



Remote Learning Contingency Plan March 2021

This is the Remote Learning Contingency Plan that we will use in the following events:

- 1) A child and / or family has to self-isolate until a test result is returned;
- 2) A child and / or family has to self-isolate for 10 days due to a family member receiving a positive test result;
- 3) A member of the class bubble receives a positive test result and the entire class bubble is therefore shut down for 10 days.

The Devoran Team have developed a two-tiered system which will help to maximise the continuity between the learning which is taking place at school and at home.

Expectations from the DfE:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964351/Schools_coronavirus_operational_guidance.pdf

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and should include recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. As a minimum schools should provide:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school-led video content.

In developing remote education, we expect you to:

- 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 so that pupils can progress through the school's curriculum
- select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.
- overcome barriers to digital access for pupils by:
 - 1) distributing school-owned laptops accompanied by a user agreement or contract
 - 2) providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
- identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education

When teaching pupils remotely we expect schools to:

- set meaningful and ambitious work each day in an appropriate range of subjects
- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - 1) providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
 - 2) providing opportunities for interactivity, including questioning, eliciting and reflective discussion
 - 3) providing scaffolded practice and opportunities to apply new knowledge or enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
 - 4) using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
 - 5) avoiding an over-reliance on long-term projects or internet research activities

We expect you 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.

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely.

Tier One – in the event of an individual self-isolating for up to 10 days:

Teachers will be planning all lessons with the understanding that at any time, a small number of their class may need to have additional work available to them to complete at home, and that this learning should be a continuation of what is being taught in the classroom. Once the school has been notified of a child isolating, Mrs Andrews will email the child's parent a link to the Padlet which all children, whether in school or at home, will be following. Each lesson on the Padlet will include the broad learning intention, an outline of the session, a website link or a PowerPoint of the lesson (pdf).

We will also be requesting that teachers make a phone call home at the beginning of the second week of isolation to see how our families are coping and to check whether any additional support is needed.

Tier Two-in the event of a whole class bubble needing to self-isolate:

Teachers will revert to the process which took place in January to teach the children remotely. The week's distance learning plan will be uploaded to Class Dojo via the Padlet link each Monday morning and teachers will regularly include videos to support the learning which has been set. Teaching staff will monitor each child's portfolio, commenting on their work and using it as a tool for communicating with their class. We will also reintroduce the check-ins and you will receive more information on this when needed.