

Government Expectations:

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). See section on remote education support.

In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils.

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.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.



Fir Bank Contingency Plan for Remote Learning

Pupils	Curriculum	Safeguarding
In the event of a child receiving a positive test and being isolated for 10 days, assuming they feel well	<ul style="list-style-type: none"> • Maths – Government guidance document during autumn term 1 https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools - • White Rose maths worksheets photocopied and sent home (autumn term). Child/parents access the WRM on website for videos. • English –Talk for Writing booklets photocopied and sent home. • Spellings – paper copies to be produced. • Reading comprehension paper copy to be sent home. • Topic work will be sent out linked to what is being taught in class. • All home learning to be uploaded onto school website. 	<ul style="list-style-type: none"> • Message via Class Dojo from CT on first day of absence to communicate with parents the expectation of home learning during self-isolation. • Regular conversations with outside agencies such as Early Help, Healthy Young Minds, Social workers if required by CSM • CSM to keep in contact with families in the event of a long-term absence. • Teachers contact CSM if they suspect a family
In the event of a child in isolation for 14 days		
In the event of shielding – longer term absence		

		needs extra support.
In the event of an outbreak in a bubble – therefore the bubble has to close	<p>If a bubble or the school locks down the following protocol will take place providing the teacher is well enough to teach;</p> <p>Teachers produce a weekly sheet with expectations of learning for that week. This needs to be split into daily tasks and uploaded onto Class Dojo/Purple Mash on the first day of self-isolation.</p>	<ul style="list-style-type: none"> • Delivery of resources if required
In the event of a local lockdown – full school closure	<p>Teachers produce a weekly sheet with expectations of learning for that week. This needs to be split into daily tasks and uploaded onto Class Dojo/Purple Mash on the first day of self-isolation.</p> <p>Maths – White Rose Maths videos and worksheets used on line. (Paper copies of worksheets)</p> <p>English – Talk for Writing booklets in paper form sent home.</p> <p>(Upload video introduction to lesson on Class Dojo)</p> <p>Handwriting booklet in paper form will be sent to all children, teachers will inform children which join to work on for the day via Class Dojo</p> <p>(Upload video on Class Dojo)</p> <p>Phonics – Reception, Yr1, Yr2- Oxford Owl?????</p> <p>(Upload video introduction to lesson on Class Dojo/ Purple Mash)</p> <p>Spellings – Year 1 – Year 6 paper copy of spellings sent home.</p> <p>(Upload video of Nonsense spelling pattern)</p>	<ul style="list-style-type: none"> • Paper copies of work to be circulated to those who cannot access technology: work to be photographed and emailed into school. Children will bring their completed work back to school. This will be quarantined for 48 hours before the teacher/TA gives feedback to the child.

Reading – Set daily reading task comprehension for children. (Paper copy)

Foundation Subjects (History/ Geography/ Science/ Art/ D&T)

There will be a challenge of the week set based on one of the above areas. This task will be an independent task set via Class Dojo

- Completed home learning uploaded onto Class Dojo, these will then be reviewed by the teacher. Feedback to work will be given in a timely manner, which the children should respond to.
- WRH and T4W booklets to be brought back to school for marking and feedback. These should be left untouched for 48 hours.

Action – SLT to set the expectation with the children and parents that all children are completing Maths and English are done daily and that the foundation work set done must be done weekly.

Action- Packs will be ready for children to take home by 18th September 2020. (TA will prepare packs)

Action- Communicate with parents the expectations for home learning during self-isolation.

Teaching Staff		Well being
In the event of a staff member receiving a positive test and being in isolation for 10 days, assuming they feel well	The bubble will close and we will revert to remote teaching and learning as detailed above	<ul style="list-style-type: none"> • Regular contact between the staff member via Teams/email/phone calls from Co-Heads. • Regular check-ins to discuss workload and how things are working from Co-Heads • Regular working patterns to be acknowledged.
In the event of isolation for 14 days due to contact with a positive case out of school (e.g. Track and Trace)	<p>The bubble will remain open and will be covered by another member of staff (HLTA)</p> <p>HLTA's may be asked to set work for the classes in the event of staff shortages</p>	
In the event that a member of staff's children are forced to isolate due their bubble closing and they have no one to support them in looking after their children	The teacher should continue to plan, prepare lesson and email to HLTA's so they can deliver the lessons.	
In the event of a staff member receiving a positive test and being in isolation for 10 days, assuming they are unwell.	<p>Maths – Children will be directed to use White Rose for their year group.</p> <p>English – Children will be sent a handwriting pack, a spelling pack.</p> <p>English lessons will be planned for by SLT.</p>	

