



The **Sutton** Academy

Covid Contingency Plan

Plan to support a full/partial return to remote learning in the event of full or partial school closure.



Covid-19 Contingency Plan

This Covid Contingency Plan allows teachers and the Academy to be well-prepared for students to learn if they need to self-isolate, and to continue education for all students in the event of a partial or localised school closure.

This document provides expectations and guidance for staff in case of the following events:

Continuing to provide a high quality education for individual students who may be learning from home due to self-isolating

- It is expected that individual students who are learning remotely due to self-isolating because of a positive test result, will access lesson resources via the online platform Microsoft Teams.
- Make sure lesson PowerPoints are designed in a way that can be followed from home.
- Make sure they include at least one simple task students can attempt.
- As teachers will still be teaching other students face to face, they do not need to do anything else.
- Students will have the opportunity to ask questions or seek support via ClassCharts and Microsoft Teams and it is an expectation that when this happens, teachers respond appropriately.
- Achievement Leader to set weekly SMSC assembly on to Microsoft Teams for the year group every Monday morning.
- This allows any students who are at home and need pastoral support to communicate with AL.
- They will check ClassCharts daily to see if any messages from students and follow up as appropriate.
- Heads of Year will contacting vulnerable students who are self-isolating to complete welfare check.
- Heads of Year will organise food parcels for FSM parents, if they request it.

Continuing to provide a high quality education for all students in a ‘year group/class group bubble’ in the event of a partial school closure:

- In the event of a confirmed case of Covid-19 within a year group, it is possible that year group or class group would revert to remote learning for a short period of time.
- Online learning will be set for all students via ClassCharts, and follow their usual timetable.
- Online learning for that day should be ‘live’ on that day with a ‘submission’ date of the following day.
- Upload class PowerPoint (with narration and activities) to ClassCharts as classwork.
- This can be done in advance if staff would like but should be set to go live on the day of the lesson.
- In the timetabled classroom, at the time of the lesson, teacher logs on to Microsoft Teams and opens ClassCharts.
- On Microsoft Teams they click on 'start a meeting' either with or without video.
- The teacher can then admit the student and speak to them to address any questions/issues verbally.
- Video can be on or off for both teacher and student.
- Once the teacher ends the Microsoft Teams meeting at the end of the lesson, no student will be able to access the meeting.
- Any student submissions that are made via ClassCharts should be responded to by the teacher with feedback provided.
- It is the expectation that all students with access, log on and complete lesson tasks that have been set by teachers.
- All other students in other year group bubbles will receive normal face to face teaching.
- This would be a ‘blended’ provision for students at the Academy, with some receiving face to face teaching, and some students receiving online learning.

Continuing to provide a high quality education for all students in the event of a full localised lockdown where attendance to school is still possible (Tier 2):

- Consider adopting a rota system to limit the number of students on site at any one time.
- Full-time on-site provision should remain available for all vulnerable children and young people, who are expected to attend full-time, and for the children of critical workers who require this.
- Year 11 and Sixth Form would continue to attend full time.
- However students in Years 7-10 would follow a rota system.
- Years 7 & 9 would attend together followed by years 8 & 10.
- One rota system would mean students spend 2 weeks on site followed by 2 weeks at home (so, 10 days on-site, with a weekend in between, followed by 16 days at home).
- An alternative rota system would one week rota (so, 5 days on-site, followed by 9 days at home).
- Children of critical workers and vulnerable students would be integrated into year group bubbles during their on-site rota time.
- Face to face teaching during on-site time, followed by online learning during at home time.

Expectations for Online Learning:

- Upload class PowerPoint (with narration and activities) to ClassCharts as classwork.
- This can be done in advance if staff would like but should be set to go live on the day of the lesson.
- In the timetabled classroom, at the time of the lesson, teacher logs on to Microsoft Teams and also opens the ClassCharts app.
- The teacher can then admit the student and speak to them to address any questions/issues verbally.
- Video can be on or off for both teacher and student.
- Once the teacher ends the Microsoft Teams meeting at the end of the lesson, no student will be able to access the meeting.

Continuing to provide a high quality education for all students in the event of a full localised school closure:

- Children of critical workers and those who are vulnerable to continue to attend full time.
- The DfE may also insist that priority year groups continue to attend.
- Online learning will be set for all other students via ClassCharts, and follow their usual timetable.
- Online learning for that day should be 'live' on that day with a 'submission' date of the following day.
- Students will have 24 hours to complete and submit any associated tasks.
- Each lesson should have at least one simple assessment task that the students can complete and submit online via ClassCharts.
- Any student submissions that are made via ClassCharts should be responded to by the teacher with feedback within 24 hours.
- Students will have the opportunity to ask questions on lesson content via ClassCharts and it is an expectation that when this happens, teachers respond appropriately.
- All students and parents will be informed of this process – it is the expectation that all students with access, log on and complete lesson tasks that have been set by teachers.

Providing high quality remote learning:

In order to support teachers to deliver effective remote learning and students to learn remotely it is expected that:

Safeguarding measures before staff deliver live lessons/live zoom support:

- Waiting Room – ON
- Host Video – OFF
- Participants Video – OFF
- Mute all participants when they join a meeting – ON
- Private Chat – OFF
- Screen Sharing – HOST ONLY
- Annotations – HOST ONLY
- Allow removed participants to re-join – OFF
- Allow participants to rename themselves – OFF
- Allow participants to share screen – OFF
- Allow participants to rename themselves – OFF
- Allow participants to unmute themselves - OFF

Quality of lessons - staff are expected to ensure that:

1. All online lessons have a retrieval activity at the start of each lesson. There should be the opportunity for students to recall previously learned information but also an opportunity for the teacher to re-teach key knowledge and/or clarify misconceptions. If lesson is accessed independently, there should be an opportunity for students to self-assess their retrieval (.e. answers provided)
2. All online lessons adhere to the principle of coherence - that is all superfluous information should be removed so that the student's attention is focussed on the key knowledge needed to be understood for that lesson.
3. All online lessons have a PPT with audio clips embedded into each slide from the teacher explaining clearly what to do or new content. All audio explanations should be clear, concise and sequence knowledge in small steps.
4. All online lessons should have a check for understanding task so we can assess engagement and understanding of remote learning. This is most likely to be a simple multiple-choice test which will involve 3 or 4 questions that assess if the students have understood the key learning points from that lesson. The results of the check for understanding assessment should feed forward to the retrieval activity for the next lesson.