Stoke Newington School
& Sixth Form

SNS Learning Continuity Plan

September 2020

Headteacher	Zehra Jaffer
Deputy Headteacher (IT and Learning Continuity)	Mark Bynoe
Deputy Headteacher (Safeguarding and Wellbeing)	Alan Macaskill
Deputy Headteacher (Curriculum)	Lucy Bryant
Deputy Headteacher (Teaching and Learning) Line manager Special Educational Needs	Karen Burrows
Assistant Headteacher - Head of Lower School Assistant Headteacher - Head of Upper School Assistant Headteacher - Director of Sixth Form Assistant Headteacher – Director of Creativity	Jo Byrne Roxanne Lashley Shane Bell-Nevin Amar Bailey
Head of Resources and Services	Linda Perkola
SENCO	Nana Aboagye
Review Cycle:	Annual
Governing Body Ratification	September 2020
Date shared with School Staff	September 2020
Review Date	June 2021
Legal Framework	Special educational needs and disability code of practice: 0 to 25 years (Jan 2015) Equality Act (2010) Children Act 1989 (as amended 2004 Section 52) Education Act 2002 s175/s15 Education and Inspections Act 2006 The Teachers Standards' 2012 Race Relations Act 1976 (as amended in 2000) Disability Discrimination Act 1995 (as amended in 2005)
Statutory Guidance	Guidance for full opening: schools (August 2020) The national curriculum in England Key stages 3 and 4 framework document (Dec 2014) Keeping children safe in education (September 2020)

	Working together to safeguard children (September 2019)
Further Guidance	Recovery Curriculum – Barry Carpenter (April 2020)
	Race, Education and Inequality in Contemporary Britain – The Runnymede Trust
Related Policies	Remote Learning Guidelines; Curriculum; SEND; Child Protection; Teaching and Learning; Assessment and Reporting; Health and Safety; Educational visits; Anti -Bullying; E-Safety.

Introduction

At Stoke Newington School, learning is our number one priority. We strive for our students to progress academically both on site and remotely. This document explains our plans for remote learning for individuals or small groups of self-isolating students. It also lays out our plans should there be a local outbreak and we are advised by the local health protection team or local authority to close temporarily to help control transmission of the virus or circumstances not permitting the community on the school site..

The decision for the school to transition fully to at-home learning will be announced in three ways – by letter; on our website, in an email to parents and staff and a text message will be sent to parents.

Parents should review this Learning Continuity Plan carefully to see how the school will communicate the details of SNS Home Learning. We will continue to use our usual learning platforms, such as Microsoft Teams and ClassCharts.

Role and responsibilities

School staff – leadership

The school's senior leadership team will make available curriculum maps for each subject and year group on the school website. Leaders will ensure that the online learning follows the planned schemes of learning.

Leaders will ensure that there are clear lines of communication between all in the school community to support the learning of all students.

Leaders will provide support and training for all staff to help deliver an excellent learning experience for all students.

Heads of Subject

Heads of Subject will support their team to plan and deliver online lessons. They will monitor work set and ensure that students' work is assessed, and quality feedback is given.

Subject teachers

Teachers will plan and deliver virtual lessons for each of their classes, taking registers and ensuring work is set and assessed in a timely manner.

Teachers will provide quality feedback on assessed work to students and parents.

Pastoral leaders

Pastoral leaders will ensure that students are attending the virtual lessons and follow up any non-attendance. They will provide materials for tutors to deliver during tutor periods. Where there are concerns related to the engagement, academic progress and wellbeing of a student, pastoral leaders will make sure that the correct support is given to the student. Pastoral leaders will provide support and guidance for the pastoral teams.

Tutor pastoral staff

Tutors will deliver virtual tutor sessions every day as per the school timetable. They will take an attendance register for their tutor group and report any absence or concerns to the Head of Year.

Tutors are the first port of call for parents/carers and play a pivotal role in supporting the academic and social development of our students.

Special Educational Needs and Disability (SEND)

The SEND department will issue a list of all students who will be assigned a learning support worker to contact students on a daily basis to support their work. The learning support worker will report back to the Special Needs Coordinator (SENCo) on a daily basis to update on student welfare.

Learning Support Assistants (LSAs)

Learning support assistants will follow their normal timetable and support the classroom teacher to deliver the online lessons. They will provide additional work or scaffold the work for the identified students, most often these students will be those with an EHC Plan.

LSAs will communicate with their allocated students to provide feedback and with parents on a weekly basis.

Pastoral Counsellors

Produce a list of any student who are currently in care or have a social worker.

They will work with the pastoral team to provide the relevant support to students and families in crisis.

Schedule meetings organised for students and families and provide feedback to the pastoral leads on these students.

School Routine

Full Lockdown

The structure of the day will mirror the normal school day as far as possible.

Students will be expected to attend an online registration with their tutor as per their timetable.

Students will then follow their normal timetable, which will be set up through our online learning provision. Teachers will be present for the duration of the lessons, however each subject area of teacher will delivery live lessons as appropriate.

Break and lunchtimes should be taken by all students as on their timetables and to encourage time away from the screen, teachers will be expected to provide at least one lesson a week that do not require a computer.

It is the aim of the school to provide suitable IT equipment to all students who are remote learning.

Where possible parents should provide a quiet workspace for their child.

It is important for students to keep physically active. The PE department will provide a weekly set of physical activities for students to complete outside of their online lessons.

Partial School Closure

Where a group of students have been required to work from home, their teachers will deliver the lessons through face to face online learning. The structure of the school day will remain the same, beginning with registration at 8.35 for Year 7, Year 8 and Year 9, Period 1 for the older year groups.

Students will follow their normal timetable and will be sent a link to the lessons by their teacher.

Registers will be taken for all the lessons to record student attendance.

Individual student absence

Where a student has been told to self - isolate they should inform the school of the absence.

The school will set work from a variety of online resources

This work will be accessible using Microsoft teams and students will be sent links to the work.

Individual staff absence

Where a staff member is self-isolating lessons will continue teaching on an online platform as long as the teacher is fit and well to do so.

Student Expectations

During remote learning all students are expected to be on time for their lessons and follow the normal school classroom behaviour code.

Students should be dressed appropriately and not wear anything that would be deemed unsuitable in a school environment

Students should not eat or drink during remote lessons, only water to keep hydrated.

Students should not post anything rude or insulting on the chat facilities.

Students should engage and participate fully in all their lessons.

Technology

All students should have a suitable computer which enables them to access virtual lessons and have all the necessary software to access the resources. Where it has been identified that a student does not have the necessary equipment the school will provide this where possible prioritising those students for are eligible for free school meals.

The school delivers their virtual lessons with Microsoft Teams. This allows resources and activities to be set for classes as well as individual students. All communication between students and teachers will be through Teams.

Parents will have access to their son/daughter's learning through Microsoft Teams, and are encouraged to view their child's work and feedback from their teachers.

Curriculum Delivery

Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations.

Give access to high quality remote education resources.

Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use.

Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.

Inclusion

The Inclusion Team will work closely with all students with an EHC Plan to ensure that they are supported through any period of lockdown.

Priority lists are developed and there will be regular contact from member of the team depending on the priority status.

The Inclusion Team will meet twice a week to discuss and report back on individual students.

The team will immediately report any student concerns to their line manager.

Reporting – Progress Checks and Parents Evening

In the case of an extended lockdown staff will continue to produce progress check reports for students.

All parents evening will be conducted virtually using Microsoft Teams.

Quality Assurance

Department heads are responsible for assuring the quality of work set by members of their department. They will ensure that the curriculum maps are followed, and shared resources are used.

Using Microsoft Teams Heads of Faculty and Subject will monitor the work set and the frequency of marking and quality of feedback.

If there are any concerns Heads of Subject should address the issue with the individual teacher.

IT Support

The IT Network team will be available as normal during any school closure via their online system for reporting IT problems.

They will also set up and commision any laptops/iPads for student use.

In preparation for the school's return after a lockdown they will ensure that the school IT equipment is ready to use.

Wellbeing

During any period of lockdown, it is important that we take care of our students' wellbeing. The school have identified current students who have previously suffered any form of mental health issues and allocated a school counsellor. This counsellor will be in regular contact with the student to ensure they are fully supported.

Advice is sent home to all parents on how best to support their Childs wellbeing.

This advice includes:

- Making sure they have good routines including proper sleep patterns
- Healthy eating
- The importance of exercise
- Spotting signs of anxiety and low mood
- Where to get help if needed

Form tutors are also instructed to inform their head of year if they suspect that one of their tutees may need support

Creativity during Home Learning

We believe enrichment promotes critical thinking, problem solving skills, improves student's ability to concentrate, and makes learning more meaningful, valuable, and rewarding. During school closures we seized this opportunity for our community to produce material which not only recorded this moment in time, but importantly allowed everyone within it to express themselves creatively.

Through thought provoking and challenging hands on activities our staff worked collectively to provide students with the opportunity to engage virtually in activities such as, photographing moments of solidarity when clapping for carers, writing poems of appreciation, short stories of their experience and art and photography challenges which featured on the SNS social media pages. These activities promote the sense of belonging to our vibrant community.

Vulnerable Students and Children of Key Workers – Hub Provision

The school currently has a list of all vulnerable students and those with an EHCP. In event of a closure, these students will be contacted straight away and offered a place in the Hub.

Communication to parents will ask those who are keyworkers to contact the school to arrange a place in the hub.

A weekly rota will be drawn up of eligible staff to support and run the hub.

If we are not in a position to offer all students a place in the hub due to resources or space, we will allocate places from the priority lists.

Complaints

During SNS Home Learning, students' learning will be conducted within the community away from the school classrooms in their homes. We understand it can be difficult at times for parents to support the learning of their child. If you have a concern related to a subject, we ask that you contact the relevant Head of Subject or the named contact on the curriculum plan. For all other matters, please contact the Head of Year in the first instance. If your concern or complaint remains unresolved, please follow our complaints policy available on the school's website.

External Resources

- Visit www.bbc.co.uk/bitesize
- Visit www.thenational.academy

The subject associations

The UK Council for Subject Associations is launching a directory to support educators and is signposting teachers to a range of resources and support from the UK's individual subject associations.

Subject associations have tailored hundreds of student resources for use by parents or teachers as standalone materials. Many contain links to wider learning programmes. Meanwhile, the new directory includes details of 25 subject associations as well as other organisations that can offer support.

- The new Subject Association Directory is available at www.subjectassociations.org.uk/the-cfsa-directory
- The consolidated guide to home-schooling resources is available at: www.subjectassociations.org.uk/cfsa-covid-19-response/

Mental health & wellbeing

Anna Freud National Centre: Wellbeing advice for all those supporting children and young people: www.annafreud.org/what-we-do/anna-freud-learning-network/coronavirus/

BBFC: Free resources to help parents with home-schooling, including teaching children about what content online is appropriate for them: www.cbbfc.co.uk

British Psychological Society: Advice on dealing with school closures and talking to children about Covid-19: www.bps.org.uk/news-and-policy/bps-offers-advice-schools-parents-and-carers-help-children-through-uncertainty

Child Bereavement Network: Advice on supporting grieving children during the coronavirus outbreak: www.childhoodbereavementnetwork.org.uk/covid-19

Internet Matters: A not-for-profit organisation offering a wealth of resources to help parents to keep children safe online: www.internetmatters.org

MindEd: An educational resource for all adults offering advice and guidance on children and young people's mental health: www.minded.org.uk

Rise Above: Videos with tips on gaining confidence, dealing with anxiety and coping strategies from other young people. Key stages 3 to 5: https://riseabove.org.uk/topic/my-mind/

Cross-curricular & whole-school

Countryside Classroom: Free curriculum-linked educational resources from LEAF Education to help children learn about food, farming and the natural environment: www.countrysideclassroom.org.uk/home-education

Kerboodle: Online resources, assessment, digital books and other tools. OUP is offering free access to Kerboodle and its MyMaths digital service for new secondary school subscriptions until September: https://bit.ly/3czMNaO

Khan Academy: A non-profit online learning platform. Daily learning schedules for students aged 2 to 18: www.khanacademy.org

Kialo Edu: A critical-thinking support tool. Kialo's purpose is to promote well-reasoned discussion online. Free for educators: www.kialo-edu.com

Prezi: Teachers are being given free access to Prezi Video with full privacy settings for all remote learning content they create: www.prezi.com/video

English & literacy

Children's Poetry Archive: Listen to poems being read aloud. Early years to key stage 3: https://childrens.poetryarchive.org/

English Mastery: Downloadable resource books providing eight weeks of activities for key stages 1 and 2, and 12 weeks of activities for key stage 3: www.englishmastery.org

National Literacy Trust: New support added to the charity's Family Zone includes an "Author of the Week" series of videos, activities and digital books. There is also a challenge for children to write their own superhero story: https://literacytrust.org.uk/family-zone/

Spelling Beats: Uses gaming elements and catchy beats to engage children of all ages in learning how to spell. Access is free for schools in the North of England with above-average Pupil Premium intakes: www.spellingbeats.com

Mathematics & numeracy

Bowland Maths Resources: Downloadable assessments on a range of subjects, including sample answers and assessment tips. Key stage 3: www.bowlandmaths.org.uk

Corbett Maths: A range of videos and downloadable questions categorised by topic and predicted grade. Key stage 4: https://corbettmaths.com/contents/

Mathematics Mastery: Downloadable guidance and resource packs for parents and pupils. From early years to key stage 3: www.mathematicsmastery.org/free-resources

Mathigon: Interactive maths resources that allow teachers and parents to track student progress and set activities. Key stages 3 and 4: https://mathigon.org/

Maths Kitchen: An interactive GCSE revision website. Resources are categorised by topic, including video lessons and practice questions: https://mathskitchen.com/topics

Mr Barton Maths: Free maths resources from key stage 2 to 5: http://mrbartonmaths.com/index.html

Nrich: A range of activities – some interactive, some for completion offline. Early years to key stage 4: https://nrich.maths.org/

STEP Support Programme: Offered by the University of Cambridge to help university applicants develop their advanced mathematical problem-solving skills. Assessments are downloadable. Key stage 5: https://maths.org/step/welcome

Timely Practice: A free "bank current maths" learning service to help prevent learning loss during lockdown for low-attaining students: https://bit.ly/2VwmaxG

Top Marks: Interactive maths games. Early years to key stage 3: www.topmarks.co.uk/maths-games

Science & computing

DFRobot: A library of free STEM resources, including tutorials that help students experience real-world applications of science. Topics include the Internet of Things, robotics and AI. Includes project-based learning activities. Ages 8 and upwards: https://edu.dfrobot.com/

Institute of Physics: A set of articles and resources designed to support teachers who are teaching remotely. Key stages 3 and 4: https://spark.iop.org/supporting-schools-and-colleges-during-covid-19

Isaac Physics: Online problem-solving activities and regular live video tuition to support teachers and students. The content focuses on physics but also covers some maths and chemistry. Key stages 4 and 5: https://isaacphysics.org/

Royal Society of Chemistry: A set of articles and resources to support teachers who are teaching remotely. Key stages 3 to 5: https://edu.rsc.org/remote-teaching-support

WWT: Wildlife charity WWT has a home learning hub to help teach primary pupils key parts of the science curriculum. New resources, covering different conservation science themes, will be released weekly on a Monday morning: www.wwt.org.uk/discover-wetlands/home-learning-and-family-fun

Sports & exercise
Fitness Blender: Videos featuring a range of exercises and workouts. You can choose exercises by: degree of difficulty, type, gender and whether equipment is needed or not. Key stages 3 to 5: www.fitnessblender.com

#ThisIsPE: Videos delivered by teachers focusing on the PE curriculum and accessible on YouTube. Key stages 1 to 4: www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/

The arts
Bristol Plays Music: Tutors deliver online sessions of 20 minutes for primary and 30 minutes for secondary children. There is a charge, but children of key workers or those who are suffering financially because of the outbreak can apply for bursary places: www.bristolplaysmusic.org/learn/instrumental/virtual-academy/

Digital Theatre+: Six free-to-access "Master Cast" education videos. Beginning from April 29, topics include What prompts a playwright to write? How do ideas emerge? How do performers bring text to life? Aimed at 16 to 20-year-olds: www.facebook.com/DigitalTheatrePlus/

Discover! A creative careers website offering a range of activities and virtual careers experiences and tours covering hundreds of careers across the creative industries. Around 500 job profiles for students and content and resources for schools: https://discovercreative.careers/#/

National Theatre: Six new productions are available for teachers and pupils to access via the National Theatre Collection. These are A Streetcar Named Desire, Cat on A Hot Tin Roof, Consent, Small Island, Translations, wonder.land: www.nationaltheatre.org.uk/ntcollection

Other subjects
Amnesty International: Education materials focusing on issues relating to human rights with three new activities every week: www.amnesty.org.uk/blogs/classroom-community

Association for Citizenship Teaching: Members have been creating a range of resources covering key stages 2 to 4. Membership is offered free until September: www.teachingcitizenship.org.uk/resource/citizenship-teaching-resources-distance-learning

Dig School: A series of free archaeology-themed workshops to help secondary pupils explore history. Will offer 20 cross-curricular online enquiries. Devised by Professor Carenza Lewis from the University of Lincoln: http://digschool.org.uk/

Royal Academy of Engineering: Engineers in the Making competition for UK school children aged 7 to 14. Challenges to test students' creativity, imagination and problem-solving skills: www.raeng.org.uk/education/stem-at-home/competition-engineers-in-the-making

UK Parliament: Resources for children aged 5 to 16, including videos, games and downloadable packs. There are virtual tours of the Houses of Parliament and video sessions. Topics include votes for women, how Parliament works, how laws are made and campaigning: https://learning.parliament.uk/resources/