



# ST ALOYSIUS' COLLEGE

## Contingency plans for interruptions to teaching and learning as a result of covid-19.

### Guidance for parents/carers and pupils, September 2020

This document details our planning for interruptions to learning as a result of pupils being absent from school or the school having to go into a full or partial lock-down.

We recognise that digital approaches can never replace the depth of experience offered by a live classroom interaction. We also recognise that there is a need to be flexible and mindful of the home experiences of both our staff and pupils. In designing our contingency plans, we have taken these factors into consideration and produced plans that we believe will help pupils continue with their learning regardless of the disruption imposed.

### Considerations and Support for pupils

#### Supporting pupils who are isolating at home.



- We will continue to use Schoology as our main mode of communication.
- Teachers will keep Schoology updated with learning resources with clear directions so that pupils who are at home can feel reassured that they are keeping up to date with their learning. Pupils should ensure that they are logging onto Schoology to check for updates and instructions.
- Where possible and appropriate, MS Teams will be used to allow pupils to dial-in to lessons to complement Schoology. This facility is not straightforward but can be used in some subjects with certain safeguards in place. We have been trialling this with a number of classes and continue to invest in technology to enable us to expand this offering where we can.
- During 'normal' school opening, teachers are teaching classes throughout the school day so we have limited scope to offer bespoke provision for pupils who are not in school. Given the multiple demands on teachers' time, it is vital that pupils Schoology message their teachers if they have questions, queries or concerns rather than wait for teachers to contact them. Where concerns emerge across a number of subjects, parents/carers should contact their child's head of year for further advice.

## Online learning if we have a second lockdown.



schoolology

Pupils will follow their normal school timetable with lessons posted on Schoolology. Our experience from lockdown taught us that flexibility is important for both pupils and teachers, and that live interactions through MS Teams is essential for bringing learning to life.

We would work towards the following plan:

- Pupils will sign-in to their period 1 class at 9am using MS Teams.
- The form teacher will take the register and deal with any pupil queries.
- Pastoral secretaries will follow-up on pupils not attending and will call home.
- Pupils will then follow their 'normal' timetable for the day. This will be a mixture of live and pre-recorded lessons.
- Teachers will deliver lessons using a synchronous\* and asynchronous\* model
- For pupils studying Highers and Advanced Highers pupils can expect at least 2 live lessons per week per subject.
- For S1-S4, pupils can expect at least 1 live lesson per subject per week.
- For the remaining periods, pupils will have access to pre-recorded lessons and activities.

## Pastoral support for pupils



We understand that pupils and parents/carers might be anxious about being asked to self-isolate. Pupils might be worried about missing classes and being isolated from their friends and school community. During any period of absence, we are eager to support pupils and we continue to prioritise their wellbeing and safety. The

following steps are in place to ensure pupils feel supported and remain connected with school:

- Pupils and/or parents/carers will receive a call within 48 hours from a member of the Pastoral Team
- The Pastoral Team will provide a weekly MS Teams 'Drop-in' meeting
  - This will be an optional meeting for pupils 'out of school' to check in with their Head of Year and ask any questions they might have

- Heads of Year will continue to post regular updates on Schoology
- Pupils and parents/carers are encouraged to contact HOYs with any concerns/questions during periods of isolation. This can be via telephone call, Schoology or at the following email addresses:

S1: [gheartshorne@stalloysius.org](mailto:gheartshorne@stalloysius.org)

S2: [gsmith@stalloysius.org](mailto:gsmith@stalloysius.org)

S3: [lsturrock@stalloysius.org](mailto:lsturrock@stalloysius.org)

S4: [jconroy@stalloysius.org](mailto:jconroy@stalloysius.org)

S5: [rpiggot@stalloysius.org](mailto:rpiggot@stalloysius.org)

S6: [elawrie@stalloysius.org](mailto:elawrie@stalloysius.org)

Any safeguarding concerns should be brought to the attention of Ryan Ferrie ([rferrie@stalloysius.org](mailto:rferrie@stalloysius.org)) or Isabelle Erskine ([lorskine@stalloysius.org](mailto:lorskine@stalloysius.org))

### **Evidence gathering for predicted grades should a pupil miss an SQA exam or exams are disrupted.**



Teachers have been submitting predicted grades to the SQA for many years. To support these grades, teachers gather evidence throughout the year so that they can make an 'appeal' to SQA should a pupil miss an exam or, as was the case in 2020, so that SQA can make an award if the exams are cancelled.

- We use class tests, the prelim exam and teacher professional judgement to formulate a prediction.
- We have reviewed our internal assessments for 2020 onwards as part of our gradebook review to ensure that all departments have appropriate measures in place.
- All pupils will have the opportunity to complete a prelim and at least three other assessments that could be used to complement the prelim exam.
- The college is fortunate to have senior school teachers who work for the SQA as examiners so has a wealth of experience in setting assessments, marking to SQA standards, and formulating predictions.

In designing our approach to learning, we are utilising both Synchronous and Asynchronous learning. Both have significant advantages and disadvantages, hence our proposal to include both types in our plan.

**Synchronous learning** is close to live teaching and allows us to have human contact with pupils. We used this during lockdown to deliver our MS Team clinics. This form of delivery is important for maintaining learning and helping pupils feel part of a school. The disadvantage of live learning is that it can be difficult to deliver, especially if teachers are already teaching lessons in school or if they have caring responsibilities at home e.g. looking after young children due to closure of nurseries and/or illness.

**Asynchronous learning** involves teachers pre-recording lessons. This could be a narrated PowerPoint or series of activities that pupils have to work through, carefully sequenced to achieve the learning outcomes. The main advantage is the flexibility. Pupils can access the resources at a time of their choosing and teachers can work around commitments in school and home.

Regardless of our model, we can never replicate the experience of a classroom. This is especially true for practical subjects where the practical elements do not translate well to online platforms.