



Covid-19 Remote Learning – Curriculum Continuity Offer Updated November 2020

This document outlines our contingency plans for remote education, should pupils need to access this due to needing to self-isolate in the event of a positive Covid result, bubble or whole-school closure. It is our intention during the Autumn Term and Spring Term to ensure pupils and families are equipped in order to easily transition into remote learning, should this become necessary.

Previous actions (All completed)	<ul style="list-style-type: none"> • A parent / guardian for each child will sign the Trust home user agreement in order to have these in place prior to a bubble closure or whole school closure. ✓ • All teachers to group their classes into 5 remote learning groups that remain for the same for English, Maths and Curriculum. ✓ • Phase leaders to have these electronically in the event that a bubble closes the office can provide parents with the timetable and expectations as part of the communication process. ✓ • All new children to be signed up to class Dojo and any parents who were disconnected or did not connect supported to join. ✓ • Teachers to spend time demonstrating the use of Class Dojo and Microsoft Teams for any children who are unsure. Where appropriate and possible, use of these resources should be integrated into normal learning in school. ✓ • Vice Principals to identify any families who lack access to IT equipment and liaise with TMET. Devices will be allocated as necessary ahead of time. ✓
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Process

The following 5 scenarios are those which could happen at some point in 2020-21. Please see the actions we have agreed for each scenario.

Scenarios	Remote learning action
1. A child remains off-school as the family are awaiting the outcomes of a Covid test.	No action during waiting period.
2. Child returns a positive test or has been in close contact with a positive case outside of school. (14-day isolation).	See Section A (Teacher work pack)
3. Class bubble is closed due to a positive case being identified. (14-day isolation).	See Section B (Class bubble closure)
4. The whole-school is closed due to a Covid outbreak or government decision.	See Section C (Whole-school closure/KWV provision)
5. A child is off school for a longer period of time than stated above. (individual circumstances).	See Section D (Meeting with VP to arrange longer-term remote learning)

Section A

Child returns a positive test or has been in close contact with a positive case outside of school. (14-day isolation).

Children will receive an electronic work pack at the beginning of their isolation. This will be sent to them by the school office. Work packs are made by teachers during PPA and will cover a 14-day period.

The 'work pack sheet' should have 10 activities for maths and 10 activities for English to cover the two-week period.

There should also be topic lessons for 10 days, 2 science lessons and 2 other lessons (for example, PE/RE/PSHCE).

Children are expected to upload these to Dojo on a daily basis and the work will be marked by teachers once per week.

Section B

Class bubble is closed due to a positive case being identified. (14-day isolation).

In the event of a bubble closure, teachers and children will revert to using class Dojo and Microsoft Teams.

- Class Dojo - Teachers (who are self-isolating) will set three challenges per day: a writing challenge, a maths challenge and one of the following: a PE, science, art, RE, geography or history challenge. The afternoon challenge will be dependent on which topic is current in class. The curriculum subjects which are being covered in school will continue wherever possible.
- The challenges set will be in-line with the curriculum that would be taught in school. Clear explanations will be given via Dojo text (so that it can be translated by parents if necessary) and via video filmed by the teacher. Examples and modelling will be provided in order to make tasks explicitly clear to pupils and parents so that children can be supported in the best way possible.
- For each task, teachers will run 5x small group coaching sessions via Teams with up to 6 children at a time each session will last 20 minutes. This is to ensure all children, especially those with English as an Additional Language, receive tuition in a group with minimal interruption and maximum teacher time. *NB this offer could change if the teacher becomes unwell.* For Reception and Year 1, 4 sessions of 25 minutes may be more appropriate.
- Teachers will give live feedback on tasks via Teams during each session after each task in line with our daily home learning timetable.
- On a Friday afternoon a task will be set but there will be no session with the teacher, this will allow for teachers to phone all parents / guardians of children who are not engaging. Non-engagement following this will be referred to the Vice Principal or Principal.
- A tracking grid for engagement and participation will be maintained, overseen by the VP's.

Expectations on staff if their bubble has to close:

(NB this may change if the teacher becomes unwell)

- At 8:30 each morning set 3 challenges on class dojo for their bubble along with a schedule for the day.
- Run daily sessions 8:45-10:30/ 10:45-12:30/ 1:15-3:00 on teams, lessons will follow those being done in school as far as is practicable.
- Provide live feedback within each session for all children.
- Keep a register as per the engagement spreadsheet used by all class teachers.
- At 3:10 every day log on to class dojo for shout outs for the day and reminders for the following day.
- On a Friday from 1:15-3:00 contact any parents whose children have not engaged with online learning, refer any concerns to Vice Principal.
- Email phase leader with an update for the week relating to learning, engagement.
- Attend staff meetings weekly via Zoom as per the usual meeting schedule

Expectations on parents:

- Log on to dojo each morning by 8:45 to view the challenges for the day, starting on the 1st day of self-isolation.
- Support your child to log on to teams each morning to access remote learning sessions.
- View dojo shout outs at 3:10 each day.
- Contact school if your child tests positive for COVID.
- Make the school aware if your access to devices and/or internet is limited and you need additional support.

Section C

The whole-school is closed due to a Covid outbreak or government decision.

If the school has to close:

In the event of a whole-school closure, teachers and children will revert to using class Dojo and Microsoft Teams (following the approach detailed above).

In addition:

- Teachers, with the support of phase leaders, will generate rotas for when work is to be set and by whom.
- If we are required to make provision for Key Worker Vulnerable children, they will follow the same learning plan as they would do at home, using school iPads to access Teams and Dojo. The adults in charge of this will support with uploading work to Dojo.

**It may be necessary for the school to close for a short period of time to undertake a deep-clean. If this is the case then the above may not happen and this decision will be made by the Principal.*

In the event of a whole-school closure, we would revert to providing childcare for identified Key Worker/Vulnerable children.

This will be staffed by HLTAs and overseen by 1 SLT member on a daily rotating basis.

VPs will identify all children entitled to this provision, with a final list being created 48 hours after the school's closure. VPs will generate this list based on those accessing the provision in 2019/20 and understanding of the current needs of children and families in school.

An additional capture of those who may be entitled to this provision either because they are new or due to a change in circumstances will be organised immediately following the school's closure. This data will be collected by Microsoft Forms (Eden).

Section D

A child is off school for a longer period of time than stated above. (individual circumstances).

There are a number of individual circumstances affecting individual families and children. Where this is the case, a telephone discussion will take place with the Vice Principal to determine the most appropriate way of the child/ren continuing their remote learning.

As these cases are based on individual circumstances, the details for each case will be discussed with the VP.

DfE guidance on remote education: summary of key points

- Remote education, where needed, is **high quality and aligns as closely as possible with in-school provision**: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- Develop remote education so that it is **integrated into school curriculum planning**: remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are **given the support they need to master the curriculum and so make good progress**.
- Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect **schools to have the capacity to offer immediate remote education**. In developing these contingency plans, we expect schools to:
 - 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
 - Select the online tools that will be **consistently used** across the school in order to allow **interaction, assessment and feedback**
 - Provide **printed resources**, such as textbooks and workbooks, for pupils who do not have suitable online access
 - Recognise that younger pupils and **some pupils with SEND may not be able to access remote education without adult support**, and so schools should work with families to deliver a broad and ambitious curriculum.
 - Set assignments so **that pupils have meaningful and ambitious work each day** in a number of different subjects
 - Provide **frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos**
 - Gauge how well pupils are progressing through the curriculum, **using questions and other suitable tasks** and set a clear expectation on **how regularly teachers will check work**
 - Plan a programme that is of **equivalent length to the core teaching pupils would receive in school**, ideally including **daily contact with teachers**
 - We expect schools to **avoid an over-reliance on long-term projects or internet research activities**.

Remote education: overarching principles

- **Curricular alignment**: remote plans follow precisely the same sequence as face-to-face enactment of the curriculum
- **High quality resources** that mirror those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps (avoiding long-term project type tasks). This includes the use of videos
- **Feedback and assessment of learning** should remain regular, in line with normal curriculum expectations