

St Dunstan's Contingency Plan and Guide for Parents

In the unlikely event of a school
closure



Our mission is to be a happy, caring and compassionate Catholic community where each child's gifts are developed to the full and the foundations for lifelong learning are laid down.

Everyone will be supported, nurtured and inspired to be the very best they can be and to persevere to overcome life's challenges.

With God's help, we will educate our children to live safely and responsibly, to care for His wonderful creation and to live their lives through the example of Jesus and the values of the Gospel.

Emergency School Closure Plan

It is the policy of the school to make every effort to remain open whenever possible to ensure that disruption to the education of pupils is minimised. The School gives due regard to its duty to ensure the health and safety of all employees and pupils, as far as is reasonably practicable.

In the unlikely event of a school closure, this guidance helps parents to understand when the school may be closed and what the plan will be for children to be able to access learning at home.

Reasons the school may need to close:

The decision to close the school will be made taking the following into consideration:

1. Whether the school can open safely due to adequate staffing for the needs of the pupils.
 - Are there sufficient numbers of staff?
 - Will there be sufficient first aiders on site?
 - Will there be adequate supervision for lunchtime and break times?
 - Will there be sufficient support staff available in class to assist with children with special needs and the particular demands of pupils with medical needs or disabilities?
2. Whether all school services are functioning adequately.
 - Will there be sufficient heating, water, electricity?
 - Will there be health and safety issues e.g. iced pavements.
3. Whether the surrounding roads are safe for travel.
 - Would emergency vehicles be able to attend the school to assist a child or staff member if needed?
4. Whether there could be a partial closure, rather than a full closure.
 - Would opening for certain year groups only be possible?
 - Would it be possible to start late and finish early?

Actions if the school were not to open we will:

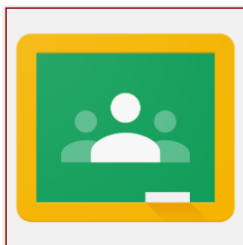
1. Inform parents of school closure by 7am using:
 - Our main school X page @st_dunstans_
 - Schoolcomms text and email
 - The School website
 - Surrey County Council website

Please do not presume that if SJB school is open that St. Dunstan's will be open. The needs of a 5 year old child in terms of staffing and welfare are not the same as a teenage child as a higher staff ratio is required.

2. Inform parents of Remote Learning by 7am.
3. Ask parents to inform the school office in the usual way of any 'absence' due to illness that would mean pupils were unable to 'attend' remote learning.

Actions if the school were to close during the school day:

- A message will be sent to parents using Schoolcomms, X and the school website to advise of an early closure.
- All details of times and location of collection points for each year group will be shared.



Remote Learning Plan

Teachers will set activities via Google Classroom to ensure that pupils' learning is minimised by the school closure. Google Classroom will be used for the duration of the school closure.

Teachers will:

- Set a register activity for 9.30 a.m. and 1.00 p.m.
- Prepare a timetable of the learning for the day.
- Set a variety of activities which either:
 - a) Allow children to complete with minimal adult support as it is practice of existing learning;
 - b) Have face to face content i.e. either a short video recorded lesson **or** a short live lesson (dependent on the age of pupils and length of closure of school) with independent follow up learning activities;
 - c) Open-ended or creative activities which children can complete with minimal adult guidance.

We ask that parents:

- Support their child to access Google Classroom and inform us of any difficulties accessing technology.
- Support and encourage their child to engage with the activities set
- Read all information sent home regarding Remote Learning, online safety and safeguarding.
- Inform the school office in the usual way of any absences due to illness.
- Inform the school office of any issues with remote learning.

Learning approach

We will primarily focus all learning on the consolidation and practice of previously learnt concepts to support children to develop fluency and feel successful learning at home. The focus is on children learning at home, not on parents teaching at home.

To further support children to feel confident and successful, where appropriate, answer sheets will be provided for self-marking or Google worksheets will be used that are automatically marked. Children in Key Stage 2 are able to make a comment on their learning so the teacher is able to know how they managed the learning e.g. "I enjoyed this."; "I did not manage to finish it."; "I found this part challenging." *Please note, this is **not** a forum for parents to communicate with the teacher.*

Google Classroom

- Learning activities will be uploaded onto the classroom in **classwork**. These will be assignments which will have a hand-in date.
- The learning will be either self-marked, automatically marked or reviewed on return to school.

Support with remote learning:

Children in Lower School and possibly Year 3 will need close parental support with their learning. Those in Upper Key Stage 2 should be able to manage their learning with greater independence as they are more familiar with Google Classroom and have developed more independent learning skills and resilience.

The ideas below will help parents of all children to support their child to have a more independent approach to learning.

A good routine

Develop a timetable with your child with breaks, lunch and exercise built in. Children work at different paces and the distractions from working at home may require some flexibility in terms of the time and structure required to best suit you and your child's needs. Having a co-constructed timetable will allow your child to develop greater independence and feel a greater sense of control over their learning.

Getting the right environment:

Work with your child to find the best place to work. Consider the distractions, the comfort of where they are working and if they have easy access to the resources they will need for learning. Other ideas to help set the right climate for positive learning may be:

- Encourage children to have a go at everything that is asked of them and know they are only asked to try their best.
- Schedule screen free time and breaks into the day.
- Build in times to get exercise and fresh air.
- Reassure children that they have been successful as learners and encourage them to reflect on their day and find moments to be proud of.
- Encourage children to work their way through challenges themselves.
- Build in time for reading for practise and for pleasure.

Please note:

If your child has limited access to technology due to the demands on the internet or devices, it is important that they do not feel pressured or worried about completing the work by the end of

- please select the activity that your child will be most successful in,
- organise a timetable around the demands,
- include learning activities your child may have at home e.g. reading, free writing, jigsaw puzzles, board games.

Planning:

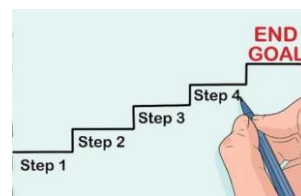
When your child has a new learning task it would be beneficial for them to plan with you, what the learning task will look like. The following questions will help your child to gain a greater understanding of what is expected of them and then how they will approach the learning.

1. What is the end point going to look like? What is the goal of the task?
2. Have I completed something similar before? How did it go?
3. Where is the best place to start?
4. Do I need any extra resources to help? Where would I find these?

Monitoring:

During the learning, it would help your child if you would 'check in' with them using some of the questions below:

- How are you doing?
- Is there something you could change to help you reach the goal?
- What has gone well so far?
- Do you need to take a break and come back to this later?
- What are you pleased with? Why?



Evaluating and Praising:

A vital part of the learning process is the evaluation. Children learn that the journey of learning is not a straight line and that they may make many mistakes along the way in terms of the way they approached the learning e.g. reading, rushing ahead, not planning or using the wrong equipment, as well as the methods used.



By using, some of these questions with your child at the end of the learning helps you to find some specific aspects of the learning to praise. It is important to praise the attitudes they showed and the efforts they applied.

- How did it go?
- Did you reach the goal set at the start?
- Is there a technique/ strategy/ method you would use differently next time?
- Did you start in the right place?
- How would you do it differently next time?



Your child's Google Classroom page has a wealth of information and support for your child.

Additional guidance for Google Classroom

There are video presentations and help sheets for parents on the school website which will offer clear guidance for the use of Google Classroom.

<https://stdunstans.ovw6.devwebsite.co.uk/page/?title=Policies&pid=55>

Lost or forgotten usernames and passwords

Parents should make contact via the school office if they are unable to remember the Google Classroom username or password (all children will have these in their reading diaries or homework diaries). All other online passwords and log in details e.g. TTRS, can also be obtained via the school office.

Equal Opportunities

The curriculum in our school and the remote learning provision is designed to provide access and opportunity for all children who attend the school. If you feel your child requires some alterations to remote learning, please contact Mrs O'Donovan via the school office inclusion@stdunstans.surrey.sch.uk

Special Needs

For pupils with additional needs, the SENDCo and the child's class teacher will decide the action needed to help a pupil access the learning. If you feel your child requires some alterations or alternative support for remote learning, please contact Mrs Hughes via sendco@stdunstans.surrey.sch.uk

Online Safety

As children will be using technology, it is important that parents are aware of the apps and programs that their children are using. As well as being mindful of the time children spend sitting at a screen.

Our experience is that pupils can talk well about their understanding of being safe and know what to do in different circumstances; however, in the moment they tend to make decisions based more on curiosity than caution. Therefore, it is vital that parents know what their children are doing and how to protect them through a variety of measures e.g. regular communication, privacy settings, monitoring.

Please refer to all communications regarding Online Safety in the newsletters, twitter, SchoolComms and the website.

Please also see the following websites for further details on how parents can support their children:

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

<https://www.internetmatters.org/schools-esafety/parent-online-support-pack-teachers/>

<https://www.childnet.com/parents-and-carers>

<https://www.thinkuknow.co.uk/parents/>