



DfE (September 17th 2020)

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). In local areas, where restrictions have been implemented for certain sectors (from national direction), we anticipate that schools will usually remain fully open to all.

However, there may be exceptional circumstances in which some level of restriction to attendance at schools is required in a local area.

In the event of local restrictions on education settings being required, we will publish further operational guidance for education settings in the affected area, in order to notify them of restrictions and support them to implement their contingency plans in their local context.

Remote education support

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. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. 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, 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
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- 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

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources 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
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- 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 consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

Findings of the Education Endowment Foundation (EEF) from their remote learning research

1. Teaching quality is more important than how lessons are delivered - Clear expectations, scaffolding and feedback.
2. Ensuring access to technology is key for disadvantaged pupils - Lack of technology is a barrier to successful remote learning.

3. Peer interactions can provide motivation and improve learning outcomes -Peer marking, sharing models of good work, opportunities to discuss content (age appropriate).
4. Supporting pupils to work independently can improve learning outcomes - Make use of strategies that help pupils work independently with success. Prompt pupils to reflect on their learning. Use checklists, this then that or daily plans.
5. Different types of remote learning will suit different types of content and pupils - Consider which is the best approach for each subject ie games for vocab.

CONTINGENCY PLAN FOR REMOTE LEARNING		
Remote learning needs	What can be provided	Teacher responsibility
A child is too unwell, for any reason, to come to school	If the child is too unwell to come to school they are unlikely to access any home learning. However, when recovering they can be directed to the activities uploaded via Edmodo or website links for learning. No additional learning to be sent home for brief absences.	Signpost to home activities if appropriate. On child's return, ensure there are opportunities to catch up on any lost learning.
A child is isolating due to awaiting test results but is well.	Learning is closely matched to school with resources (powerpoints, worksheets etc) being sent via Edmodo A paper activity pack of generic age appropriate learning can be collected from school if child/family is unable to access the internet. Additional learning or additional activities from the Year Group planning can be assigned. Teachers to offer feedback/next steps on any learning submitted during the absence.	Teachers to make a phone call after 3 days to check in if absence is to continue.
A child is self-isolating for 2 weeks because of a positive test in their household. (Tier 1 of Key Stage Plan)	As above. In addition, the teacher may direct the child to a sequence of learning from Oak Academy –this may be for consolidation purposes or if it coincides with the new topic. An activity per week for each foundation subject on the timetable to be provided on a curriculum grid. Learning to be submitted by given deadlines via Edmodo or email. Children must be able to contact the Teacher on Edmodo to seek help or clarification. Teacher/TA should make contact by phone or Teams at least once a week to check in and offer support.	Teachers to ensure resources are available, with guidance notes. Teacher to ensure the learning provided is appropriate to the child's needs. Feedback and next steps to be offered on all submitted work via Edmodo, phone or Teams Teachers should monitor the child's engagement in the learning and assess progress. Any concerns should be communicated to parents/carers.
Year group Bubble or whole school (including staff) is isolating for 2 weeks due to a positive test result and on the advice of Health Protection Team. (Tier 2 or 3 of Key Stage Plan)	Teachers and TAs are expected to be available for work throughout their normal working days and according to the policy. (8.30 to 3.30 with set breaks). The timetable of learning for the week will be of approximately the same amount of time and as close to what would have been taught in class as possible. Set times for contact/feedback in the day should be set. Resources, feedback and contact to be made available for all children as described in the box above. Teams meetings can be by group.	Planning and timetables to be available in the staff shared resource area (and eventually in Sharepoint), in case of staff illness. Teacher to ensure the learning provided is appropriate to the child's needs.
Well - being	In any of the above circumstances, the well-being of all involved should be protected. A code of conduct will be prepared for staff, children and parents regarding the positive management of remote learning and the expectations. (See Learning and Communication Platform Code of Conduct for Use (V3 – September 2020) and Remote Learning Policy) Remote learning should not add unnecessarily to teacher workload and staff availability to work should not exceed their usual work day expectations.	

Home Learning Core Offer



Daily Deliberate Practice	Daily Lessons	Weekly Lessons
<ul style="list-style-type: none">✓ Multiplications✓ Number bonds✓ Spelling Rules✓ Phonics✓ Handwriting✓ PE	<ul style="list-style-type: none">➤ Well-being➤ Maths➤ Reading➤ Story Time➤ Writing	<ul style="list-style-type: none">❖ Science❖ History❖ Geography❖ Music❖ GPS