

# Continuity of Learning Plan

<b>Review Date</b>	September 2020
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## **Rationale**

In the event of a class or an entire year group having to self-isolate for 14 days, the school will ensure that all pupils will benefit from learning experiences.

In so far as possible, it will be expected a lesson will be delivered live(synchronous) **or** recorded (asynchronous) as per the usual timetable lesson for the class. Microsoft Teams should be used in both instances.

## **Teacher Expectations**

Both instances require the teacher to set up a "Team" for each class. The teacher will notify their class if they intend to run a live lesson during the usual time of the lesson or provide the class details of when the recorded lesson will be posted via "Assignments". Live lessons or recorded lessons/setting of assignments is the choice of the teacher of each class.

## **Live Lesson (synchronous) – See Appendix 1 for live lesson guidance**

For a live lesson, teachers will be able to invite their class to view the lesson as per the usual time. The lesson should be recorded to allow for students that were unable to attend. If a live lesson is delivered from a classroom within school there is no longer a requirement for a second teacher to attend the lesson in Teams. If the lesson is delivered from a teacher's own home, there is still a requirement for a second teacher to be present in the lesson. The following guidance from Welsh Government regarding live streaming can be found below:

<https://hwb.gov.wales/api/storage/d4bee52c-cc37-485b-a6f5-2b9f1105d591/200902-live-streaming-and-video-conferencing-safeguarding-principles-and-practice-for-education-en.pdf>

## **Recorded Lessons and assignments (asynchronous)**

If teachers choose to not deliver a live lesson as per the timetabled lesson, they may choose to instead record a lesson. For a recorded lesson, teachers will most likely use PowerPoint and use "record slideshow" function to embed a video or voice recording where appropriate. This can then be set as an "assignment" via Teams. It will allow teachers to monitor who has viewed their lesson and set additional tasks for students to complete, as appropriate.

It will not be appropriate in all instances for a recorded lesson to be shared. It may instead be more appropriate to set work via teams that is self-directed. Teachers will provide resources which students must read, listen to, watch or research. They will then set a task in Teams for students to complete to demonstrate they have understood the learning set. This could be in the format of a word document, however it should carry the option of being completed manually by the student if they are unable to access. If completed manually it is expected the student would submit a photograph of the work completed via Teams.

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## **Pupil Expectations**

It is expected that pupils will gain access to their Teams assignments via their Microsoft 365 accounts. A parent/student guide on the use of Teams will be emailed out with a step by step guide on how to access Teams. If they have difficulty with this they should email [ictsupport@hawardenhigh.flintshire.sch.uk](mailto:ictsupport@hawardenhigh.flintshire.sch.uk) in the first instance. Students should attend live lessons if they can if this is not possible they should view the recorded lesson, and/or complete the set tasks in the assignment. They should “Turn in” the assignment once it is completed. The teacher will then be able to view the assignment and provide feedback as required.

In the event that a student cannot access Teams from a laptop or home computer, they should attempt to view the work set via the Teams mobile phone app, smart tv, or games console. Complete the work manually and hand in via a photograph back onto Teams or as a last resort via email to their teacher.

Please read Appendix 2 for student protocols.

## **Individuals or groups of less than a whole class or year group Expectations**

In terms of workload it would be impossible for a teacher to set work for individuals and/or small groups that are self-isolating, awaiting a Covid-19 test or absent for an extended period of time, to the same extent as described above, as well fulfil a full teaching timetable at school. Therefore, in so far as possible teachers will create a Microsoft Team for each of their classes and will post resources into the “Files” section for each lesson they teach in school. The resources will be available in the “files” section of each Team. This will be achievable in most lessons but not all, due to the increased usage of electronic resources replacing paper-based resources in lessons.

It is expected that individual students read the resources and complete tasks where possible and/or research individually the topic that is posted in the “Files” section of each of their classes Teams section. These resources should fit broadly in line with the learning plans which are available on the school website. Learning plans can also be used by students as a starting point to continue their learning and ensure they are directed towards learning experiences in line with the curriculum delivery in school. Therefore, individual students will not have to email their teachers directly for work.

Learning plans can be found by following this link and using the password 526400

<https://www.hawardenhigh.org.uk/school-curriculum/>

## **Staff who are self-isolating**

Staff who are self-isolating are expected to set appropriate work for their classes as per the normal staff absence procedures. Staff who are self-isolating and that are fit, well and able to do so, may choose to live stream a lesson from home. This requires an adult in school to supervise the students and support the teacher by setting up the appropriate technology as well as supporting students in lesson.

They also may choose to record a lesson and make it available for the cover supervisor to play in lesson.

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## Planning for different scenarios

Teachers in each subject area have developed learning plans for each half term for 4 different scenarios.

- A) Welsh government decide to reopen the school.  
“Full Return Stage”**
- B) Positive tests within the school community result in groups or year groups having to self-isolate for 14 days.  
“Full Opening”**
- C) A combination of positive tests amongst staff and/or positive results amongst staff’s household bubbles and staff or staff’s household bubbles are asked to self-isolate by TTP result in a shortage of staff to the extent that the school has to partially close.  
“Partial Closure”**
- D) The risk of a severe second spike is high or taking place. Full lockdown is implemented locally or nationally resulting in whole school closure.  
“Targeted Closure”**

Scenario’s A,B,C can be facilitated with full curricular delivery learning plans. And similar methods will be used in terms of planning for content delivery, pedagogy, assessment and feedback. Scenario D has different implications in that learning will have to be completed entirely remotely. Therefore 2 types of learning plans have been developed by teaching staff in preparation for each half term.

- 1.) Scenario A,B,C (full face to face learning and blended learning) – Basic alterations and tweaks to last academic year learning plans if the intention was to keep curriculum delivery similar to last year. Microsoft Teams as described previously in this document will provide learning experiences to maintain the delivery of the curriculum in line with the learning plans.
- 2.) Scenario D (Full distance learning) - Learning plans will use existing template for Scenario A but include details on how home learning tasks that will be set. Lesson delivery here will have to be a blend of asynchronous and synchronous learning and therefore it assumes that PPT have voice or video’s embedded and an indication of live lessons will be highlighted in Green.

Learning plans are submitted by teachers onto the whole school Sharepoint which are then made available on the whole school website to be viewed and used by students and parents.

## Distance Learning Plan

In the event of a full school closure a distance learning programme will be activated. A normal school timetable will operate with either live lessons, recorded lessons or assignments being set by the teacher in line with the normal timings of the school day. However, the work set may not equate to 1 full hour in acknowledgement that home learning can be more challenging than learning in school for various reasons. Work will be set using the guidelines through Microsoft Teams described previously in the document for synchronous and asynchronous lessons. Synchronous lessons are still optional for teachers and have the added complexity of requiring a second teacher in the lesson when a live lesson is streamed from a teacher’s home. For this reason, live lessons are less likely in a full school closure.

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## Appendix 1 – Live Lesson Guidance

The live-streaming of lessons can be used to enhance our Hawarden High School learning provision but this is on a purely **voluntary** basis; staff are not under any compulsion to do this.

Any staff wishing to live-stream a lesson must:

- ❖ Only use the MS Teams Class platform
- ❖ Follow the guidance set out below:

### **Safeguarding**

The safeguarding and welfare of our learners is paramount and takes precedence over all other considerations.

- Continue to follow school's safeguarding policies. All issues relating to online safeguarding should be dealt with in the same way as face-to-face teaching.
- Policies and procedures for reporting incidents of misuse must be followed at all times. As outlined in the 'Keeping Learners Safe' guidance, teachers have a duty to report children at risk (including online abuse) under section 130 of the Social Services and Well-being (Wales) Act 2014.
- Report any safeguarding concerns about a child as soon as possible to G Hughes via email.

### **Planning**

Planning is critical to ensuring a safe and successful live-streaming session.

Staff should:

- consider the purpose, benefits and limitations of a live-session.
  - Is an alternative method more appropriate, e.g. if a demonstration is planned, perhaps a screen recording may be more suitable?
  - What is the availability of learners, e.g. will all learners be available? Will some need to join or leave at different times? How many learners will be there and is this number appropriate for successful live-streaming?
  - It is not appropriate to mandate that all learners attend a session. Learners that are unable to attend must not be disadvantaged in any way.
- ensure the length of live-sessions are appropriate for learners;
- consider the availability/strength of each learner's network connection and take steps to provide the best possible conditions for stable connectivity if required (i.e. the provision of MiFi devices). If there is likely to be inequality of access due to connectivity issues, hardware issues, caring for siblings or any other reason, alternative lesson formats should be considered;
- ensure the session is planned in advance. Schedule the session at an allotted time on the calendar in Teams with the learners and the relevant HoF if possible.
- Inform A Boyd of the planned live-session
- check all content is appropriate and for any tasks requiring online research, check the suitability of the websites prior to the session;

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- ensure that all learners have access to any software applications required;
- be mindful that if the session includes tasks, some learners may require more time than others;
- Be familiar with features of Microsoft Teams and how to use it effectively

## Location and Camera Settings

It is essential that staff consider their location and camera settings carefully to maintain a professional and responsible disposition at all times.

Staff should:

- choose a neutral location that is appropriate and safe. Ideally your classroom if at school.
- change or blur the background display using the facility on MS Teams;
- consider carefully what is in view of the camera, i.e. check that the background is professional and does not contain images or information that should not be shared or that could be deemed inappropriate. It may be helpful to ask a 'critical friend' to check what is in view of the camera;
- reduce the possibility of the session being interrupted by household members or pets;
- be mindful of audio clarity. The use of a headset with microphone (like those available with many mobile phones) is recommended;
- turn off any devices such as Alexa and Google/Siri

## Professional Conduct

Live-sessions are on a **voluntary** basis. If staff choose to live stream, they should continue to work in the same professional manner as they would in the classroom.

Staff should:

- adhere to professional standards of dress when in front of the camera;
- **not** have one-to-one live-streaming sessions with learners;
- be conscious that in an online environment remarks are being heard by a number of learners and could be easily misconstrued.;
- end the session for all participants, ensuring learners are not left alone and unsupervised in a session that you have left;
- be mindful of the need for confidentiality; especially if live-streaming a session from a venue where other adults or children are present.

## Appendix 2 Student Protocols

Teachers will use two main different ways to **teach** students in a remote setting:

- Where students and teachers are “live”, active participants in an environment where they receive immediate feedback, such as with video conferencing
- Where students respond to their teachers’ directions but without real-time, “live” interaction. For example, the teacher sets an “assignment” in Teams and students work on the task independently, in their own time and at their own pace.

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'Live' teaching includes Video Conferencing. This way of teaching will help teachers and students communicate in an organised and purposeful way during remote learning. For Video Conferencing to be effective, there are certain expectations that students must follow. Students must read the following expectations carefully.

Students that do not have access to the internet must let their teachers know, so that teachers can arrange hard copies of work for students.

## Process

Your teachers will also follow these guidelines when setting up a video conference:

- Teachers will not hold a one to one video conference with a pupil.
- Teachers will ensure that any video conference between teachers and students is recorded and is stored in the appropriate school/team file shares.
- Audio and video will be disabled although the chat facility can be used to communicate with the teacher and other members of the class publicly.

## Before you get started with video conferencing using Teams:

- Tell others in your house what you are doing. Your parents/carers can help you by keeping your surroundings quiet enough for you to engage with your learning. If your parents know and understand what it is you are trying to achieve, then they will help make sure that it all goes smoothly.
- Consider using headphones if you have a set so that you can hear clearly.
- Remember that you are going to be in an educational environment! Act appropriately.

## When you are in a video conference:

- Make sure you are on time for your video conference. The length of the conference may only be 15-20 minutes depending on the work to be covered. Do not expect it to be a 60-minute lesson. Your teacher may indicate this when setting the length of the conference in your calendar.
- Wait to be invited by the teacher.
- Use the "Chat" feature to ask questions of your teacher. The chat feature is the speech bubble icon on the main bar that is visible during a video conference. This way your teacher can answer you directly and communicate the response to the whole group. Inappropriate messages will lead to the removal of a participant. The chat function is solely for asking questions which the teacher can respond to during the video conference.
- Participate as fully as possible in the learning activities.

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- You may not, at any time, record or take photos of your teacher or other participants during the video conference.
- Students must comply with Hawarden High School's "Responsible use of ICT and social media student guidelines."

## After the video conference:

- Make sure you use the 'Leave Meeting' by clicking on the red hang up icon to exit the meeting when it is finished.
- Follow up the learning activities and complete all assigned tasks that your teacher has given you to

Understand that the rules used at school also apply in a virtual classroom. Poor or unacceptable behaviour will carry consequences. -