

Remote Education Plan *Autumn Term 2020*

This document outlines our contingency plans for remote education, should pupils need to access this due to needing to self-isolate. Plans are underpinned by the moral imperative to ensure children have no lost learning wherever possible. They serve to ensure that there is alignment between face-to-face and remote education, so that, should pupils need to self-isolate, they can transition smoothly back into the classroom having followed the same curriculum sequence as their in-school peers. This consistency between face-to-face and remote education will ensure that no child falls behind, and will alleviate pressure on teachers in instances of pupil mobility.

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** 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

By Friday 1st October

- all children will be trained, in lesson time, on how to log onto a Chromebook and access Microsoft Teams through Google Chrome.

If a class bubble has to self-isolate:

- Chromebooks will be allocated to children in the bubble prior to the children leaving for the last day before isolation. (pupils with no device at home will be prioritised – up to one class set of Chrome Books)
- The Device Loan Agreement for Pupils has been distributed to parents to be pre-signed and collected in advance of a bubble closure.
- Teachers will set three tasks per day: an English task, a maths task and one of the following: a PE, science, art, DT, geography or history task. The afternoon tasks will be dependent on which topic is current in class. The curriculum subjects which are being covered in school will continue wherever possible. These activities will total approximately 2.5 hours of learning.
- For each task, teachers will run 5x small group coaching sessions via Teams with up to 6 children at a time. 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. Timings for children's lessons will be communicated via Dojo and Teams.
- Teachers will give feedback on tasks via Teams after each task in line with the daily home learning timetable.
- One afternoon a week, teachers will phone all parents / guardians of children who are not engaging. Non-engagement following this will be chased through the school.

If a teacher has to self-isolate:

- Teachers will continue to work from home
- In the first instance the teacher will instruct and teach via Teams on the class board
- A school adult will be present in the classroom to implement instructions
- NB: this offer may change if the teacher becomes too ill to continue working

If the school has to close:

- Chromebook allocation will be prioritised for disadvantaged children and families across the school.
- We have checked the financial / time cost of preparing learning packs for the remaining children vs the cost of purchasing appropriate work books. In the event of a whole school closure, we would allocate age appropriate work books for the remaining children. These will be offered at the start of term.

If an individual or family has to self-isolate: *(Once a positive test is confirmed)*

- Families will be provided with a set of school e-resources and pupil passwords (Accelerated Reader / MyOn / TTRS / Purple Mash)
- Families will be provided with a recommended list of age appropriate educational websites
- Teachers will keep in touch via Dojo and phone calls.

If a pupil is shielding:

- Pupils will be supplied with daily work through Teams
- This work will be planned and provided by the teacher
- TA time will be allocated to the child to support them in the tasks which a teacher has set