

# Contingency plan for blended and remote teaching options

This document sets out the arrangements that the College has put in place in order to be able to respond quickly and flexibly to changing requirements in teaching and learning arrangements in the light of the current pandemic situation.

It is split into two sections - section one outlines our current and ongoing provision, whilst section two sets out the actions which would be taken at various points should the situation be escalated through the various response tiers set out by the Government.

*(Please note that these actions may need to be adapted to the ever changing circumstances).*

## Section 1: The current arrangements

Since the College re-opened in September 2020, we have been working on streamlining the use of technology across all of the curriculum areas to ensure that we are able to offer a blended teaching model with the ability to teach remotely.

**As a Google college, we use the technology provided by Google to do this, including Google Classroom and Study Directory. They are used to:**

- Track and store assignment completion;
- Upload Screencasts, classwork, presentations and other digital resources;
- Outline curriculum areas weekly work and resources;
- Support students through revision materials and exam advice.

**The use of Google provides staff and students with access to online resources** (e.g. teaching videos, tests, ebooks, resource packs), which are linked to curriculum expectations. Students and teachers have been provided with induction and training materials for the use of these tools, including instructional videos. Our tutorial programme covers online safety (eSafety).

**These online tools and materials are being used across the College** in order to allow interaction, assessment and feedback. Staff are trained in their use and ongoing support is available via chat rooms.

**Many areas have created Screencasts and pre recorded support** for students who are either struggling with content or absent from classes.

**Curriculum areas have carried out diagnostic assessments** with first years and for the second year students, early assessments have been carried out to gauge the level of student understanding in response to potential lost learning during lockdown. In addition, the Study

Support team is conducting assessments for students on certain vocational programmes to identify potential access arrangement requirements. This is feeding into curriculum 'at risk' lists, as well as the 'at risk' audit.

**An 'at risk' audit is in place and will be carried out after the October half term** to ascertain the most vulnerable students in College. It will also identify if additional support can be put in place for students in certain curriculum areas or to receive generic study support.

**A 'settling in' Learner Voice survey** is taking place in the first half term to gauge how students are adjusting to being in College and learning again (post-lockdown).

**Extensive IT support has been put in place for staff** to ensure that staff are fully conversant in the use of the technology being used e.g. video software.

**An IT survey has been sent to all learners** to assess their access to wifi at home, whether they have use of a computer at home and whether they are in a position to bring a tablet/laptop into College. Students who do not have access to IT/wifi and will be identified and then appropriate support will be provided.

**Contingencies are in place if a staff member is unable to be on site**, or if they are ill themselves.

## **Section 2: The College's response to the four tiers set out by the Government**

### **College arrangements for Tier 1 - current state**

*Summary - The default position for areas in national Government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as 'Tier 1'. There are no changes to childcare, and the only difference in education settings is that where pupils in Year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.*

*All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.*

**Individual students self-isolating or choosing not to come in for various reasons are being supported, they will:**

- Have access to class and curriculum resources via Google Drive and the College Study Directory;
- Have access to set work via Google Classroom;
- Receive feedback via Google Classroom, email and review data;
- Have the opportunity to attend short meetings either within the current timetabled lessons to check progress or at another arranged time;
- Have access to a range of communication options with their teacher and class peers that could include Google Classroom, chat rooms, email and Google Meet.

**If a lesson is live streamed, we expect self-isolating students to engage in the lesson as it is delivered** (unless they are too unwell to attend). They are to respond to questions if directed, volunteer answers (both of which may be responded to verbally or typed via chat function). Any work completed during the lesson time is to be shared with the teacher to check (this might be via email or Classroom). If the student does not understand what is expected of them they are to ask. If the lesson is not live streamed, then work is set and will be checked and fed back to the student

**Curriculum areas have planned for a blended delivery** with many resources being revamped to accommodate this. Vocational areas with internal assessment/coursework requirements will continue to use the Google Suite to complete and store assignment evidence.

**Staff have been issued a tablet with a stylus to enable efficient and effective marking** as well as tools to create resources and deliver improved lessons from home or in the classroom. They have also enhanced the ability to check learning through various apps and to make learning more interactive and visible.

**Disadvantaged students have been issued a College computer and/or wifi.** They are permitted to work in College, in the LRC areas, when not in lessons.

**Personal Tutors are supporting students who are isolating at home** by liaising with teachers to provide curriculum support. One to one meetings are held remotely by phone or Google Meet.

## **College arrangements for Tier 2 - blended learning**

*Summary - Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.*

*In all areas of national Government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.*

**The emergency timetable (3 hour lessons) can be adapted so that 50% of students come in on site whilst the remaining 50% stay at home.** For example, a class of 20, would have 10 come in and 10 remain at home. The 10 in the class would be taught face to face, whilst the 10 at home would join a live streamed Google Meet so they can participate in real time.

**There will be some challenges for students who need to be on site for face to face lessons and off site for the remote lessons within the same day.** It is impossible to accommodate every individual timetable with this 50/50 approach. If a student is on site for their morning lesson and unable to get home in time for their afternoon lesson, they will be able to remain on site, and attend their remote afternoon lesson by going along to the LRC. Alternatively students may be able to leave the morning lesson early in order to commute back home. If a student is being taught remotely in the morning, they may leave this lesson in order to commute in for the afternoon. We will need to assess this on an individual basis to see if there are alternative solutions if this proves difficult for some.

**Appropriate equipment has been purchased to accommodate live streaming** and is being installed in every classroom. Guidance has been issued to teaching staff on how to use the equipment.

**We would expect full attendance with lessons as per usual in this timetable** model. Attendance will be recorded whether a student was on site or attending remotely from home.

**Student engagement with work will still be monitored** through review data points (4 for each year group) as well as assessing student progress. Assessments will still be carried out and review data updated accordingly.

**Personal Tutors would be informed** if a student who should be attending remotely was not attending, engaging or completing the work set.

**If students have difficulty accessing online resources** (e.g. because of a temporary wifi issue), they will be asked to contact their teacher, so that arrangements can be made to send printed versions.

**Students who received study support** will be offered a regular Google Meet instead of a face-to-face support. All timetabled sessions will convert to Google Meet. Face to face support for EHCP (HNS) students may be available when they are in College during blended learning.

**Vulnerable students will be prioritised for in class teaching**, while the rest of the class are divided into 50/50 split.

**Personal Tutors will support students who are isolating at home** by liaising with teachers to provide curriculum support. One to one meetings will be held remotely by phone or Google Meet and attendance will be monitored.

### **College arrangements for Tier 3 - remote teaching**

*Summary - Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by the Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.*

*In all areas of national Government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.*

**The timetable to be retained for routine, but is likely to change back to 90 minute lessons.** Registers will be taken as normal.

**Curriculum Managers will need to be informed if any member of their team is unable to deliver a live lesson** as per the timetable due to family commitments.

**Lessons are delivered via Google Meet.** Cameras are on whilst the teacher is present. Cameras are turned off when the students are working along with mics. All lessons are recorded.

**Most staff will be expected to work off site** and deliver lessons via Google Meet.

**Staff will be expected to keep to the scheduled timetable.** However personal circumstances may make this difficult. Alternative arrangements will be communicated to students and the Curriculum Manager, which may include working being set at the start of the week, or the day, so students can work through content at their own pace with contact with their teacher taking place at other times.

**If staff are at home with young children or other responsibilities, then live delivery of lessons could prove difficult for some staff:**

- This could be addressed by students piggybacking on other groups.
- The teacher would need to arrange an alternative provision (screencasts and recorded lessons) and follow up with one to ones.
- The start of lesson could have the teacher meet with the class, then work is set for a period of time and the teacher returns to the class to check progress. This arrangement would provide some flexibility with child care.

**Students who received study support** will be offered a regular Google Meet instead of a face-to-face support. All timetabled sessions will convert to Google Meet. EHCP students (HNS) may have the opportunity to attend as part of the College's support for vulnerable students as.

**Vulnerable students will be supported on site** by permitting them to work in College to access lessons and to continue to work in College when they are not in timetabled lessons. Students have been issued a College computer and/or wifi. A rota will be created in order to supervise and support students in college

**Weekly participation records** will be made for each class by the teacher and any students not engaging were identified and the tutor informed.

**Personal Tutors will support students who are isolating at home** by liaising with teachers to provide curriculum support. One to one meetings will be held remotely by phone or Google Meet and attendance will be monitored.

## **College arrangements for Tier 4 - remote teaching (2)**

*Summary - All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. Remote education to be provided for all other pupils.*

*In all areas of national Government intervention, education settings where pupils in Year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.*

**See Tier 3 above - all actions apply.**