
- Enable teachers to adjust the pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Avoid an over-reliance on long-term projects or internet research activities.
- Carefully consider these expectations in relation to our pupils' age, stage of development and SEND, and try to avoid making significant demands for parents' help or support.

There are no expectations for how many weeks of remote learning we need to plan for, but as most pupils will self-isolate for 14 days, at least 2-3 weeks for each mile post will be developed in September 2020. That way, if we need to provide remote learning for a longer period, such

as if there's a prolonged local outbreak or a pupil needs to self-isolate for longer, we will have a bit of breathing space to then plan further ahead. The important thing is that we have something pupils can use immediately. As we can't know when the plan might be needed, it will be impossible to ensure a seamless transition between what pupils would be learning in school and what they learn remotely. As a school we understand that we may need to abandon some topics we were teaching in the short term.

Curriculum resources: The DfE has suggested the following:

- Its [list of remote education resources](#)
- Oak National Academy – see its curriculum plans for 2020/21 [here](#)

The DfE is also working to [support schools with technology](#). This is being supported by MCC.

- Offer free access to BT WiFi hotspots for disadvantaged pupils
- Provide access to free additional data for families who rely on a mobile internet connection.

In the Autumn term we have 72 pupils on role. We have contacted all families to discuss their access to technology and wifi.

A Continuity Plan is the document that outlines how a school will continue operating (providing education in a safe environment) during an unplanned disruption in service. Sometimes it is called an 'Emergency Plan' or 'Business Continuity' plan. All schools must have one of these and they are usually approved annually. Typically, they have only a line or so on 'pandemics' but given the serious and complex nature of COVID 19, all schools must update their plans to reflect how their school will respond based on findings of their risk assessment. Plans must be guided by advice from PHE but also contextualised to their setting. Once updated it requires Governing/Trust Board approval.

A Contingency plan is often presented as an annex to the continuity plan. It is another name for scenario planning (those 'what ifs') and includes how risks are going to be addressed. If a risk is too high then the contingency plan provides potential solution/s. Regarding outbreaks, individuals or groups of self-isolating pupils should have remote education plans in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to COVID-19. In maintained schools and academy trusts, the board is accountable for the education the school provides, keeping children safe and all health and safety matters.

Area	Details	Responsible	When
Settling In	<ul style="list-style-type: none"> ● Reinforce the physical distancing message whilst at the same time nurturing children to reintegrate into school life and feel safe to learn, play and explore. ● Activities to show children how to move around the classrooms, corridors and outdoor spaces. Modelling and supervising play and the safe use of any shared spaces and equipment. ● When children return and their classroom looks unfamiliar with tables spread apart, school staff should try to frame their language so children's attention is not drawn to what old routines have been lost. 	Class Teams	Week beginning 31.08.2020
Managing the online-offline classroom	<ul style="list-style-type: none"> ● To address the teaching of pupils whose offer involves part time attendance, teachers and CG/RS to develop topics in blocks of two or three days. Teachers will introduce an activity in the classroom and set consolidation tasks for pupils to work on at home to embed the learning. ● Teaching staff could also create a structure for pupils to work on together when they are physically apart, so they still feel like they are collaborating as a whole class. This might include a display, presentation or project. 	RS/CG and CTs	September 2020
Managing Staff	<ul style="list-style-type: none"> ● School/setting capacity if staff absence remains a challenge. Travel quarantine remains a concern in the first 2 weeks of the Autumn term as a number of staff do not return from their holidays until the end of August and may be affected by the everchanging list of countries requiring quarantine. https://www.gov.uk/guidance/coronavirus-covid-19-travel-corridors ● We have absence cover for up to 2x TAs built into the staffing structure. We cannot claim from the SAS for staff who need to quarantine due to overseas travel. This will be at a cost to the school budget. Where staff are absent due to illness not connected to Covid the SAS insurance will cover the cost of absence after the 5th day. They have introduced a clause where the school needs to evidence any agency costs incurred. The 2x TA roles provide backfill during the initial 5 day period. Where staff are required to self isolate due to Track and Trace and there is no link to a case in school we cannot claim from the SAS to put cover in place. SAS will only cover if the member of staff is presenting with symptoms and this is certified by a professional or confirmed by a positive test. This will be agency cover for teaching assistants, cleaning staff, admin staff. Where CTs are absent the L3 TA in the classroom or the AHTs will cover the absence. This will be agreed on a class by class basis depending on the needs of the children and the experience of 	KE/DH/LS	Ongoing

	<p>the L3 TA. All members of the SLT have completed DSL training and can cover the DSL if required. The HOS and 2x AHT are all trained SENCOs and can maintain this role should any of the SENCOs need to isolate.</p> <ul style="list-style-type: none"> • Employment related issues: All staff will update their information half termly regarding vulnerabilities linked to Covid 19. Where staff have existing risk assessments they will be maintained by the HR lead, fortnightly. All staff will be required to provide updated information linked to the school's Covid risk assessment during the September inset. This will also include a questionnaire to gather their views around remote learning. • Oct 2020-staff who are orange or red on the school's risk assessment will have a Autumn 1 update following updated guidance around shielding. (LS/DH to complete) There are 7 CEV staff that wre being monitored more closely. • As a school we need to consider the financial cost of staff requesting parental leave if their child's class needs to self isolate. The school's leave policy needs to be updated with this in mind. Inline with the most recent LA FAQs the staff are not technically self isolating unless their child presents with the symptoms. They are then required to self isolate. The school systems around the closure of bubbles within the school will not be initiated until the staff member reports that they have symptoms and a positive test result. The Manchester LA templates will be updated with the school letter head to support quick and efficient sharing of information with staff and families within the affected bubble. This will be updated inline with LA changes. Updated guidance can be found on the schoolshub. • In Autumn 1 there has been 4 flexible working requests linked to wrap around childcare and the impact of Covid. This reduced to 2 requests mid way through the half term. As we move into Autumn 2 there remains 2 requests for flexible working. Flexible working is being reviewed. 		
<p>Communication</p>	<ul style="list-style-type: none"> • Key Information Parents: The school website (School Spider) supports the sending of both emails and text messages to all parents. This information needs to be checked and updated in the first week by Class Teams. Admin will insure that this is updated on Sims. The website takes this information directly from Sims. School Spider App information to be provided to all parents. L3s to support parents who have not yet logged on. • Introduced half termly phone calls to review pupil progress and any parental concerns. • Class Dojo provides a platform to chat and share information with both pupils and parents. This will focus on learning and curriculum. CG/RS to complete CPD to 	<p>Class Teams Admin</p> <p>CG/RS/KG</p> <p>Class Teams</p>	<p>Autumn 1 2020</p> <p>Autumn 1 2020</p>

	increase their confidence in using Class Dojo and explore new features. KG to oversee the setting up of classes. Each class team to ensure that Class Dojo is used daily within the classroom to celebrate children's learning and raise the profile of the resource with both parents and pupils. Each class to assign a Class Dojo Champion. This will support continued use and communication in the event of a school or class closure. L3s to support parents who have not yet logged on.		
Policies	<p>The following school policies should also be reviewed and updated as required:</p> <ul style="list-style-type: none"> ● Behaviour Policy (CG/KE) ● Safeguarding & Child Protection Policy (LS) ● Parental Leave Policy (FED-PH) ● Remote Learning Plan (KE) ● Health and Safety Policy (DH) ● Infection Control Policy (DH) ● School Covid Risk Assessment (KE) ● School Business Continuity Plan (KE) ● Premises Lettings Policy and Contract (DH) 	SLT	Autumn 1 2020

Mental Health & Wellbeing			
Area	Details	Responsible	When
<p>Leadership and Management</p> <p>An ethos and environment that promotes respect and values diversity</p>	<ul style="list-style-type: none"> ● Set an example by ensuring SLT look after their own wellbeing and model this to staff. SLT to role model the behaviours you'd like to see reflected in school, for example, calmness, empathy, active listening. ● Update staff information to ensure we are aware of staff who may already be vulnerable due to personal circumstances and signpost sources of support. ● Prioritise time for staff to reflect on their own self-care and wellbeing needs. This will be led by the well being TLRs. ● Ensure staff are not working excessive hours. ● Consider prioritising staff wellbeing sessions as part of staff meetings and INSET days. ● Devote time in assemblies to promoting wellbeing, encouraging hopefulness and identifying opportunities to come together as a school community. Hello Yellow, Worlds Largest Lesson, Black History, Rights Respecting. 	<p>SLT</p> <p>DSL</p> <p>TLRs</p> <p>SLT</p> <p>SLT</p>	<p>Autumn 1 2020</p>

<p>learning should promote resilience and support social and emotional learning.</p>	<ul style="list-style-type: none"> ● Create opportunities for play including free, child-led play and outdoor activities to allow children to re-connect and adjust following a long period of isolation. ● Celebrate what children have done during lockdown – take the time to find out what activities they've undertaken, whether they've developed new skills and look for ways to build on them back in school. ● Encourage children to focus on what they are looking forward to, in order to develop a sense of hope and excitement for the future ● Ensure that there is time and encouragement to pursue creative activities such as music, drama and art. (Art & music peripatetic teachers to return Sep 2020 with detailed risk assessments in place.) ● Build mental health and wellbeing and coping with illness and loss into lessons –including through health education. ● Remember that physical activity is critical for wellbeing. PE timetable developed and resources shared. Maximize on the use of outdoor space. ● Some children may have been impacted by recent events in the US and in the UK following the killing of George Floyd. They may not have the opportunity to discuss or explore their feelings openly or with their peers. It is important that schools provide a safe space to enable open conversations about how pupils may have been impacted. This can be explored as part of the curriculum, this will be addressed through Rights Respecting school approaches. 		
<p>Student Voice Enable student voice to influence decisions.</p>	<ul style="list-style-type: none"> ● Don't assume that you know how children feel. It's important to ask and listen and validate emotions. It's important to remember that children will have had very different experiences during lockdown ● Ask children and young people what would help them to re-integrate and ask for their suggestions of activities they want to do. ● Make sure children have the opportunity to talk to a trusted adult and to each other about their experiences of lockdown. ● Where practically possible, encourage pupils to be involved in identifying their safe and shared spaces or new school routines. School Council and Article 12 Squad as part of the Rights Respecting school will support this. ● Give children the opportunity to be involved in decision making and encourage them to make choices e.g. choosing which story to read for guided reading, or choice of games for playtime etc. Some children may have felt out of control or helpless during lockdown, so look for opportunities to rebuild feelings of self-efficacy. ● Remember to include a range of ways to enable children to share their views, and that this may not always be verbal. Think of opportunities to elicit children's voices in play, 	<p>Class Teams Pupils AHTs</p>	

	<p>creative activities and physical activity.</p> <ul style="list-style-type: none"> • School Council and Article 12 Squad as part of the Rights Respecting school will support this. Chelsey G to hand over to top floor retreat Aut 2. 		
<p>Staff Development Ensure opportunities for staff development to support their own wellbeing and that of their pupils.</p>	<ul style="list-style-type: none"> • Provide CPD for all school staff to develop their knowledge and confidence in areas such as, identifying triggers and signs of anxiety; monitoring pupils' wellbeing virtually and communicating effectively online; supporting and alleviating stress; promoting self-care; rewarding brave behaviour; behavioural activation. • CPD to understand the most helpful ways to discuss children's worries about parental or carer unemployment, poverty or impact of illness, without judgement. • CPD to understand the most helpful things you can do for a bereaved colleague or pupil and access advice and training on how to engage with pupils and families about the support they would find helpful. https://www.winstonswish.org/schooldownloads/ https://www.winstonswish.org/school-bereavement-courses/ • Provide ways for staff to seek support/ guidance when dealing with difficult issues. • Ensure that staff can access advice and support for their own wellbeing. Helplines and resources shared with all staff. Displays in staff room and wellbeing board. 	SLT	Autumn Term 2020
<p>Identifying Need Ensure processes are in place for identifying needs and monitoring impact of interventions.</p>	<ul style="list-style-type: none"> • Don't assume that all children will be in the same position on return to school. Many will be happy to be back at school and will adjust quickly. Others may have fared better at home and will struggle to return. • Remember that not all problems will be evident on day one. Be prepared for some of the most likely worries and focus on working with children to help them develop strategies to tackle their concerns: Things being different and uncertain; Missing out on some of the fun bits of school eg trips, plays, discos; Not being able to be with close friends. Managing social distancing; not being able to hug friends. Being away from home. Transitions including to new classes or new schools.Changes in friendships – will my friends still like me? Worrying about the risk of Coronavirus and family members becoming ill. • Create a safe space for children to talk about the challenges they have faced during lockdown and their worries about returning - it will be reassuring to them to hear that other children have similar worries. • Autumn 2 we need to build on the fantastic work of autumn 1 for when a class bubble pops and the children have another transition back into school. CTs who are in the first bubbles that have popped to brainstorm and start this piece of work-AH/JC/ES. • The School Pupil Risk Register needs to be updated. This will be more easily maintained if the information on Sims is accurate. Data collection processes to be 	SENCO & DSL	Autumn 1 2020

	<p>updated to support this. We also need to add on information about the families access to ICT and internet connection. SENCo & DSL to consider the following key groups;</p> <ul style="list-style-type: none"> ➤ <i>-Pupils with a history of low attendance;</i> ➤ <i>-Looked after children</i> ➤ <i>-Young people on Child Protection plans and those who are considered as Child in Need;</i> ➤ <i>-Young Carers;</i> ➤ <i>-Ethnicity – we know that the BME community has a higher prevalence of</i> <i>-Coronavirus;</i> ➤ <i>-Current school closure data e.g. which pupils have not been engaging with online learning.</i> ➤ <i>-Pupils With Existing Medical Conditions particularly those for whom being in school offers a level of anxiety;</i> ➤ <i>-The children and young people whose parents are Key workers</i> ➤ <i>-Pupils who are Shielding</i> ➤ <i>-Pupils with an EHCP</i> 		
<p>Providing Targeted Support</p> <p>Provide targeted support and ensure appropriate referrals.</p>	<ul style="list-style-type: none"> ● Think about those children most likely to be impacted by the experience of lockdown and return to school and the different needs of those children. Consider in particular, those children with pre-existing mental health conditions who may not have been able to access the support they needed during lockdown; those children who have previously experienced trauma; those children with a tendency to be anxious or who previously struggled to come into school – some will have been happier at home and will find the return to school very challenging; children with SEND especially autism spectrum condition (ASC) and attention deficit hyperactivity disorder (ADHD) children in care; and children affected by bereavement. ● Recognise that new problems may be associated with the experience of lockdown particularly where there may have been problems in the home environment (such as, lost income, domestic abuse, divorce/separation, adult mental health problems), or those who have been separated from family members (such as those in high risk jobs). ● Bear in mind that children process trauma differently. Some might need to talk through their experiences, but others may need to play or sit with a friend they feel safe with and can help them feel grounded. Retreat referrals to be made. Target use of EP/SALT/SENCO. ● Recovery from trauma is not a straight line. There will be days when children feel ok and times when they are struggling. You may need to adapt your response to reflect this. A child you thought was coping may suddenly seem angry or a child who normally 	<p>Class Teams</p> <p>SENCO</p> <p>SALT/EP</p>	<p>Autumn 2020</p>

	<p>talks may be very withdrawn.</p> <ul style="list-style-type: none"> ● Continue to risk assess individual pupils and plan for their support and refer for specialist support where needed. ● A handful of children have presented with more complex reactions to the lockdown. LR/AR/LR/DC/CA/MM. LS/CG to source 1 terms therapy for key children. This will be costed to Covid catch up. 		
<p>Working with Parents and Carers</p>	<ul style="list-style-type: none"> ● Ask parents and carers about their worries and concerns and how they would like them addressed. ● Reassurance – if possible, send messages to parents and children to prepare children for how things will change, and some reassurances about things which will stay the same. Set out the new routine. Embed the use of School Spider and Class Dojo to support this. ● Where possible share photos/videos of how things will look different. (AHT Covid Videos) ● Work with parents to support those children and young people who are struggling to return to school to understand what might help the children to feel more comfortable at school. (SESCO & DSL) ● Continue to work with parents to support the wellbeing of children who aren't back in school. Develop checklists and guidance to support staff who are contacting parents. ● Signpost parents to sources of online support or helplines. (Class Dojo) ● Support available for those requiring internet access through free BT wifi hotspots and increased mobile data allowances. ● Access through Family Fund. https://www.familyfund.org.uk/ ● Pupils in Y3-Y11 can access ICT resources if face to face education is disrupted. This includes: children with no digital devices in their household, children whose only available device is a smartphone, children with a single device in their household that's being shared with more than one other family member https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19 ● Supporting parents to log on and access remote learning. 	<p>Class Team</p> <p>SLT</p> <p>DSL and Deputy DSL</p>	<p>Autumn 2020</p>

Anxiety	<ul style="list-style-type: none">• Those with pre-existing anxiety about school may have had reduced anxiety throughout their time at home and may be less inclined to return once schools re-open;• Some children may not have experienced significant anxiety previously and may have become more anxious during the pandemic, which teachers may be unaware of;• Some parents may not want their children to go back to school fearing risk of infection;• Those with pre-existing medical conditions and shielding letters may not be able to return to school when they re-open;• Some parents will have enjoyed having their children at home and may choose to electively home educate their children moving forward;• Children who have not previously experienced anxiety before might need support with re-establishing friendships/ routines/ need to follow rules etc.	Class Teams	Sep 2020
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Overcoming Lost Learning

Area	Detail	Responsible	When
Benchmarking & Assessment	<ul style="list-style-type: none"> ● Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. ● Subject-specific assessments will be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. ● Standardised assessments in literacy will be used to identify pupils who would benefit from additional catch-up support. ● Providing pupils with high-quality feedback, building on accurate assessment, is also a particularly key approach. ● We will not present pupils with written tests as soon as they come back to school, and don't expect staff to carry out formal assessments. Instead, we will ask teachers to carry out some low-stakes quizzing and low-threat knowledge checks during lessons to find out what pupils can remember and where they have gaps. Depending on the subject, these could take the form of: A quick quiz at the back of exercise books, e.g. 10 minutes to write down everything you can remember about the cold war. Checking knowledge through discussion, e.g. can they explain a concept in their own words? ● Assessing too early will not help children ease back into school and will not generate meaningful data. Settling children in and helping them feel safe is more important than assessment at first. When you have a clear idea of which pupils have significant gaps, and where their gaps are, you can start to put the measures in place to help them catch up. ● Assessment & Feedback drive team starting Autumn 2 as part of SDP. 	Class Teachers	Autumn 1 2020
Plugging The Gaps	<ul style="list-style-type: none"> ● Creativity in the curriculum will be needed alongside skilled teaching and skilled assessment. We must be mindful of teacher workload and the latest data should be easily accessible to CTs. ● CPD on new Classroom Monitor features Nov 2020 ● English and maths leads to pick out key objectives. Sep Inset 2020. 	AHTs Class Teachers	Autumn Term 2020
Staff Training	<ul style="list-style-type: none"> ● Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional 	SLT	Autumn Term 2020

- development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.
- Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school.
 - Early career teachers (ED/KG/AP), who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.
 - CPD plan in place for Autumn 1 and will be updated following PMGT and SDP review Autumn 1.

Effective Use of Technology

Area	Details	Responsible	When
Remote Learning Offer	<p>It is very hard to use technology to replace the learning relationships that exist between teachers and pupils in the classroom. However, providing access to teaching via technology has the potential to make a small-to-moderate positive impact on learning during school closures. A key challenge is ensuring that access to teaching is provided to all pupils. There is a significant risk that disadvantaged children have less access to teaching than their peers, in part due to having reduced access to technology, exacerbating the impact of school closures on the attainment gap.</p> <p>In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented (EEF, 2020a).</p> <p>EEF April 2020: Key Findings:</p> <ul style="list-style-type: none"> • Teaching quality is more important than how lessons are delivered-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. • Ensuring access to technology is key, particularly for disadvantaged pupils-In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented. 	SLT	Autumn Term 2020

- **Peer interactions can provide motivation and improve learning outcomes** -Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes.
- **Supporting pupils to work independently can improve learning outcomes**-Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.
- **Different approaches to remote learning suit different tasks and types of content**-For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects. Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.

Access to appropriate devices and connectivity is essential for technology-led approaches to remote education. However, securing access for all pupils is a significant challenge in many contexts. As schools plan for potential future disruption, we will:

- maintain an up-to-date record of which pupils and families do not have device or internet access
- consider how school technology resources could be used in future to support pupils without sufficient remote facilities. This could include preparing to provide laptops and chargers to identified families with any usage or loan agreements necessary to help safeguard school property
- ensure that any equipment obtained under the department's [Get help with technology programme](#) is clearly identified and ready to be re-distributed for a similar purpose.

Sep & October 2020

- Apply for DFE platform support. Move to Microsoft 365. Work with Soft Cat, One Education and Demonstrator school to provide CPD for staff to support remote learning.
- Ensure all contact emails are updated for parents so information and online learning can be shared in various mediums. School Spider, Class Dojo and Microsoft 365.

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| | <ul style="list-style-type: none">• Admin staff trained to maintain the online subscriptions that will support the remote learning offer. Active Learn, Purple Mash, Times Table Rockstars. All usernames checked and shared with class teams.• DFE Guidance Remote Learning Remote Learning Best Practice, Remote education webinars, Remote Education Temporary Continuity Direction: explanatory note and Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19). | | |
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Parent Information Sep 2020: Home Learning

<p>What is the plan for Bridgelea's home learning offer?</p>	<ul style="list-style-type: none"> ● We have chosen a blended offer of online videos and paper resources. ● The online videos match the paper resources to help you and your child understand the tasks for maths and reading. To help you support your child we will provide a youtube link to a video explaining the task. This will be sent to you via Class Dojo and School Spider. ● We will provide you with a suggested timetable to support home learning. The children at Bridgelea enjoy learning in short bursts and can sometimes struggle to concentrate for extended periods of time. ● The activities included in the remote learning offer are familiar to your child and this should help them to engage and make small steps of progress whilst learning at home. ● There are also additional activities you can choose for art, science, mindfulness and PE activities. ● Being safe online is extremely important whilst children are at home. We have some activities to complete about E-safety. Please work through these with your children and ensure you are monitoring their access to computers / tablets while they are at home. ● We suggest you do 2 or 3 of these activities a day as a family.
<p>When will the home learning packs be delivered?</p>	<ul style="list-style-type: none"> ● Home learning packs will be delivered on a third day of self-isolation to your house. You will also receive the activities / video links via Class Dojo to help you support your child with the work. ● We will provide online learning activities that your child can access from the 1st day of isolation. This information is updated on Class Dojo so you need to ensure that you download the app. ● When you inform us you are self-isolating, you will receive a home learning pack on the third day of absence.

	<ul style="list-style-type: none"> ● If you require more work or support during this time, please contact school on 01612728716 and additional work can be arranged.
<p>How do I know what level my child is working at?</p>	<ul style="list-style-type: none"> ● In your paper packs, you will find a one page sheet that has your child's name on and their learning levels for maths and english. This will show you what year group they are working within in their learning. Eg maths Y2. ● Do not worry if this year group is lower than the year group your child is in as many of our children are not working at their year group levels. If you have any concerns about this, please contact the school and a member of staff will chat to you about your child's levels. ● If your child finds the work too easy or too hard, please phone us and we will arrange different activities to go home.
<p>How do I help my child with their learning?</p>	<ul style="list-style-type: none"> ● Try to keep to a structure for the day for the children. Set a timetable. Routine Video ● Plan for learning in short bursts of around 10-15 minutes. ● Complete the planning for the day checklist and build in rewards for completing the different points. ● Talk with your child. Time spent on speaking and listening is probably the most important thing you can do as a parent. ● We suggest doing maths and english in the mornings and the additional activities like Science / PE / outdoors in the afternoons. ● Reading stories with your children is very important during this time, there are plenty of books on youtube, www.getepic.com and www.oxfordowl.co.uk . Both are free sites you can sign up to help with reading at home. If you prefer real books and need additional story books during these times please let us know and we can support you.

	<ul style="list-style-type: none"> ● We will be providing you with fantastic books to read with your child. If you need more books or additional reading books please ring school and we can support you with this. ● Praise your child for their good efforts. Even if you know they can do better, remember to praise for trying their best as this is a difficult time for children. ● Encourage children to share with their class teacher on Class Dojo – you can take a picture and send it to the teacher. Then they can get extra praise! Teachers can help motivate children to complete their work as well. ● Children miss their friends and posting their work on Class Dojo supports them to stay connected. They can share their learning with other children in their class. Staff will also be phoning daily to talk to your child and see if they can support you and your child with their learning.
<p>How will Bridgelea communicate with my family during self isolation?</p>	<ul style="list-style-type: none"> ● It is very important you sign up to Class Dojo & School Spider. You can download both apps to your mobile phone. ● Class Dojo will be the main communication for teachers to chat to your child and they can share what they have been learning with other children in their class. ● We will be able to email your updates to your email address through School Spider so please ensure you check both regularly. ● If you require any help using school Spider or Class Dojo please watch the following videos. ● Please do not forget to contact school if you need any support during school hours 8:30 – 4pm. Our office number is 0161 272 8716. Senior leaders can be contacted out of hours on the following email address: ● You can also contact staff via email or message on Class Dojo. This will be checked during the staff working hours.

What online resources are available ?

E Safety

- Some of the work may require access to a digital device such as a laptop, desktop, tablet or smartphone. If you need support with accessing online learning, please ring the school and we will try and support you with this.
- Please remember to set age-appropriate parental controls on any devices your child uses and supervise their use of websites and apps. See [advice on keeping them safe online](#) and [talk to your child about online safety](#).

Reducing Screen Time

Digital devices are not the only way to learn. We will provide paper packs to support remote learning.

Manage screen time with a timer and break up screen time by getting your child to:

- use books and other printed materials we have provided or that you have at home
- write by hand – try asking them to complete work by hand, write a diary, a summary of things they have done each day or ‘to do’ lists
- be active and get away from the screen regularly – see these [physical activity resources](#) for primary school children
- stop using digital devices at least an hour before bed

Your child will have logins for the following. Work is set that closely matches your child’s learning needs.

- Purple Mash
- Active Learn
- Times Tables Rockstars

Children know how to use these platforms and teachers will set work on here as well. The logins information is in your paper pack.

There are further online resources that you may choose to play on during lockdown. These are all free resources :

English

- www.phonicsplay.co.uk
- [The Literacy Trust](#) has launched a portal for parents/carers which they are constantly updating. It is split into age groups and has a wealth of wonderful resources, access to books, audio books and videos and lots of simple ideas and activities to engage your child at home.
- [The Book Trust](#) has top tips and lots of information about books, including a Book Finder tool and advice about which book your child might like based on the books he/she has enjoyed so far. There is a new Home Time section with online books, videos, quizzes, illustrator workshops, competitions and activities.
- [Audible](#) has made all stories free while schools are closed. There is a range, in six different languages, which can be streamed to a phone, tablet, laptop or computer for children (and you) to listen to.
- [CLPE \(Centre for Literacy in Primary Education\)](#) has lots of free resources, including poems and videos of poets reading their poems. You need to register to access some of their site, but it is free to do so.
- [Oxford Owl](#) have over 100 free e-books for children aged 3 – 11 years.
- [Love My Books](#) has lots of ideas to help children and parents/carers enjoy reading together.
- [Get Epic!](#) offers 30 days free access to lots of non-fiction books which you can read online. Some are also audio books which you and your child can listen to.
- [The Reading Realm](#) has daily activities based on books which they are providing online.
- [International Children's Digital Library](#) has a range of online books in a range of different languages.
- [BBC Bitesize](#) has plenty of reading activities, and there's lots of stories to listen to on [CBeebies](#).

- The [Story Time](#) YouTube channel is growing every day and features teachers and trainee teachers reading books. You might even find your child's class teacher reading there!
- [Researchify](#) – Classic children's books in audio, PDF and Word formats
- [The World of David Walliams](#) - One free audio book reading is available to listen to every day
- [Poetry By Heart](#) - A wide selection of poetry covering different topics

Maths

<https://www.bbc.co.uk/bitesize/collections/primary-games/1>

<https://www.topmarks.co.uk/>

<https://www.ictgames.com/mobilePage/>

- [White Rose Maths](#) – Short video lessons and activities
- [Third Space Learning](#) – Home learning packs for Maths
- [Twinkl](#) – A range of resources and packs for a number of different subjects
- [Math Playground](#) – Maths games and activities
- [Splash Learn](#) – Skills-based maths games and activities
- [Sheppard Software](#) – Online maths games
- [Turtle Diary](#) – Videos, games and quizzes for a range of subjects
- [Top Marks 'Hit The Button'](#) – A great game for developing mental maths skills, ages 6-11
- [IXL](#) – Interactive maths question sets categorised by year group

Wellbeing

Staying physically and mentally healthy during this time is extremely important. Here are some links to resources to help boost your child's wellbeing:

Physical activities

- [PE with Joe Wickes](#) - Streamed live every weekday at 9am and saved in this playlist

	<ul style="list-style-type: none"> ● Les Mills Born to Move - Free online workouts designed for primary-aged children, incorporating dance, martial arts and yoga ● Beat Goes On - Ollie Tunmer - Beat Goes On 'Body Beats' live lessons at 11am every day (KS1 to adult) ● Family Fitness Workouts - Family-friendly workouts with Jodie Rix ● Go Noodle - Activities to get children moving in a mindful way ● Cosmic Kids - Yoga for children ● BBC Super Movers - Learn while you move - active maths, English and science lessons ● Change 4 Life 10 Minute Shake-ups - In collaboration with Disney, a collection of active game ideas ● Boogie Beebies - Videos that get younger children up and dancing with CBeebies presenters <p>Art and music</p> <ul style="list-style-type: none"> ● Ms Kimbar - Music lessons for primary school children ● Crafts By Amanda - Kids' craft ideas <p>Mental health</p> <ul style="list-style-type: none"> ● Twinkl Mental Health Activity Pack - Activities and worksheets to support your child's mental health ● CBeebies I Can Cook - Recipes to make with children ● Childline Calm Zone - Breathing exercises, yoga and games to help children work through anxious feelings <p>Coronavirus-specific resources</p> <ul style="list-style-type: none"> ● Talking to your child about scary world news - Mental Health Foundation ● A kid-friendly guide to the coronavirus - Konnie Huq on YouTube
Useful Links	<ul style="list-style-type: none"> ● 7 top tips to support reading at home

- [7 top tips to support reading at home – for Key Stage 2](#)
- [Helping Home Learning: Read with TRUST infographic](#)
- [Helping Home Learning: Read with TRUST comic](#)
- [Helping Home Learning: Talk with TRUST infographic](#)
- [Helping Home Learning: Talk with TRUST comic](#)
- <https://youtu.be/wZ-4JPQRvHc> Trust Video
- [Supporting home learning routines: Planning the day](#)
- [Supporting daily routines during school closures](#)

	Individual Children or Bus Bubbles
Day One	<ul style="list-style-type: none"> ● Share login information for Purple Mash, Active Learn and Times Table Rockstars. Ideally the children should have this information ready to go home with them or be sent quickly to admin. ● Admin to contact all families affected and support them to access Class Dojo or School spider if they are not already on. ● Children who are FSM to be highlighted to SBM so arrangements to support the family with FSM entitlement.
Day Two	<ul style="list-style-type: none"> ● Reading-CT/Team to ensure banded books are set for the child on Active Learn. Where children need phonics then games to be set on Purple Mash or Bug Club. ● Maths- Times Table Rockstars-CT to ensure the appropriate level and progression are set in the teacher area. Purple Mash Games-CTs to set To Dos for the games that children enjoy and are familiar with. ● Maths-Class Teachers to post a link on Class Dojo to Top Marks maths. This will be differentiated to their level and linked to the class offer. ● CTs to look at what ICT is being covered in the class and see if any corresponding To Dos can be set.
Week One (3 Days)	<ul style="list-style-type: none"> ● Reading-1x family quality texts provided to the family that link to the child's reading year group. The CLPE activities 'Take 5' are laminated to accompany the text. If families would like more texts then this can be arranged. (Library loan system) ● My Maths is used to set activities linked to the objectives that are being covered in class for the week. This includes task plans. Children will do a lesson a day. This can be adapted depending on the child. Some children will require the screens to be printed depending on ICT. ● Daily PE or Wellbeing activity set. (PE Google Drive) ● Weekly Science-Use of BBC Resources and link and then CGP page to complete. This will be accompanied by Science Bug Investigations, this will link to the unit being covered in the half term. ● E Safety activity to be set each week.
Week Two (5 Days)	<ul style="list-style-type: none"> ● Reading-1x family quality texts provided to the family that links to the child's reading group. The CLPE activities 'Take 5' are laminated to accompany the text. If families would like more texts then this can be arranged. (Library loan system) ● Daily My Maths is used to set activities linked to the objectives that are being covered in class for the week. ● Daily PE or Wellbeing activity set. (PE Google Drive) ● Weekly science-Use of BBC Resources and link and then CGP page to complete. This will be accompanied by Science Bug Investigations, this will link to the unit being covered in the half term. ● Weekly E Safety activity to be set each week.

	Class Bubble (Staff working Remotely)
Day One	<ul style="list-style-type: none"> ● Share login information for Purple Mash, Active Learn and Times Table Rockstars. Ideally the children should have this information ready to go home with them or be sent quickly to admin. ● Admin to contact all families affected and support them to access Class Dojo or School spider if they are not already on. ● Children who are FSM to be highlighted to SBM so arrangements to support the family with FSM entitlement.
Day Two	<ul style="list-style-type: none"> ● Reading-CT/Team to ensure banded books are set for the child on Active Learn. Where children need phonics then games to be set on Purple Mash or Bug Club. ● Maths- Times Table Rockstars-CT to ensure the appropriate level and progression are set in the teacher area. Purple Mash Games-CTs to set To Dos for the games that children enjoy and are familiar with. ● Maths-Class Teachers to post a link on Class Dojo to Top Marks maths. This will be differentiated to their level and linked to the class offer. ● CTs to look at what ICT is being covered in the class and see if any corresponding To Dos can be set.
Week One (3 Days)	<ul style="list-style-type: none"> ● Activities are supported with short videos supporting the child and parent to understand the task. ● Staff ring daily to check in with family and offer support around learning. ● Reading-1x family quality texts provided to the family that link to the child's reading year group. Use the CLPE planning to support activities. ● My Maths is used to set activities linked to the objectives that are being covered in class for the week. This includes task plans. Children will do a lesson a day. This can be adapted depending on the child. Some children will require the screens to be printed depending on ICT. Any printing needs to be emailed to admin. ● Daily PE or Wellbeing activity set. (PE Google Drive) ● Weekly Science-Use of BBC Resources and link and then CGP page to complete. This will be accompanied by Science Bug Investigations, this will link to the unit being covered in the half term. ● E Safety activity to be set each week. ● There are a range of pre-made activities linked to subjects on shared drive. CTs to begin to consider in PPA how they might adapt the following week's planning to provide some of the activities remotely. ● All activities are emailed ready for printing the following week. Friday at the latest.
Week Two	<ul style="list-style-type: none"> ● Reading-Teacher supplements the CPLE activities with more focused work. Each bubble to identify a class text from CPLE. This text will continue when the bubble returns into class.

(5 Days)

- My Maths is used to set activities linked to the objectives that are being covered in class for the week. This includes task plans. Children will do a lesson a day. This can be adapted depending on the child. Some children will require the screens to be printed depending on ICT.
- Daily PE or Wellbeing activity set. (PE/Wellbeing Teachers Pet Google Drive)
- Weekly Science-Use of BBC resources and link and then CGP page to complete. This will be accompanied by Science Bug Investigations, this will link to the unit being covered in the half term.
- E Safety activity to be set each week.
- There are a range of pre-made activities linked to subjects on shared drive. CTs to begin to consider in PPA how they might adapt the following week's planning to provide some of the activities remotely.

Covid Catch Up Funding: Special, AP and hospital schools

We will receive a total of £240 per place, as follows:

- In 3 instalments - in autumn 2020, 'early 2021' and summer 2021
- A total of £140 per place across payments 1 and 2
- £100 per place for payment 3

Per place numbers for each instalment will be based on the latest available data. For the allocation in 'early 2021' this'll be the following data:

- For local authority-maintained schools - 2019 to 2020 academic year place numbers, from your local authority's 2019 to 2020 financial year budget returns. At Bridgelea this will be 74 places. This will yield £17,760. We will receive £10,360 in the financial year 2020-2021 and the remaining funding £7,400 in the financial year 2021-2022.

Catch Up Funding			
Area	Details	Responsible	When
Endowment Education Fund	<p>It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Approaches that could help pupils catch up include:</p> <ul style="list-style-type: none"> • Targeted support • Professional development for teachers <p>EEF Recommendations</p> <ul style="list-style-type: none"> • Assess lost learning, and tailor support to match-All pupils will have gaps in their knowledge, but disadvantaged pupils are likely to face extra challenges. First, you need to assess where their gaps are. • Use catch-up programmes and interventions that are proven to be effective-Put in place a focused catch-up programme that includes assessment and targeted support, to help pupils catch-up. • Invest in professional development to improve teaching-Alongside the interventions above, improving the quality of your teaching is the best thing you can do to improve pupil outcomes, particularly for disadvantaged students. The EEF recommends spending some of your pupil premium on improving teaching quality through CPD. They suggest schools prioritise the following. Training linked to the best available evidence on improving literacy 	SLT	Autumn 2020

	and maths (e.g. training from the Research Schools Network) Online courses linked to pedagogical approaches that are likely to be particularly effective for disadvantaged learners, such as meta-cognition and feedback. This has been captured in the 2020 performance management cycle.		
Intervention programmes	<ul style="list-style-type: none"> • In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. • Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities. Effective intervention follows assessment, which can be used to ensure that support is well-targeted and to monitor pupil progress. • SENCOs to capture intervention delivery on class provision maps. Retreat fortnightly reviews will also support monitoring of access to and impact of targeted interventions. • SENCOs to ensure all teams are aware of interventions available in school. 	SENCO/AH Ts Retreat Class Teams	Autumn 2020
Parental Involvement	<ul style="list-style-type: none"> • Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages (EEF, 2020b). However, the evidence indicates that it is very challenging for schools to increase levels of parental engagement successfully. Schools may need support in communicating effectively with parents and in helping parents understand specific ways to help their child learn. • It is likely to be particularly valuable to focus on developing and maintaining two-way communication with parents and promoting the development and maintenance of reading habits. The effectiveness of strategies will differ by age group. For example, in primary schooling, shared book reading and linked activities such as building vocabulary and practising spellings are valuable. • Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children, in particular older children, to regulate their own learning and will often be more valuable than direct help with schoolwork. 	SENCO/AH Ts Retreat Class Teams	Autumn 2020

	<ul style="list-style-type: none"> • Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school. Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. • There is a risk that high levels of absence during a closure poses a particular risk for disadvantaged pupils. Providing additional books and educational resources to families during a closure, with support and guidance, may also be helpful—for example, offering advice about effective strategies for reading with children. 		
Technology Training	<p>An important part of contingency planning is ensuring that training is regularly refreshed with teachers, and that appropriate trouble-shooting support is available where needed, so that transfer to the remote environment can happen seamlessly when needed. We will be prioritising this aspect of professional development, where necessary, in the autumn term.</p> <p>Integrating all remote provision into a single multi-functional platform is underway and we are working with Soft Cat to move to Microsoft 365.</p> <p>Schools can spend their catch-up premium on contingency planning for remote education, for example purchasing additional devices or textbooks. The EEF Covid-19 support guide includes support for schools in how to support effective remote education and access to technology.</p>	SLT	Autumn 2020
Communication	<p>It is essential for staff, and preferable for pupils, to use school email addresses. Groups can be set up to streamline communication for example with a whole class. Existing online resources and packages with school or teacher-created resources, can be used, for example: worksheets, tests and quizzes, as well as video or sound recordings of explanations hosted on platforms such as YouTube - or available on a school, remote-access area.</p> <p>It is important to note that high quality remote teaching is far more than setting work for pupils to complete, although setting tasks to complement sequences of teaching plays an important role. Evidence shows that lengthy or open-ended projects or research activities are in most cases less likely to lead to strong progress or outcomes. ¹ Such approaches should generally be avoided in</p>	Class Teachers	Autumn 2020

	favour of the more interactive, teacher-led approaches to delivering the school's planned curriculum described above.		
Pupil Absence	<ul style="list-style-type: none"> ● Disadvantaged pupils are at increased risk of being absent when school reopens – and this absence is likely to have an even greater negative effect on them than school closure. It's easier for teachers to respond to closures (for example, by repeating key content as a class) than it is to support individual children who've been absent. ● Disadvantaged pupils typically have lower rates of attendance, and disadvantaged pupils' families are substantially less likely to send their child back to school if given the choice. <p>Make sure staff:</p> <ul style="list-style-type: none"> ● Understand these risks; ● Attendance monitoring policy and procedures are reviewed and applied. ● Are alert to which pupils are more likely to be absent; and ● Inform the SLT (or whoever manages attendance) as soon as they notice any worrying patterns in disadvantaged pupils' attendance <p>Procedures to be reviewed to tackle absence and improve attendance, such as increasing the number of staff monitoring this or adding extra phone calls home/pastoral support for disadvantaged families.</p> <ul style="list-style-type: none"> ● A helpline for parents has also been set up 0161 234 5255 or they can email:school.attendance@manchester.gov.uk to provide parents with another point of contact regarding concerns/questions about school attendance. The team will act as intermediary between parents and schools to encourage the attendance of pupils and support schools. ● https://www.manchester.gov.uk/schoolhub/downloads/file/3051/mcc_summary_of_attendance_guidance_and_register_codes ● https://www.manchester.gov.uk/schoolhub/downloads/file/3150/attendance_policy_2020 	DSL Attendance lead	Sep 2020