Cloughside Contingency Plan

Update 14.04.2025: D King

1. AIM

At Cloughside College, our primary aim is to **provide a high standard of education for young people** whilst **maintaining the safety and wellbeing of our staff and students**.

We do, however, recognise the need for continuity, routine and predictability for learners, parents & carers. With this in mind we will take all steps possible to keep college open for business as usual, whilst having robust contingency plans in place should college ever need to adapt to a developing local or national situation.

Due to the vulnerable nature of our learners, it is anticipated that college will remain open in all but the most exceptional of circumstances.

This document operates in conjunction with the **Remote Learning Policy** and the associated policies contained within it. We ask all teachers, parents and carers to take the time to familiarise themselves with the **Remote Learning Policy**, which can be found as an appendix here.

2. UNDERLYING PRINCIPLES

Due to the nature of our setting, Cloughside does not follow a linear curriculum. Our curriculum is determined by learner need based on the programme of study they are following with their community placement.

It is expected that the content and breadth of lessons delivered remotely will reflect what is delivered in the classroom. Therefore, when creating a contingency plan for our curriculum teachers are expected to plan for individualised lessons, in the same vein as we plan for everyday lessons in college. Teachers need to think carefully about how best they can provide a quality learning experience for their students that utilises a variety of teaching strategies and caters for different learning styles.

When planning for remote learning, teachers should consider the following:

- The programme of study being undertaken in their home college or college.
- The level of qualification being studied.
- The information contained in the provision map – planned lessons should match this.
- The targets which have been set for the learner by the subject teacher.

Due to the relatively fast turnover of students' banks of resources of two weeks or more, are neither feasible nor helpful.

However, **we do expect all teachers to produce a bank of resources to cover a three-day period**.

This will allow for staff some time to put in place individualised plans for learner and/or make any appointments necessary (in the event of staff having to self-isolate).

3. DELIVERY OF LESSONS

The nature of resources and delivery of lessons will be a matter of (choice) negotiation between unit leaders and individual teachers. However, it is anticipated that a range of strategies, including linking with young people to give instruction and feedback, will be employed. A holistic approach will be used to maintain student engagement.

For the purpose of providing remote learning, the college may make use of:

- Work booklets
- Century
- GCSE Pod
- Email and Google Meet/Email
- Past and mock exam papers
- Online learning portals
- Educational websites
- Reading tasks
- Live Google Meet
- PowerPoint
- Screencasts
- Pre-recorded video or audio lessons on Google Meet/Email
- Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.
- Lesson planning may need to be adapted to ensure that the curriculum remains fully accessible via remote learning.
- Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all learners remain fully supported for the duration of the remote learning period.

4. IMPLEMENTATION

Our remote learning platform of choice is the **Google Apps** for education suite. This platform is used in educational establishments nationally due to its **security, reliability and ease of use**.

Laptops will be issued to all learners who are **declared clinically fit enough to have them**. Or where parents have agreed their child is well enough in the case of S19 learners. This ensures that all learners have access to the resources needed for effective remote learning.

All staff, including teaching staff, will be provided with work issued laptops. Work issued laptops are configured for remote learning. This is to ensure reliability and adherence to GDPR.

Where staff prefer to use their own computers, evidence must be provided that no data that identifies students is stored locally on their equipment. Instead, staff must remote in to the school's network and use their own home drives on the network.

Should a member of staff's own computer become a barrier to accessing remote learning, the college will issue the teacher with a work based laptop.

The college's ICT support are not responsible for providing hardware support for equipment that is not owned by the college.

During induction learners will be made aware of the following:

- Their login information in the format of ***firstname.surname*** **(Password1)**
- Their email address in the format of **firstname.surname@cloughside.co.uk (Password1)**
- Their BKSB login details in the format of ***firstname.surname*** **(Password1)**
- Users will be required to change their password on first use.
  Student contacts will be automatically searchable once student emails have been set up.
- Only college staff can create Google Meet meetings.
- Students can join but not create Google Meet meetings. This has been fully tested.

We will also provide a printed guidebook and send out tutorial videos in their emails guiding them through how they access Google Meet and Google Classroom.

During their first week into college, students will also be encouraged to login to their emails and check that they can use Google Meet and Google Classroom. Subject teachers will take the lead on this.

Learners and parents will be responsible for the upkeep of any equipment they use to access remote learning resources.

Teaching staff will **oversee academic progress** for the duration of the remote learning period and **will mark and provide feedback on work** in line with the college's marking policy.

The arrangements for any 'live' classes, e.g. Google Meet, will be communicated via email and kept to a reasonable length appropriate to the needs of the learner.

5. Expectations

To enable teaching and learning to continue as effectively as possible during periods of self - isolation:

- We will expect students to complete all work set to the best of their ability.
- Students will need to have access to the internet - we are installing an additional access point on Pegasus and looking to upgrade all our access points to ensure consistency of access.
- Students will follow their normal college timetable; this will take into account any remote lesson sessions.
- College timetables will be reviewed on a weekly basis, dependent on individual learner need. This is current practice.
- The unit leader, or a nominated senior teacher/SENCO will provide remote support and enable students with additional needs to access the work and liaise with teachers.
- This will be done using the remotelearning@cloughside.co.uk email address.
- Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff via the email above.
- Staff will conduct their lessons as normal via Google Meet

Our staff will:

- **Be available at the designated lesson times to deliver lessons**, answer student questions about the work and to provide feedback.
- Set work that is released to students **on a daily basis according to the timetable**.

- If self-isolating, have a **virtual meeting with unit leader** at an arranged time after 8.30am to discuss lessons and a plan or work for the day.
- **Inform SLT if a learner is not completing their college work** or their standard of work has noticeably decreased.
- **Monitor the academic progress of** learners with and without access to the online learning resources **and arrange strategies for support accordingly**.
- **Mark work that is submitted,** in line with the Marking Policy and **return to the pupil by an agreed date.**
- Expectations for remote learning lessons:
    - Description of lesson and resources sent to students well before lesson
    - Objectives clearly stated
      Work given covers the same content as the curriculum they would be studying in school.
    - Opportunities planned in lesson to check understanding
      Opportunities to feedback to students
    - Resources and activities clearly differentiated

Our students will be expected to:

- Behave in accordance to the school's behaviour policy and induction training.
- Check their Gmail email every day to view their allocated work for the next day.
- Complete the work to the best of their ability.
- Submit their completed work according to the deadline set by the relevant member of staff by emailing it to their subject teacher.
- Students can complete work in exercise books/on paper, but will need to take clear photographs of it and send it to their tutor.

Parents/carers/ward are responsible for:

- Adhering to the remote learning policy during periods of remote learning.
- Ensuring that their child/the learner is available to learn remotely according to their timetable and that college work is completed on time, to the best of their child's ability.
- Ensuring that their child/the learner is familiar with the expectations for remote learning and that any absences are reported accordingly.
- Information regarding our learning platform the following links are to Google Meet/Gmail which will be used to set work during any contingency measures.

Gmail

https://support.google.com/a/users/answer/9297685?hl=en

Google Meet

https://apps.google.com/intl/en/meet/how-it-works/

6. Communication

The college will ensure adequate channels of communication are arranged in the event of any contingency with the student, ward and or parents.

Appendix 1 – Reacting to different scenarios

<table>
<tr><th colspan="2">New admission</th><th colspan="2">Current learner showing symptoms</th><th colspan="2">Learner identified as a close contact</th><th colspan="2">Multiple learners on ward showing symptoms</th><th colspan="2">Learner self-isolating whilst on home leave</th><th colspan="2">Staff member showing symptoms at work</th><th colspan="2">Staff member showing declares symptoms at home/positive test result</th><th colspan="2">Staff member self isolating due to contact with COVID + person.</th><th colspan="2">Staff member off due to childcare issues</th><th>College instructed to close</th></tr>
<tr><td colspan="2">Swabbed on admission
Isolated until results are returned</td><td colspan="2">Swab test carried out by medical staff
Isolated on ward until positive swab result returned
Three-day education pack provided.</td><td colspan="2">Swab test carried out by medical staff????
Isolated on ward until positive swab result returned???
Three-day education pack provided.</td><td colspan="2">Swab tests carried out by medical staff
Ward/group of learners isolated until negative swab results returned
Remote learning policy initiated</td><td colspan="2">Remain at home until safe to return.
Three-day education pack sent to home address.
Remote learning policy initiated until negative result returned</td><td colspan="2">Staff asked to self-isolate at home.
COVID test appointment arranged
Three-day pack given to learners.</td><td colspan="2">Staff asked to self-isolate at home.
COVID test appointment arranged if not already undertaken
Three day pack given to learners</td><td colspan="2">Staff asked to self-isolate for stated period in stay at home guidance.
Working from home arrangements agreed.</td><td colspan="2">Remote learning policy put in place.
Working from arrangements agreed or special leave applied for.</td><td rowspan="11"></td></tr>
<tr><td colspan="2">Has student had close contact with others?</td><td colspan="2">Has student had close contact with others?</td><td colspan="2">Has student had close contact with others?</td><td colspan="2">Has the ward been declared COVID clear?</td><td colspan="2">Result</td><td colspan="2">Is staff member fit for work?</td><td colspan="2">Is staff member fit for work?</td><td colspan="2">Is staff member fit for work?</td><td colspan="2">Is special paid leave being used?</td></tr>
<tr><td>No</td><td>Yes</td><td>No</td><td>Yes</td><td>No</td><td>Yes</td><td>No</td><td>Yes</td><td>Negative</td><td>Positive</td><td>No</td><td>Yes</td><td>No</td><td>Yes</td><td>No</td><td>Yes</td><td>No</td><td>Yes</td></tr>
<tr><td>No further action</td><td>Consult with MDT to check whether other learners need to isolate</td><td>No further action</td><td>Consult with MDT to check whether other learners need to isolate</td><td>No further action</td><td>Consult with MDT to check whether other learners need to isolate</td><td>Remote learning policy put in place for whole ward</td><td>Learners return to college</td><td>Learner returns to ward & college</td><td>Remote learning policy</td><td>Absence policy put in place</td><td>Remote learning policy put in place</td><td>Absence policy put in place</td><td>Remote learning policy put in place</td><td>Absence policy put in place</td><td>Remote learning policy put in place</td><td>Remote learning policy initiated.</td><td rowspan="3">Up to 14 days childcare available until March. This can be split up until that time.</td></tr>
<tr><td colspan="2">Test</td><td colspan="2">Test</td><td colspan="2">Test</td><td colspan="4" rowspan="3"></td><td colspan="2">Test</td><td colspan="2">Test</td><td colspan="2">Test</td><td rowspan="3"></td></tr>
<tr><td>Negative</td><td>Positive</td><td>Negative</td><td>Positive</td><td>Negative</td><td>Positive</td><td>Negative</td><td>Positive</td><td>Negative</td><td>Positive</td><td>Negative</td><td>Positive</td><td>Negative</td><td>Positive</td></tr>
<tr><td>Student inducted into college. Remote learning induction</td><td>Generic work provided based on liaison info gathered.</td><td>Learner returns to college</td><td>Remote learning policy put in place</td><td>Returns to college</td><td>Remote learning policy put in place</td><td>Staff member returns to work</td><td>Remote learning policy put in place, unless unfit for work</td><td>Staff member returns to work</td><td>Remote learning policy put in place, unless unfit for work</td><td>Staff member returns to work</td><td>Remote learning policy put in place, unless unfit for work</td></tr>
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