



St Peter's
Catholic School



Faith is our Foundation

Digital Contingency Plan

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Approved by: SLT

Date: 5-1-21 (amendments in green)

Next review due by: February 2021 or as soon as possible after
Government/DfE announcement

Details

Introduction

This plan will be put into action immediately if:

- There is a local outbreak and the school has to close temporarily for most pupils, like during the initial school closures in March; or
- Individuals or groups of pupils need to self-isolate, but the rest of the school is still open

St Peter's Remote Learning Programme

We plan to provide a programme which will be of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers.

Teachers have been issued with staff laptops, and provided with microphone headphones, if required. Therefore, all are in a position to deliver lessons remotely from home, or in school.

All **live** remote lessons will be delivered using Microsoft Teams through the school network. No other digital platform is authorised by the school, and must not be used. Please refer to the online safety section (p13) of the [Safeguarding Policy](#) and our overarching [e-safety policy](#) for further details of our measures to keep our pupils safe online.

All Microsoft Teams lessons **to KS4 and KS5** will be recorded live, or in advance of the lesson, if the teacher cannot deliver them at the scheduled time.

Divergence from the normal timetable operating in school will only happen in the most exceptional circumstances. Even if there is a return to Tier 4.

Level	Trigger for remote learning	Contingency Plan
<p>1</p> <p>School open to all years</p>	<p>Teacher and pupils for one or more classes has to self-isolate but are well and able to work from home</p>	<p>Teachers will work from home, and deliver remote lessons to all their classes, following the normal timetable in school.</p>
	<p>Teacher has to self-isolate but is well and can work from home, pupils remain in school</p>	<p>Teachers will work from home, and deliver remote lessons to all their classes, following the normal timetable in school. A member of cover staff will supervise the pupils during the lesson.</p>
	<p>Teacher is unwell, pupils remain in school</p>	<p>Normal cover arrangements will apply. When they are well enough, teachers will work from home, and deliver remote lessons to all their classes, following the normal timetable in school.</p>
	<p>Teacher is well and in school, one or more pupils self-isolating but are well and can work from home</p>	<p>Teacher will teach the lesson in school, following the normal timetable to the pupils who are there. They will simultaneously teach the lesson remotely by sharing their screen, and using a microphone (on their headphones, or other device) to pupils in KS4 and KS5.</p>
	<p>Pupil is unwell and has to self-isolate, teachers well and in school</p>	<p>Teacher will teach the lesson in school to the pupils who are there, following the normal timetable. They will simultaneously teach the lesson remotely by sharing their screen, and using a microphone (on their headphones, or other device) to pupils in KS4 and KS5.. Pupils will be able to access the lesson when they are well enough through the recording. If the illness is prolonged, and extends beyond 14 days, bespoke arrangements will be put in place.</p>

Level	Trigger for remote learning	Contingency Plan
<p style="text-align: center;">2</p> <p>Rota system where some pupils work from home.</p>	Teacher is well and in school	Teacher will teach the lesson in school, following the normal timetable via Microsoft Teams.
	Teacher has to self-isolate but is well and can work from home	Teacher will work from home, and deliver remote lessons to all their classes, following the normal timetable in school.
	Teacher is unwell	Cover arrangements will apply, a specialist teacher from the same department will deliver lessons remotely, following the normal timetable. When they are well enough, teachers will work from home, and deliver remote lessons to all their classes, following the normal timetable in school.
<p style="text-align: center;">3</p> <p>DfE directed attendance – just key year groups</p>	Teacher is well and in school	Teacher will teach face to face lessons to key year groups, following the normal timetable. Remote lessons will be taught in school, following the normal timetable via Microsoft Teams.
	Teacher has to self-isolate but is well and can work from home	Teacher will work from home, and deliver remote lessons to key year groups, following the normal timetable in school. Normal cover arrangements will be in place for face to face lessons, with cover staff supervising key year group classes. Remote lessons will be taught from home to all other years, following the normal timetable.
	Teacher is unwell	Cover arrangements will apply, a specialist teacher from the same department will deliver lessons face to face to key year groups, following the normal timetable. A specialist teacher will deliver remote lessons to all other years following the normal timetable. When they are well enough, teachers will work from home, and deliver remote lessons to all their classes, following the normal timetable in school.

Level	Trigger for remote learning	Contingency Plan
4 Vulnerable and critical worker children only will attend	Teacher is well and in school	Teacher will teach face to face lessons to VKWC, following an adapted timetable. Remote lessons will be taught in school, following the normal timetable via Microsoft Teams.
	Teacher has to self-isolate but is well and can work from home	Teacher will work from home, and deliver remote lessons to all year groups, following the normal timetable in school.
	Teacher is unwell	Cover arrangements will apply, a specialist teacher from the same department will deliver lessons remotely, following the normal timetable. When they are well enough, teachers will work from home, and deliver remote lessons to all their classes, following the normal timetable in school.

Arrangements by Curriculum Area Key Stage (updated 7-10-20) – [see separate document](#)

Expectations

As the teachers and pupils will be following the 'normal' timetable remotely, it is expected teachers will monitor pupils' engagement with remote lessons and any homework set. They should continue to use PARS to set work remotely, and use the email system as a means of communication with pupils.

As far as possible, teachers should be working in line with the following policies:

- Teaching and Learning Policy
- Homework Policy
- Marking and Assessment Policy

Pupils without access to remote lessons

Teachers will provide printed resources, such as textbooks and workbooks, for pupils who don't have suitable online access, using the same system used when the school was partially closed. The list of pupils without remote access will be kept up to date and stored in the shared area.

SEND

Some pupils with SEND may not be able to access remote education without adult support, teachers should follow the advice on individual FASS documents, for each pupil.

Disadvantaged pupils

A small number of pupils have been provided with laptops through the LA, via the [government](#) scheme.

The DfE is also working to:

- 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

Online Support and Resources for Remote Learning

[DfE approved COVID19 online resources](#)

[Oak Academy](#)

[BBC Bitesize](#)

Educational suppliers and publisher directories

Publishers and suppliers can help schools make informed decisions about investing in digital or printed resources to support education. Teachers should also talk to their existing providers to determine what further services might be available. You can read further guidance on [buying for schools](#), including how to save money and make the most of suppliers' services.

The following suppliers provide a wide range of support and resources:

- [British Educational Suppliers Association](#) (BESA) supplier directory ranges from curriculum content and publishing suppliers to equipment and training suppliers
- [EdTech Impact](#) helps schools find the best education technology (EdTech) for their needs
- [LendED](#) helps schools search for and compare EdTech resources from trusted suppliers

- [Publishers Association](#) (PA) represents publishing companies – their publishing directory includes profiles of all their members and associate members

Subject associations

The [Council for Subject Associations](#) (CfSA) provides an inventory of each subject association's offering.

Curriculum support

The following list of subjects highlights the DfE-funded curriculum resources and initiatives which can support remote education.

Secondary schools

Citizenship

[The Deliberative Classroom](#) is a project to support teachers to lead knowledge-based discussions and debates with students on topical issues relating to fundamental British values, citizenship and equality.

Modern foreign languages

The [National Centre for Excellence for Language Pedagogy](#) (NCELP) works in partnership with university researchers, teacher educators, expert practitioners, and 18 specialist teachers in 9 leading schools across the country. These form language hubs to improve language curriculum design and pedagogy. Support includes professional development tools, teaching resources and workshops.

Science

[Isaac Physics](#) is an online platform that offers support and physics problem solving activities to students transitioning from GCSE to sixth-form college, and progressing to university. It also helps to reduce teacher workload.

[Institute of Physics](#) provides free, bespoke support for teachers of physics to increase the take-up of A level physics, particularly by girls.

[Science Learning Partnerships](#) improve science teaching, including facilitating continuous professional development and providing support for schools to increase the take-up of GCSE triple science.

All key stages

Computing

[Teach Computing](#) helps you discover training, resources and guidance to support you in teaching computing with confidence. Computing hubs offer local, tailored support to schools and colleges to improve the teaching of computing and increase participation in computer science.

Maths

[Advanced Mathematics Support Programme](#) aims to increase participation and improve teaching in level 3 maths qualifications.

[The National Centre for Excellence in the Teaching of Mathematics](#) provides materials and guidance to help schools adapt maths teaching for pupils being educated both remotely and in the classroom.

[Maths Hubs](#) bring together maths professionals in a collaborative national network of 40 hubs, each led locally by an outstanding school or college, to develop excellent practice.

Music

[Music Education Hubs](#) bring together local authorities, schools and art, community or voluntary organisations to make sure all pupils have access to music education.

Relationships, sex, and health education

[Support and training materials](#) for schools to help train teachers on relationships, sex, and health education.