

## GJS Contingency Plan for Remote Learning



### Introduction

*At Godalming Junior School, we will endeavour to deliver at least 4 hours of learning each day if there is a partial or full closure after 24 hours of any announcement. Resources, instructions, templates, websites and general comments will be posted onto each Google Classroom 'year room'. We will expect ALL children to access this provision and provide additional support for our most vulnerable. This may take different forms including the offer of laptops and more bespoke resources if necessary. If children are off school due to Covid related self-isolating, they will be provided with online activities by their class teachers in line with the amount of content that would be in place in the event of whole or partial school closure. There may be extreme circumstances that restrict the school's ability to provide live online learning and we will endeavour to keep in close contact with parents in this event.*

**To enable teaching and learning to continue as effectively as possible during the need for remote learning:**

*Identify here the key expectations and overarching principles:*

- *Should staff be available, there will be live whole class or whole year live teaching daily in the event of partial or full closure where possible\**
- *Staff will either need to be in school or have the ability (hardware and software) to deliver remote live teaching daily*
- *A 'test' event will take place before the formal teaching programme to ensure access for all participants*
- *During the course of the week, there will be a **PSHE, Circle Time, MFL, Shared Reading** and additional sessions including **PE, TT Rockstars** and **Spellings**. There may also be additional challenges that are set. This will be confirmed by the class teacher*
- *Any additional materials will be available via the Google Classroom online platform for those individuals having to self-isolate*
- *Where possible, sessions will aim to be delivered in an effort to avoid clashes with other year groups (siblings)*
- *LIVE Sessions will be between 40 minutes to an 1 hour with tasks potentially taking longer away from the virtual session and carried out independently*
- *Session slides will be made available on the Google Classroom room*

### Our staff will:

*Explain what pupils and parents can expect from staff here.*

- *Staff will deliver live lessons in line with their regular units of work that require delivery - not supplementary units or alternative units where possible*
- *The aim is for this provision to be available within 24 hours of closure - This offers staff and parents to make necessary arrangements on the first day of closure ready to be rolled out from the next day*
- *Sessions will be delivered live via Google Classrooms, MS teams or Zoom (requiring parental registration, meeting ID and passcodes which will be posted onto the GC online platform rooms if necessary)*
- *Staff will set tasks as expected within class with materials available on GC*
- *Our staff will respond to work by offering feedback in line with our feedback policy*
- *Our staff will make contact with parents and children as required*
- *Monitor the academic progress, as much as possible when delivering remotely, and make alterations, if appropriate, to provision set*

### Our pupils/students will be expected to:

*Outline here the expectations from the pupils/students*

- *Children will be expected to 'attend' all sessions*
- *Children will be expected to follow instructions and protocols as directed by the class teacher regarding their online conduct as per original letter*
- *Children will be expected to positively engage with sessions that have been provided and complete work to the best of their ability*
- *Children will be expected to be presentable for the sessions (in uniform), if cameras are permitted, and conduct themselves in a way they would in a regular classroom setting e.g. wearing school uniform*

### Parents are responsible for:

*Outline here expectations for parents and carers*

- *Parents will be responsible in ensuring children access the home learning ensuring consistent routines are put in place*
- *Parents will be expected to provide the children with conducive learning space*

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- *Parents will be expected to contact the class teacher if there are any reasons why their child cannot access the online learning e.g. laptop availability*
- *Parents are expected to follow the Home School agreement and promote positive engagement from the children towards the provision put in place*
- *Parents are expected to adhere to safeguarding and child protection protocols involving technology and the e-safety related areas such as use of phones and appropriate use of technology*

### How to access work

*Use this section to briefly outline how pupils and parents can access work for example weblinks, learning platforms and physical resources*

- *Children will log onto their Google Classroom space*
- *Children will have signposts, resources, weblinks etc posted onto their GC space*
- *Children will have MS Teams or Zoom details posted onto GC rooms enabling them to access the provision for Maths, English, PSHE and Circle Time if required*
- *Children will use the hand in tool if appropriate through GC to show completed tasks*
- ***Teachers will personally contact children with feedback to work or to ascertain lack of attendance***

### Vulnerable and Critical Workers

*Outline here the school's policy for those vulnerable and key worker children that may be in school during a partial or full lock down*

- *Children who are considered vulnerable will be closely monitored and contacted if required by critical workers in the school*
- *Contact will be made by class teacher to ensure provision can be accessed and support made available e.g. use of laptop loan system*
- *Key School Workers to be based in 4 bubbles - one class per year group with additional adult providing care. This will not exceed 15 (one work station for each child in 4 of the classes - this will equate to the school limit being 25% of the NOR in line with our RA)*
- *Critical Workers (both parents) will be prioritised along with those who are considered vulnerable or EHCP. There will be provision available for those who MAY become vulnerable during the lockdown. The HT, SENCO and HSLW will be consulted and decide on allocation of places in school*
- *School Leaders to put in place rota for each year group which takes account of adults working in year groups, space, children who likely to attend. This also should not exceed 25% of staff in school on a given day having contact with children*

### Communication

*Outline here how the school will communicate with pupils and parents*

- *School will send a parent mail to all parents informing them of the situation regarding partial or full closure (if required as it is may be nationwide decision made by PM)*
- *Weekly newsletter will continue to operate to keep parents informed*
- *Governors will also be kept up to date with developments and if there is a full closure, there will be a return of the weekly governor update form*
- *Class teachers will contact individual parents on a 'needs basis'*
- *Class teachers will contact children through the GC portal*

**Year 3 Team**  
 C. Mayhew  
 S. Dlugokecka  
 S. Bradford\*  
 A. Sanders  
 A. Batterson

**Year 4 Team**  
 E. Martin  
 G. Sawyer  
 L. Balchin  
 J. Nash  
 K. Frogley

**Year 5 Team**  
 A. Crook  
 A. Johnson  
 E. Coleman  
 V. Blacklidge\*  
 J. Pearne  
 K. Ayshford\*

**Year 6 Team**  
 J. Poole  
 R. Holcombe  
 C. Hackshall  
 P. Killen  
 S. Bott  
 N. Williams\*  
 D. Lewis\*

**Reserves:**  
 K. Wilkinson  
 A. Samson  
 K. Sutton  
 L. Munz  
 J. Wright

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N. Brough  
R. Ab lorworth  
J. Farrow

Should the HT be unavailable for a period of time through either isolation or contracting the virus, the school Emergency Plan will be referred to, the Area Schools Officer contacted as well as possibly the GJS 'buddy' school (Hugh Rawson @ The Chandler)

### Lesson Structure Considerations

- A 'test' event before the formal teaching begins
- Considerations made for ability groups within the class/year group
- Role of additional adults
- Hand in tool and how this would operate
- How work will be assessed in the absence of the hand in tool
- Suggestions of 40 minute lessons leaving the remaining 20 minutes as independent work away from teacher and whole class
- Plenary to be the focus of the beginning of the following lesson
- Consideration for more 'closed' tasks, particularly in maths, to be able to assess and mark more easily
- Any further adaptations and alterations needed to be appropriate for online learning rather than 'in person'.
- Lessons to adhere to timetable attached where possible

\*This may not be possible if the member of staff who is due to deliver sessions develops symptoms themselves and are not in a position to deliver live lessons. There may also be an issue around childcare, which may result in pre-recorded lessons made available



## Home School Learning Timetable

### Morning Sessions

Lower School				
	9.00 - 9.40	10.00 - 10.35	10.40 - 11.20	11.40 - 12.30
Year 3	English	Break	Maths	Lunch
Year 4	English	Break	Maths	Lunch
Upper School				
	9.50 - 10.30	10.50- 11.25	11.30 - 12.10	12.35 - 1.25
Year 5	English	Break	Maths	Lunch
Year 6	English	Break	Maths	Lunch

### Afternoon Session

Lower School	
	12.40 - 1.20
Year 3	Foundation Lesson
Year 4	Foundation Lesson
Upper School	
	1.30 - 2.10
Year 5	Foundation Lesson
Year 6	Foundation Lesson