Continuity of Learning Plan – Summer Term 2021

School name Beacon View Primary	**Completed by** Rebecca Mitchell

Rationale:

BV have tried to develop a COL plan that will work in all of the different scenarios the school may be faced with over the next academic year. The school's preference for COL is online learning so that pupils can access actual lessons and better quality resources and this is the process that has been developed and used with the children over the last 12 months meaning that all children and families should be aware of the process and able to access it.

The school's COL plan ensures that:

a) The teachers know the expectations early on, have the training and support they need and can then feel confident that they are delivering what is expected and are helping their pupils meet the NC.

b) The pupils have the training they need in school to allow them to access their education wherever they are. There is no delay in this access whenever a pupil/class or bubble is affected.

c) The parents can have confidence in what is in place and understand how it works, with all key information sorted into one helpful place.

d) The children identified as the most IT vulnerable have access to IT resources that will support them accessing COL online.

Preparation:

1) Consultation with staff at the beginning and then after the first lockdown.
2) Creation of specific COL page on the school's website https://www.beaconviewprimary.co.uk/COL
3) Log ins provided for all pupils and generic year group staff email groups created.
4) Chromebooks and data resources given to those families who need them.
5) Home School agreement for live lessons created so behaviour and learning expectations are clear to everyone and agreed.
6) Parents offered training and support with COL through newsletters, email support and training workshops.
7) Booklets (AKA fridge guides with QR codes) created and shared with parents for ease of use.
8) Pupil training – recovery curriculum in place and being taught throughout the year with new technology included where needed e.g. whiteboard
9) Safeguarding training for online lessons shared with staff.
10) Safeguarding information and support shared with parents because of the increased amount of time children are spending online
11) Systems developed to track attendance at live lessons

Different Scenarios the school may be faced with:

- Small number of children off over a short time period (3-5 days). For example when a child has symptoms and is self-isolating awaiting a test OR a family member of a child is awaiting the results of a test and the child is self-isolating as part of that family
- Small number of children over a medium time period i.e. the set period of quarantine (14 days) For example when a child is in quarantine following a holiday OR a family member has tested positive and the child is self-isolating as a result

Provision for all scenarios listed above

Paper-based Learning	Online Learning
Online learning is our preference and so this is always encouraged. In a small number of cases, for example if the child has sensory needs, and live lessons are not in their best interests, paper-based learning may be agreed upon. In this case, the following will happen: A paper pack will be created from the resources in the teacher's file including smart boards (which will be printed as PDFs). These teacher-made resources are supplemented by the resources listed in the table below to ensure the child has as much support as possible If large numbers of children are off and requiring paper packs, master copies will be printed each week so that the office can then photocopy these and distribute as needed. If children are sent home, they can take one with them. If children are self-isolating and their parents call in, the packs will need to be delivered through the child's letter box – the inclusion team will do this.	Guides have been sent to parents detailing the provision for children that are off regardless of length of absence or reason. Everything the parents needs is on the one booklet including log in details - guide – QR codes for ease of use *ALL Year Groups* *On the first day of absence, the family is contacted and provided with a timetable for live lessons so they know what to expect. At the same time, discussions around IT equipment needed take place and the IT equipment is set up and collected or delivered where needed.* *From the second day, the pupil attends live lessons through Teams. In all year groups, the children are invited to a live English, maths and reading session. Other live lessons depend on the year group.* *EYFS* All children are also invited to a live phonics session. Parents have Tapestry accounts and these are used as the children's online learning journal already. The parents are encouraged to use Tapestry whilst their child is learning at home to capture any work, comments etc the children make as a record of their work. *Years 1, 2 and 3* The child is invited to join all core lessons with their normal class via a Teams invite. The child will be invited to join the class all day if this is appropriate. Strict guidance for

parents on the expectations of how this will work has been shared, see separate guidance for live streaming. During the live stream of lessons, the teacher will share the smart board. It will mean that the smart board screen fills the child's screen and so is easier to see and follow. If it is not appropriate to live stream all lessons, the teacher will give the children guidance and resources to access themselves.

At different points throughout the lesson, the teacher will check in with the child at home to ensure understanding and answer any questions. When the rest of the children are at break or lunch, the child at home will be put on mute and the camera turned off so that they can also have a break. It will be down to the adult at home to manage this. Clear times for when the lessons restart will be given. If needed, separate Teams invites will be sent for the different lessons.

The children have access to all of the resources and smarts through their own 365 account.

Years 4, 5 and 6

For Years 4, 5 and 6, children are invited into live lessons in the same way as the children above. The only difference is that these children will be invited to all lessons throughout the day.

ALL

All children have been given access to virtual teacher accounts that can be used to communicate with the children and communicate between home and school. These are not personal email accounts but year group ones, meaning that if a teacher is off, any teacher can then access the email and continue to provide work – there will be no gap.

Recovery computing curriculum is in place and being taught to support the children's independent access of COL. All children are taught how to use the online applications they need. e.g. by October half term, Year 6 knew how to open Chromebooks, access teams, join a Teams meeting, send emails, upload forms and files, scan QR codes, access and navigate website. This curriculum is updated as needed to review new technology

so that the children are always prepared to join live lessons and get the most out of them.
E-Safety – also a continuous thread through the recovery curriculum and a QR code on the guides going home so it is a constant reminder to the children about how to stay safe online.

Paper-based Learning	Online Learning

Other scenarios – how the provision will change:

    1)   Where a child has tested positive and is at home

Paper-based Learning	Online Learning
No one from the child's household can come to school to collect paper packs. If the child is well enough to complete the work, packs will be sent through the post or posted through the child's post box by a member of staff (depending on the number of children off and the distance they live from the school.)	If the child is will enough to work, they will continue with their online learning as is detailed above.

Other scenarios – how the provision will change:

    2)   Where a teacher has tested positive and is at home.

Paper-based Learning	Online Learning
N/A –these are managed by the remaining staff at school.	If the teacher is well enough to work, they will continue to plan and resource lessons as normal. The teacher will use Teams to meet virtually with their class and teach the lesson from home. The class management of this will be overseen by a TA/HLTA.

Other scenarios – how the provision will change:

3) Where a school is temporarily closed
4) Where a local lockdown closes all schools in that area
5) Where a national local is re-imposed.

Paper packs created in the normal way and photocopied by identified staff in school (see below). These packs can be collected from outside of school on one day each week as before.	If the teacher is well enough to work, they will continue to plan and resource lessons as normal. The teacher will use Teams to meet virtually with their class and teach the lesson from home. If they cannot do this from home, they will be able to access their classrooms to ensure the teaching continues. If a class teacher is not well enough to do this, a non-class based teacher or HLTA will take over and use the planning from that year group and the year group colleague to help. If this cannot happen, the year group colleague will live stream to both classes.

Subject Learning Support

Subject	Paper	Online
Maths	White Rose booklets – changed each term. Sheets of basic skills linked to that year group and the year group before e.g. third space learning – all based on analysis from recent assessments and ongoing learning in class. Knowledge organisers for that year group	Based on white Rose, video links shared each week along with all slides and resources White Rose overview added to show small steps Knowledge organisers for that year group Year 6 – Hegarty maths **Years 1-6 – Conquer Maths (new this summer term)** Years 2-6 all have access to TTRS

Subject	Paper resources	Online resources
English (Writing)	Years 3, 4, 5, 6 – paper copies of lessons printed Printed out spelling list from every year group Spelling strategy sheet	Years 3, 4, 5, 6 – slides from the English lessons shared with class resources also dropped in. Years 1 and 2 – use Oak Curriculum where it links (if UL is not available) Spelling list from every year group Spelling strategy links
Reading	Cracking Comprehension sheets Phonics booklets already sent home each half term linked to child's individual needs	Bug Club log in Years 4,5 and 6 have access to SLS KS1 – phonic sways from last year to supplement live phonics sessions Links to phonics website – letters and sounds
Science	Teachers' resources printed out and complemented with resources from websites such as twinkl premium which provides packs for subjects. Knowledge organisers for that year group	All subjects in Years 1- 6 link to Oak, teachers to share resources for children to complete if needed to supplement live lessons Knowledge organisers for that year group
History (when being taught)	Teachers' resources printed out and complemented with resources from websites such as twinkl premium or Oak (see links in box to right) which provides packs for subjects. Knowledge organisers for that year group	Resources in Oak or Twinkl premium shared to supplement live lessons.
Geography (when being taught)	Teachers' resources printed out and complemented with resources from Oak	All subjects in Years 1- 6 link to Oak, teachers to share resources for children to complete
PSHE	**Summer 1 – Growing and changing (Being healthy)** **Summer 2 – Shared responsibilities and communities (Living in the wider world)**	
	Teachers' resources printed out and complemented with resources from Oak (see details in box to right) which provides packs for subjects.	Teachers to share resources for children to complete and PDFs of slides from BV curriculum to supplement live lessons Year 1 and 2 links to Oak for Summer 1.

		Years 3, 4, 5 and 6 link to Oak for Summer 2.
ART **(when being taught)**	Teachers' resources printed out. Artist of the half term and crib sheet with activities that can be completed at/around the home for EYFS/KS1/KS2.	Teachers to share resources for children to complete and PDFs of slides. Art resources need by the children to access lessons can be collected from school if needed.
DT **(when being taught)**	Teachers resources printed out and crib sheet with suggested activities from websites (see links in box to the right).	Teachers to share resources for children to complete and PDFs of slides. Consider designer of the half term, and DT activities with resources the children have available in their home supported such as these from STEM: https://www.stem.org.uk/home-learning/secondary-design-technology and https://www.theschoolrun.com/best-design-and-technology-home-schooling-resources
Music	Music lessons are being provided by Portsmouth Music service and are taught live. Recordings of sessions can be shared with children afterwards.	
Computing	Teachers' resources printed out and complemented with resources from websites such as Twinkl premium or Oak, however may be more difficult on paper than with a computer due to the nature of the subject.	Teachers to share resources for children to complete and PDFs of slides. Applying computing skills by accessing online learning. There is no computing for KS1 on Oak Academy.
MFL (KS2)	Teachers' resources printed out.	MFL specialist will continue to deliver MFL through live lessons Videos and resources will be shared for children to complete.
RE	Teachers' resources printed out and complemented with resources from websites such as Twinkl premium.	Teachers to share resources for children to complete and PDFs of slides from units in class.
PE		The PE Lead will pre-record Weekly Challenges for anyone accessing lessons online **Pre-recorded video via TEAMS:** • Introduce what we are learning to the children in the lesson. • Share Slide 1 and explain. • Model the challenge to the children.

		• Share Slide 2 and explain final points regarding safety and how it can be progressed. **Procedure** • Upload video and the two slides (I do/You do) to PE folder in Year Groups TEAMS in the AM. • Promote children sending through photos of them taking part to ML. • Mr Lyttle to share any received images through social media at the end of the week.
Assembly	N/A	QR code takes children to the recording of the Monday assembly for the week, this is pre-recorded and follows the assembly schedule linked to PSHE. On Friday, the children can join the school's celebration assembly virtually using Teams – this will be a Town Hall style assembly to celebrate the week **- link can be shared without needing to log in.**