



Isle of Man Department of Education

"Learning is a journey, to be taken together, one step at a time"



Onchan Primary School
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Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

PRIMARY PHASE

Minimum expectations for remote learning provision in the event of future outbreaks and school closures (including partial closure)

In the event of a local outbreak, Public Health IOM or the Government may advise a school or number of schools to close temporarily to help control transmission. Schools will have contingency and continuity plans/protocols for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of Island key workers, and providing remote learning for all other pupils.

Remote Learning support

Where a class of pupils are directed to self-isolate, or there is a local or Island lockdown requiring pupils to remain at home, schools will offer immediate remote learning provision. Schools will consider how to continue to improve the quality of their existing offer and have a contingency plan in place for remote education provision. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, schools will:

- use a curriculum sequence linked to the school's curriculum expectations which allows access to online or offline teaching and learning resources.
- will provide suitable and relevant remote learning activities which enable pupils to make progress
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback where appropriate and make sure quality is monitored
- provide printable resources for pupils who do not have suitable online access
- recognise that some pupils with additional needs may not be able to access remote education without adult support, and so schools will work with families to support learning

When teaching pupils remotely, schools will:



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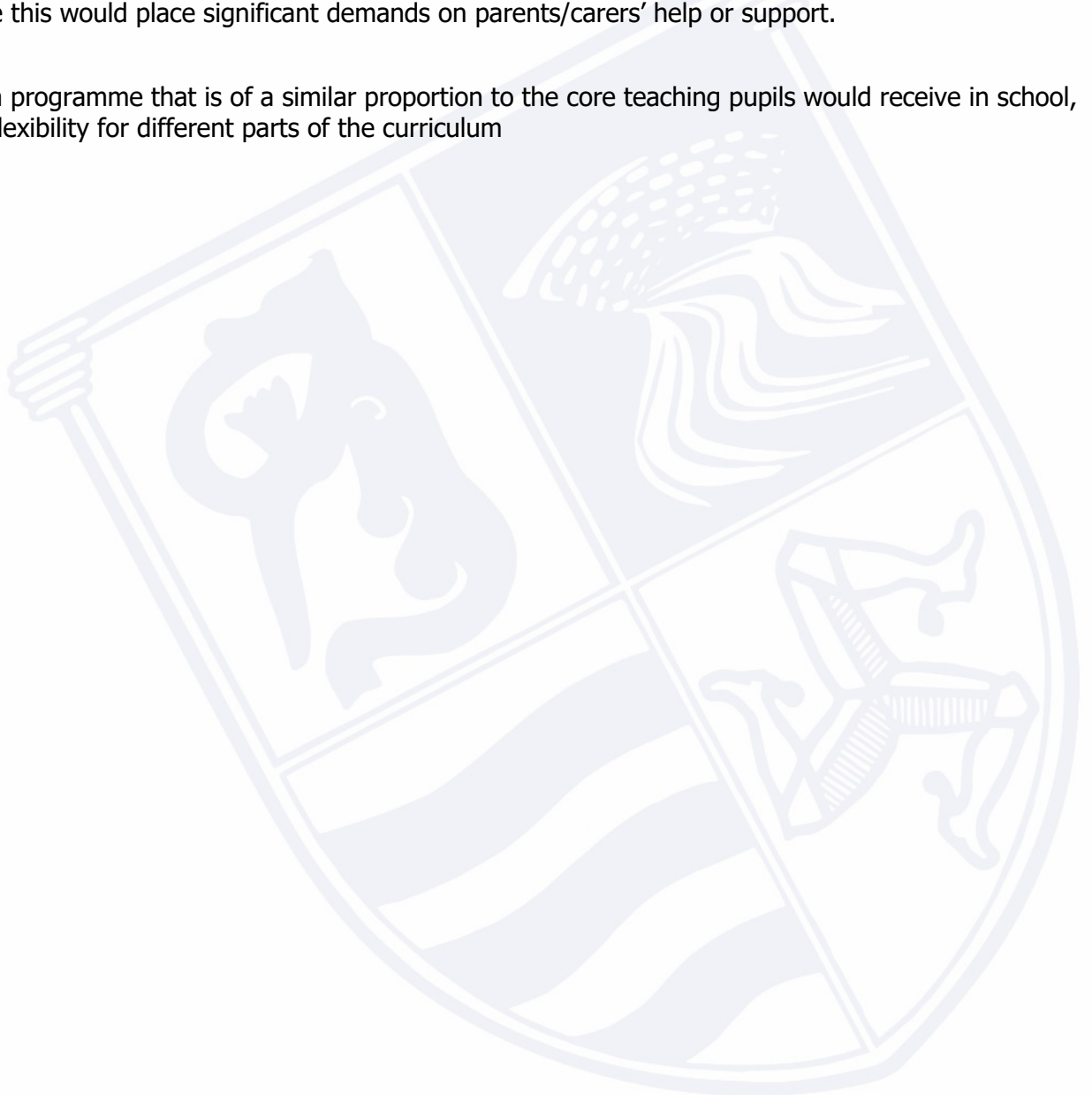


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- provide meaningful learning opportunities across a variety of learning areas
- provide a well sequenced curriculum
- set a clear expectation on how regularly teachers will check and acknowledge work and provide feedback where appropriate
- ensure that there are sufficient learning opportunities provided in order to challenge and engage pupils related to pupils' age, stage of development and/or additional educational needs, for example where this would place significant demands on parents/carers' help or support.
- plan a programme that is of a similar proportion to the core teaching pupils would receive in school, with flexibility for different parts of the curriculum





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Minimum expectations for Pastoral support in the event of future outbreaks and school closures (including partial closure)

ALL PHASES

Schools will continue to provide pastoral support to all pupils designed to:

- promote positive social engagement and relationships
- support pupils with approaches to maintaining and improving their physical and mental wellbeing

Schools will also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools will also consider the support needs of particular groups they are already aware need additional help (for example, looked after children), and any groups they identify as newly vulnerable on their return to school. To support this, teachers may wish to access the [Inclusion and Safeguarding Coronavirus support site](#). This interactive space contains materials on transitions, peer support, resilience, stress, fear, trauma and bereavement.

Schools should consider how they are working with Inclusion and Safeguarding and other services to support the health and wellbeing of their pupils; these divisions have continued to offer support as pupils return to school in the following areas:

- support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
- support for pupils with additional and complex health needs
- supporting vulnerable children and keeping children safe

In terms of monitoring remote attendance/engagement, if pupils are not checking in regularly this will be picked up by the school's monitoring systems*, and if necessary, by education liaison officers.

* Should a pupil not be visible at check ins or fail to engage for a period of up to one week, this would require intervention from the education service (School and/or Department)



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Laptops and tablets

Laptops and tablets are to be provided to vulnerable and disadvantaged children who lack access to online resources. It is a Class teacher's responsibility to identify these children and discuss with the Headteacher. The Headteacher will subsequently liaise with Mr.Cox to arrange provision. The school has ascertained which children currently do not have access to a mobile device and WIFI/ band width however we appreciate that this information may need updating over time.

Onchan expectations

Plan A

This refers to the circumstances which would invoke a child obtaining learning from school because of a period of isolation following an instruction to self-isolate following a positive PCR test.

All teachers have Day 1 of remote learning available which is found on the Itslearning; open the dashboard and click on the appropriate Year's Isolation Learning page. When a Parent rings through to school the Admin team will direct Parents to this. A new Day one of learning will be added to this page each half term.

From this point onwards School Staff will add the subsequent day's learning to the Learning Hub page. This will continue for the next nine learning days. It should be noted that teaching staff will be working with children in school so the majority of this learning will be asynchronous i.e., task focused. However there is also an expectation that children will be contacted during the school day via Teams and will also participate in classroom based learning (such as GR, class story and small focus group learning) when the opportunity arises.

Following DESC communication, learning will not be given where a family choose to leave the island for holiday purposes.

In the eventuality that a family may need a second period of isolation a subsequent portfolio of Day 1 learning will be made available. Should a period of isolation be extended following medical guidance day 10 will be extended until the pupil returns to school.

Plan B

We currently have a system which works well within school in relation to phases. In the event of remote learning phase leaders will maintain contact with the members of their team each week. All staff members will join a weekly staff meeting on Mondays at 3.40 via TEAMS.

School will use a single platform for the provision of learning (Itslearning) and a single platform for the provision of video conferencing (Teams), the reasons for this are clear:





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- One platform allows greater simplicity and less confusion and enables all Parents to understand school expectations.
- It allows flow across school
- Passwords and log ins will be shared with Parents in the same way that we do so for the use of Dojo which is already working well.

All teachers will teach on line lessons each morning comprising English, Maths and one other curriculum area thus ensuring all aspects of learning are taught each week. These can be prerecorded videos for teaching or live lessons - this will form the synchronous aspect of learning. Teaching input will differ between phases of learning which follows what we know as educationalists about engagement time and concentration levels. Following Teacher input, a task will be set.

*Onchan School have taken into account the findings which show that children learn and retain more from asynchronous rather than synchronous teaching. The clarity in this can be demonstrated through the example that synchronous most closely aligns to a member of staff standing in front of a class talking while asynchronous replicates a child "doing/ completing learning" which is better retained.

Teachers must ensure that there are opportunities to assess learning and provide feedback. Feedback needs to mirror as close to as possible, the Onchan Feedback and marking policy which mixes whole group feedback and individual feedback with peer and self-assessment. All learning that is submitted by children **MUST** be acknowledged by Teachers.

Afternoon sessions should be spent updating their learning pages for those pupils who have limited access to technology at home, assessing and providing feedback to pupils, communicating with children via Teams, developing hard copy resources which can be distributed and sharing alternate resources for families which can be placed onto the class Isolation Learning page on Itslearning.

It is expected that all staff will make contact with their pupils through TEAMS each week if children have access to the appropriate technology.

The break down for this is as follows:

- SEALS staff have a rota for daily contact with families of children in the Unit if they are not based in the Hub
- Mainstream support staff will be based on site, managing the learning that is being delivered by Teachers, online.
- Class teachers work to ensure that contact is made through TEAMS each week with groups of children, thus ensuring that every child has contact each week. There must be daily availability to teaching staff to provide the contact which provides normality for children
- It is up to individual teachers to decide how to organise these face-to-face meetings with children. The aim of the meeting is to maintain contact. To provide some normality and to reassure. One suggestion could be a group of 5/6 each day at 1.00 pm thus ensuring over a week all children have contact. Parents would know the routine and the familiarity could be a pathway to success. It should be noted that some families will not buy



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into this in which case if you have any concern where a family is non contactable representation should be made to either the Head or Deputy who will instigate phone contact.

A typical day could look as follows:

Time	Suggested Activity
9.00- 9.15	Morning mission (set as a task)
9.15- 9.30	Daily Move - Joe Wicks etc (set as a task)
9.30- 10.00	Maths focus (by TEAMS)- FS= 10 mins input, KS1= 15 mins input, KS2 20 mins input *this can be prerecorded.
10.00- 10.30	Break
10.30- 11.00	Literacy focus (by TEAMS) FS= 10 mins input, KS1= 15 mins input, KS2 20 mins input *this can be prerecorded.
11.00- 11.30	Curriculum focus (set as a task)
11.30- 12.00	Teams live story (whole class participation)
12.00 – 1:15	Lunch Break



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1.15- 3.30	Live Guided Reading sessions for groups of children (all children to have a live GR session during the week. Planning/ website update/ task learning for children/ assessment and feedback/ Teams check ins with children
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For those staff who cover PPA, they will be based in the School Hub to teach those children of Key Workers if Hub Schools are opened. If not, they are to continue to cover their usual PPA teaching across the school and release staff from online learning as timetabled.

The Headteacher and Deputy will monitor learning and feedback through regular contact with Team Leaders and staff.

It is essential that pupil attendance and engagement with sessions is monitored. Recent trials of TEAMS and Itslearning allowed for the monitoring of when pupils are engaged in the online platform. This may not be at the specified time due to Parental conflicts with devices or broadband but staff should note any children who are not engaging and bring these children to the attention of SLT. An appropriate initial response would be a phone call home or a letter being sent home but if this did not result in a change of engagement Support Staff or SMT/SLT would be utilized to support a family where there was a need.

Both the Head and Deputy will be available each day between 1.15 and 2 pm for staff drop ins via TEAMS.

Monday 3:40 – 4pm is designated as all staff TEAMS attendance for a weekly meeting which is a chance for everyone to see each other, not feel isolated and catch up with any issues or concerns. This meeting will be lead by the Head/Deputy and will involve dissemination of key messages from DESC/SLT as seen appropriate.

We do not expect any staff to be on line/ working after 3.30 (apart from staff meeting times). If teaching staff are in this situation, looking after their own health and wellbeing is vital and there needs to be sufficient balance to enable this to happen.

Weekly Learning Hero awards will continue to be awarded by Class Teachers and a hard copy of the certificate will be posted to the children's houses. A celebration Teams meeting will be held each Tuesday at 10:10, where Learning Heroes and both the Head and Deputy will celebrate with toast and a chat.

Support staff and Admin

Our support staff and Admin are an integral part of our school. As such we expect all non-teaching staff to be available during learning time each day as we do for all teaching staff.

Whilst there are many tasks which can be completed remotely it is the responsibility of each individual to manage their time and ensure that there is minimal disruption to normal school routines.





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Support staff that are shielding will be expected to maintain contact with those teaching staff that they would normally work with to ensure that support materials can be compiled and that, via TEAMS, contact can be made with pupils who may need additional help and support.

Potential areas of concern

We are aware that during any period of remote learning the most important factor is to keep routines as close to normal as possible for our own mental and emotional health and wellbeing, however we are also aware that in certain circumstances children may also be at home which will potentially cause additional complications to effective work practices. If there are concerns, talk to your line manager. Our greatest strength is the teamwork that we have here at Onchan and the support that we give to each other.

The most important factor is that you stay in contact with your line manager who can, in turn, keep SLT informed.

Staff Welfare are a useful and confidential service that can be utilised if you need additional support.

If you do not have either the hardware eg a laptop/ tablet to access TEAMS or the bandwidth capacity discuss this with a member of SLT who can work with you to make alternate arrangements or take advice on your behalf.

Staff health and wellbeing

Staff health and wellbeing (alongside that of our pupils) will always be of prime importance. If you are not well you cannot work to the standard that you would normally reach. If you have any concerns it is vitally important that you speak with a member of SLT who have the experience to support and guide you.

Illness of staff members

We always take your health and your wellness seriously. No one should be working if they are not well enough to do so.

In regards to COVID-19 the medical advice is clear: you must self-isolate if you have coronavirus symptoms or live in the same household as somebody who tests positive. The main symptoms of coronavirus are:

- *high temperature – this means you feel hot to touch on your chest or back (you do not need to measure your temperature) although this is usually over 37.7 (100 degrees)*
- *new, continuous cough – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)*
- *loss or change to your sense of smell or taste – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal*
- **YOU MUST CALL 111 for advice**



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- You must keep in touch with a member of SLT throughout this time for support and guidance. The information that DESC use is found on the Coronavirus web-site <https://covid19.gov.im/> and hopefully this will answer any questions there are.

If a member of your family is self-isolating due to the above ie that they have been told to by 111 they will have been given guidance about whether you can be in work. If they test positive, they will then need to self-isolate in the home, following the Self Direction notice issued by Public Health. Contact tracing will be in touch and advice will be given by the Department of Public Health. Whilst they are waiting for the results of the test you will receive guidance from 111. During this time, you should make yourself available to work via TEAMS or where the children you teach are in FS, Y1,2 or 3 through a combination of TEAMS and on-line learning which can be supervised by another member of staff in the classroom. Support staff will be issued with a pupil device which can be utilized for working commitments during this time.

At all times enhanced hygiene measures should be followed, including the regular washing of hands as this is the singularly most effective barrier to the transmission of virus and illness.

