



Learning Academy Partnership  
and Dartington C of E Primary  
**COVID-19 Contingency  
Plan**

January 2021 (v2)

This plan has been constructed by leaders across the Trust in response to the DfE guidance to schools. This plan sets out the response to remote learning in the event of isolation of individuals, bubbles and a school lockdown. This plan has been updated to reflect the latest lockdown guidance (January 6th 2021). It remains a live document responding to changes in guidance.

The DfE has set out (see below) a tiered approach to school closures during the COVID-19 period. Schools have been tasked with continuing their curriculum offer during all eventualities.

In order to help our schools navigate this challenge we have created a contingency plan which clearly documents steps that each school should take to deliver the curriculum and ensure that there is minimal impact on each child's education experience.

This contingency plan must achieve the following:

- ***A consistent and standardised minimum offer to all of our pupils - equity of provision.***
- ***A consistent and standardised framework for teachers to help them navigate their way through any periods of isolation or lockdown.***
- ***To provide clarity for stakeholders about the actions which will be taken.***
- ***To provide a curriculum offer, and minimise the possibilities of gaps, which is aligned to the distinctive curriculum of each school.***
- ***To ensure that there is a robust plan for vulnerable pupils in the event of isolation or lock down.***

## Tier 1

The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as 'tier 1'. There are no changes to childcare, and the only difference in education settings is that where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.

## Tier 2

Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

## Tier 3

Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

## National Lockdown

During the period of national lockdown, schools, alternative provision, special schools, and colleges will remain open to vulnerable children and young people and the children of [critical workers](#) only. Public vocational exams and assessments scheduled to take place in January will go ahead as planned. All other children and students will learn remotely until February half term.

All early years providers (including registered childminders but not including reception years in primary schools) can remain open during this period of national lockdown.

Vulnerable children and children of critical workers who can attend school and college:

During the period of national lockdown, schools and colleges should only allow vulnerable children and the children of critical workers to attend. Children with at least one parent or carer who is [listed as a critical worker](#) are eligible for a school place. It is not necessary for both parents to be critical workers.

Schools and colleges should speak to parents and carers to identify who requires a school place. If it proves necessary, you can ask for simple evidence that the parent in question is a critical worker, such as their work ID badge or pay slip.

The critical worker list has been updated to include new workforces whose work is critical following the end of the EU transition period. It is important these people are also identified as critical workers and their children can attend the education setting. This change will see a small increase in the overall number of critical workers.

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

### **Attendance recording in schools:**

As vulnerable children are still expected to attend school full time, they should not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining). Schools and colleges should encourage vulnerable children to attend but if the parent of a vulnerable child wishes their child to be absent from school, the parent should let the school know that the pupil will not be attending. The Department for Education expects schools and colleges to grant such applications for leave given the exceptional circumstances. This should be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

As with vulnerable children, critical worker parents and carers should let schools know if their child will not be attending and, if not, schools should grant a leave of absence (code C) given the exceptional circumstances. All pupils who are not expected to be in school should be marked as Code X. They are not attending because they are following public health advice.

### **Free school meal provision:**

During the period of national lockdown, schools should continue to provide meal options for all pupils who are in school. Meals should be available free of charge to all infant pupils and pupils who are eligible for benefits-related free school meals who are in school.

Schools should also continue to provide free school meals or food parcels for pupils who are eligible for benefits-related free school meals who are not attending school.

## **Remote education**

The temporary continuity direction makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). The Direction requires schools to have regard to this guidance. Ofsted inspection will consider the quality of schools' remote education in accordance with the expectations set out in the DfE guidance.

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

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

In developing their remote education schools are expected 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. If schools do not have an education platform in place, they can access free support at [Get help with technology - GOV.UK \(education.gov.uk.\)](https://www.gov.uk/get-help-with-technology).
- overcome barriers to digital access for pupils by:
  - distributing school-owned laptops accompanied by a user agreement or contract
  - 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.
- It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.

- 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 (in the Trust this is the Heads of Academy and Executive Leads and overall the Executive Lead for School Improvement)
- publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021)

### When teaching pupils remotely, we expect schools to:

- set meaningful and ambitious work each day in an appropriate range of subjects.
- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
  - 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 schooled video content.)

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

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.

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.

We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.

### Special educational needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

### Vulnerable children

Where individuals who are self-isolating are within the DfE definition of vulnerable, it is important that schools put systems in place to keep in contact with them. When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

### Delivering remote education safely

Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:

- safe remote learning, published by SWGfL
- online safety and safeguarding, published by LGfL, which covers safe remote learning

- the National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely
- safeguarding and remote education during coronavirus (COVID-19)
- annex C of keeping children safe in education

The government will provide devices for disadvantaged children in Y3-6 who cannot attend school due to disruption, following official advice, or they are Extremely Clinically Vulnerable and have been advised not to attend school. See guidance:

<https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19>

The Director of Education and IT Manager are the contacts for ordering these and accounts have been set up for the Trust. Devices will arrive within two days and remain the property of the school. ChromeBooks will be ordered.

For all other children the school, at their discretion, can loan ChromeBooks to vulnerable pupils. Each school must ensure that a Pupil Mobile Device Agreement (MDA) (Appendix A) form is signed before the ChromeBook leaves the school.

If families do not have access to the internet then there is a government scheme being rolled out to support. As of September, this had not been rolled out in our areas but at the point of need, leaders should visit the link to find out more information:

<https://get-help-with-tech.education.gov.uk/about-bt-wifi>

In the event of remote learning being activated each school should ensure that policies to ensure safe online learning are shared with parents.

Our designated platform for remote learning is Google Classroom for Y1 - Y6 and Tapestry for EYFS, but where a child is unable to access the internet on a device, the school will provide paper packs which will be collected and dropped off to ensure regular assessment and feedback and ensure equity with the online learning curriculum. In larger schools with high levels of pupils not having access to the internet, it may be that parents collect and drop off papers, etc., from individual schools.

All parents in the Trust will have been surveyed in September in order for schools to have an accurate view of which pupils will access learning remotely and which pupils will need a paper based curriculum.

After September, it is the responsibility of each school to keep a record of access for any new pupils joining the Trust and to update the information on a regular basis. Schools must ensure that their remote offer is ready immediately and access to information is vital.

There are some useful sites which teachers may wish to consider to support with ways in which remote learning can be used:

- <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

- <https://teachfromhome.google/intl/en/>
- [https://edu.google.com/?modal\\_active=none](https://edu.google.com/?modal_active=none)
- <https://teachercenter.withgoogle.com/>

In the event of a staff member needing to isolate, not unwell, they will be allocated a ChromeBook and sign a Staff Mobile Device Agreement (Appendix B). This will ensure that no pupil data is compromised.

Due to this lockdown there may be times where, when working at home, staff will be using their own devices. This is particularly the case with teachers delivering remote learning. Heads will ensure that all staff needing to use their own device follow and adhere to the Using your own Device Policy.

Access to Microsoft applications is available and the Google Suite of applications. Staff must be aware that SMART Notebook is not available on Google ChromeBooks and alternatives will need to be used, for example Google Slides.

In the event that a staff member does not have internet access, the Head of Academy should work with that member of staff to explore solutions. For example, pending guidance at the time, it may be appropriate for that member of staff to plan, prepare and deliver the remote learning curriculum from in school.

ChromeBooks can be made available for support staff as appropriate and is at the discretion of the Head of Academy.

If working from home, and teachers experience a technical difficulty then IT helpdesk should be contacted as normal. IT services are able to use remote support so that no face to face contact is required. The contact email address is [ITServices@lapsw.org](mailto:ITServices@lapsw.org) (for Zealley House and the South Hams Hub schools) or [support@computeam.co.uk](mailto:support@computeam.co.uk) for all other schools.

The Trust remote education platform is Google Classroom for Y1- Y6 and Tapestry in EYFS. In the event of groups, classes and schools having to isolate or lockdown due to an outbreak, schools will use this platform to run remote learning.

Remote Learning offers will not rely on parents needing to print to access the work. Children will use the suite of Google apps e.g. Google Docs, slides etc to submit work and responses.

In the event of individuals having to isolate, this platform will be used to support learning at home and follow the principles above.

Support for Parents in using Google Classroom will come from guides and links to instructional videos posted on the school website.

It is the responsibility of the staff member to read and understand the related IT policies including the Video Conferencing policy. Before remote learning is undertaken staff will need to ensure that they understand the following policies:

- Computer Security Policy
- E-Safety Policy
- Staff / Volunteers Acceptable Use Policy
- Pupil Acceptable Use Policy
- Video Conferencing Policy
- Using your own Device Policy - COVID-19
- Safeguarding Policy
- Data Protection and Freedom of Information Policy

## Individuals

If a child is unwell they will not have home learning provided because in normal circumstances they would be off school.

If a child is well and is isolated, within 24 hours, the remote learning plan will be implemented. The class teacher will make weekly phone calls home to check in with the family and child. If the child is subject to an EHCP, is CP, CIN or considered vulnerable, the DSL or SENDco will liaise with the class teacher and consider additional measures such as doorstep views, personalised learning for children with EHCPs.

It is the responsibility of the class teacher and SENDCo to ensure that, where possible, remote learning continues to support the targets of the EHCP or ISP.

## Bubbles

In the event of a bubble going into isolation. The class teacher will be responsible for implementing the remote learning plan within 24 hours of isolation.

## National Lockdown

In the event of a National lockdown, all teachers will be responsible for implementing the remote learning plan for their class, the next school day.

In order to ensure equity of provision, when vulnerable pupils are attending school, they will be supervised by support staff to access the remote learning offer from their class teacher.

As well as in the event of local or national lockdowns, each school is expected to provide a remote education in the event of a bubble, school or individuals need to isolate.

Designated Remote Learning Programmes have been identified which all staff can use to underpin their curriculum offer and wider provision.

Resource	Best Uses
Tapestry	Remote Learning Platform EYFS
Google Classroom	Remote Learning Planning for Y1 - Y6
TT Rockstars	Daily TT practice alongside TT resource
White Rose Maths	Video of direct teaching input and use of worksheets when individuals isolating
Google Meet, via Classrooms	Acts of worships, assemblies, story times, parent meetings.
Oak National Academy	Lessons, including direct instruction videos, to support daily lessons.
BBCBitesize	Video clips and quizzes to support non-core
Ruth Miskin: RWINC Online Programme	Trust Phonics Programme
Bug Club	Dunsford Phonics Programme
National Literacy Trust - stories	<a href="https://wordsforlife.org.uk/virtual-school-library/">https://wordsforlife.org.uk/virtual-school-library/</a>
Accelerated Reader	Reading comprehension activities
Number Sense	Trust programme for teaching fluency

## Curriculum

Learning aligned to class learning will be set by the class teacher within 24 hours.

If a child is isolating because they are unwell, the remote learning package will begin when the parent notifies us that they are well and would normally have returned to school.

## Timings

Remote learning for the day will be uploaded and ready to use by 9:15am. Children will need to submit the work for the day no later than 3pm or 12pm on a Friday. Any submissions past 3pm will not receive feedback from the class teacher.

There is no expectation that pupils spend between 9:15am and 3pm at a screen. Lessons can be used flexibly by parents.

## PPA

All class teachers will still be entitled to their PPA in recognition of the full time remote learning package that they will be delivering.

## Maths

### For individuals off school isolating:

- White Rose Maths (WRM) direct teaching video and premium resources worksheet that link to lesson being taught in school to be shared via google classroom
- Pupil to respond by submitting answers on google sheets of quizzes.
- Teacher to provide an answer sheet the next day and feedback as per policy.

### For bubbles or whole school lockdown:

- WRM direct teaching video to be shared via google classroom. Teacher to design worksheet as per the usual designing of task in school, drawing on a range of resources bespoke to AfL and needs to children ie WRM schemes of work, worksheets, true and false Qs, MNP workbook Qs, NCETM assessment for mastery Qs, NCETM PD materials, Nrich resources.
- Children to submit work either directly on worksheet (if in word) or via google sheet.
- Teacher to provide answer sheet next day and provide whole class feedback and any individual feedback/scaffolds/prompts as appropriate.

Teachers are expected to look at work submitted, as they would in school, to assess and understand where there may be individual, small group or whole class gaps. Teaching on the subsequent day should be informed by this, rather than just ploughing on with the next WRM lesson.

E.g. If all children got question 8 incorrect then the teacher may provide a written explanation of how to solve Q8 and a scaffold/prompts to support with further similar Qs, give a few Qs for children to then apply the learning themselves before continuing with the rest of the teaching sequence. If this only applied to a small group you may only provide this for them and allow time to complete before the whole class moves on. If there are individual misconceptions the teacher will intervene directly as appropriate following the feedback policy guidance.

### For MNP schools:

Schools who use Maths No Problem Text books will use White Rose Maths, supplemented by MNP should we enter lock down. This will ensure that there is always a direct teaching video resource available at the time it is needed. All other expectations will be as above.

### Daily Number Sense Maths:

Teachers will set the appropriate direct instruction video clips to watch and exercises to work through this will be as aligned to the class focus as possible. Answers can be submitted in the

same way as above (on google sheets and in line with the feedback policy). The teacher will provide an answer sheet the next day for children to self-mark.

### **Daily Times Tables:**

Teachers will provide the appropriate pages from the Times Tables test booklet the rest of the class are working on and children will do their 2 min test daily. The next day they will self mark.

They will submit their score to the teacher via a google doc in the same way as their main maths learning above.

Teachers will set the appropriate x tables to practice on TT Rockstars as they wish, as per the guidance in the 'How to teach the times tables' document.

## **Phonics and Reading**

### **RWInc Schools:**

The RWInc Online Subscription and Virtual Classroom will provide access to remote education for phonics that matches the SSP programme taught within school in case children have to isolate at any point. Schools can quickly and easily share the links to the online virtual classroom for any lessons missed to their online platform (Tapestry or Google Classroom).

This system can be set up weekly ready for the next week ahead for those children that might miss time and can be shared to the school website or the google classroom information page. This also acts as a refresher for home learning for some children who need extra support.

The virtual online RWInc classroom also allows children to use the clips to reinforce what has been learnt in class and helps to educate parents. We know that if parents understand the processes in which the children are taught then they are much more likely to support learning at home. With the virtual classroom then parents can show children the clips at whatever time of the day suits them. Clips can be watched on laptops, computers, tablets or phones and each of the links lasts a week before you need to send the link again.

The virtual classroom will allow staff to show films for example after lunch to help small groups of children and in the event of a class being covered by a supply teacher or someone who isn't trained or isn't sure on how to teach that group then they can share the virtual classroom film.

This also means that RWInc will not need to be cancelled on any day due to other commitments in the school that mean the normal groups can not go ahead.

### **Bug Club Schools:**

Bug Club Phonics is an online SSP programme. The school has a subscription to whole class teaching including CBeebies videos animations and interactive activities to deliver effective teaching for each sound. Online access to engaging, fully decodable eBooks and games that staff can allocate to your pupils in the event that they are isolating or bubbles/the school is in lockdown.

Staff can assign books to children to ensure that they match the next steps within their phonics from the 90 fiction and 44 non-fiction fully decodable books. Staff can share content with children through the activelearn site. All children have their own unique login to the activelearn site.

**For individuals off school isolating:**

**RWInc:** Teachers will ensure login to the virtual classroom and copy and paste the links to the virtual films into the schools remote platform. Teachers will assign books matched to their phonic level through Oxford Owl and also direct parents to relevant worksheets and interactive RWInc documents online.

**Phonics Bug Club:** Teachers will assign relevant matched books to each child's account and will assign online content relevant to the unit that child is assessed at.

**For all SSP programmes:** Staff to ensure that links are active and copy links again as necessary. Staff to correspond through the schools virtual platforms as to how the children have been getting on with what has been sent. Parents can share comments, photos or videos of their child accessing the content.

**For bubbles or whole school lockdown:**

As above.

**English :** In addition to a daily phonics lesson, KS1 children will also receive a daily spelling or spag lesson opportunity and an opportunity to write.

KS2 Children will have a daily SPAG/Spelling lesson and a daily English lesson.

SPAG/Spelling lessons for both key stages will require some modelling or instruction to introduce new learning to children. Teachers may use recommended sites for these introductions such as BBC bitesize or Oak National Academy or they may need to upload a short video clip to Google Classroom.

There are a number of quality resources which teachers can draw upon to support their planning of these lessons including:

- Talk4Writing Booklets
- Ninja Comprehension Books
- Literacy Shed
- Spelling Shed
- Authorfy
- Pobble 365
- Jane Constantine - Sentence Stacking

English lessons should be a carefully planned sequence of lessons which are text driven and mirror learning which would have taken place in the classroom. Instructions for all lessons

should be clear and could use input from these resources or a google slide/powerpoint presentation. None of these resources however model writing. Therefore there is a minimum expectation that teachers will provide a modelling video clip at least once per week. This does not need to be on a set day and teachers may wish to provide more models, depending where they are in the sequence of learning.

### **Wider Curriculum**

The wider curriculum offer which children receive will reflect the offer of each individual school. Each lesson will require a short instructional video/google slide presentation and a resource for the child. Alignment will be made with recommended resources if appropriate i.e. Oak National Academy.

### **SEND Education Provision Offer**

The provision for children with an Individual Support Plan or an EHCP will be monitored by the SENDCo.

Class teachers will ensure that the remote learning matches the targets within the plans to ensure that children continue to make progress. This will mirror expectations in the classroom.

Annual reviews of EHCPs and Individual Support Plan reviews will continue. EP visits will continue, where possible, virtually.

Class teachers will make telephone contact each week with the parents of the SEND children to review the remote learning and the child's welfare.

### **Vulnerable Pupils Education Offer**

There will be a weekly phone call to pupils deemed vulnerable by the school in order to review the remote learning and the child's welfare.

If there are specific concerns and the child is not attending school, they will be invited to join the school based cohort.

Children who are subject to Child Protection Plan, Child in Need Plan or Early Help will be overseen by the DSL or Deputy DSL to ensure regular communication, (a minimum of weekly) is maintained and that the child is kept safe.

All legal meetings will continue to be held and teachers and staff will need to contribute to these reports.

### **Feedback and Assessment**

There is an appendix to the feedback policy which outlines the expectations of quality feedback in order to support learning.

Teachers will still provide feedback and gather ongoing assessment information using the Appendix to the Feedback Policy.

Teachers will gather ongoing assessment for learning information to help them shape their remote learning to minimise the gaps and impact of remote learning.

Caped and Caved can be used.

## Live contact

Live lessons are not an expectation in the event of individuals isolating unless they are pupils who fall into a vulnerable category where regular phone check ins will be implemented.

If a bubble or full school is isolating (National Lockdown) then there will be some, limited live face to face contact. This could be a story time, circle time or similar lasting no longer than 30 minutes. There is no expectation that teachers will deliver live lessons throughout the day. Teaching will include both recorded or live direct instruction and time for pupils to complete tasks and assignments independently. Online video lessons do not necessarily need to be recorded by teaching staff in school. Oak National Academy lessons, for example, can be provided in lieu of school-led video contact.

Teachers connecting with children at home in a national lockdown and bubble isolation is up to three times a week and for a period no longer than 30 minutes depending on the age of the children.

Heads connecting in the event of a National lockdown or bubble isolation may take the form of joining class acts of worship; story times etc.

## Paper Based Remote Learning Offer

Where humanly possible remote learning should be electronic (issues have been identified through the home survey) There is an expectation that google classrooms will be used unless families have no access to the internet.

Where families have no access to the internet, weekly packs of printed resources can be collected from the school office at a pre-arranged time.

Schools will endeavour to ensure that children are accessing home learning packs and in the event of a family isolating and unable to leave the house, schools must take all actions possible to enable the child to access the learning e.g. deliver the pack to the child at home.

## Monitoring and Evaluation

EHOAs/ HOAs / SLT will have access to all google classrooms to monitor effectiveness and impact of remote learning. Leaders will ensure that teachers provide a high quality sequence of learning that builds on knowledge and skills. They will give feedback to teachers when necessary to ensure consistency of provision.

Effectiveness of the remote offer will be monitored by leaders (looking at feedback, pupil outcomes, pupil engagement) .

NQTs and RQTs will be supported by their mentors to plan a high quality curriculum.

Shared networks of subject leaders across the Trust will evaluate the curriculum and offer feedback via HOAs.

EHOAs and HOAs will feedback to staff regularly on the effectiveness of the provision and provide incremental next step feedback.

## **Communication to Parents**

Weekly class newsletters will continue to be sent to parents and children sharing key messages, celebrating success and as a way of keeping children in touch with their peers and teacher.

Weekly HOA newsletter to share learning successes, key updates and parent FAQ. If possible and appropriate, weekly celebration assemblies to be live to children and families (National Lockdown).

Social media to continue to be used to share high quality remote learning successes.

## **Communication to Staff**

Learning from the national lockdown showed that staying connected is paramount for staff wellbeing and the continuity of education for the children.

In the event of a further lockdown there will be at least weekly virtual professional development meetings with staff and the Trust Core CPD Offer will continue to run remotely.

HOAs will keep in touch weekly with support staff either in school, via telephone or google hangout.

## **Isolating Staff**

If a member of staff is isolating and unwell, the normal practice for a member of staff using the managing attendance policy will be used e.g. ringing in daily and longer term support. The staff absence will be recorded as illness on the staff portal and the normal support will be implemented.

If a member of staff is ill, they are not expected to deliver a remote learning offer. Schools will have plans for HLTAs and the Trust Cover teachers to take up the offer.

If a member of staff is well but isolating, they are not recorded as ill but as isolating and they will need to be available for work and to pick up the remote learning programme or any other activities directed by the Head of Academy.

If isolating, with a bubble, teachers will set work via google classroom and be responsible for delivering the Tier 4 expectations set out on this plan.

Isolating staff will attend weekly PDM meetings as this is part of their normal practice.

Support staff may be directed to be in school in the event of a lockdown or to direct the remote learning offer.

	Action	Whom	When
1.	Trust wide survey to all pupils, completed before the end of September, assasin access in the event of isolation or lockdown	TC to disseminate	Heads to ensure completion by 30th September.
2.	Children who would need access to laptops and internet identified.	Heads	Completion week 1 October
3.	Google Classroom Training provided across the Trust for all schools.	TC/RA	30th September
4.	Google Classroom Training rolled out to all teachers to ensure immediate remote education access.	Heads	Week 2 October
5.	Laura Ferran to run Trust CPD training on getting the best out of Tapestry	Laura Ferran	Before the end of October.
6.	Create a one sheet summary of the LAP promise of Remote Learning for Parents. Release before	TC	Beginning of October
7.	Develop a set of guides for parents on how to use google classroom so that they are skilled at the point of need. Ensure that they understand it can be used on a phone as well as a device	TC	Beginning of October
8	New National Lockdown 6th January 2021. Contingency plan updated to reflect new DfE guidance	EB	By 8th January 2021
9	Schools to ensure remote offer is clear for parents on their websites by 25th Jan	All Heads	25.1. 2021
10	Regular SETs to review quality of remote offer	All Heads (EB)	Spring 1

## Reference Documents

1. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/950510/School\\_national\\_restrictions\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf)
2. <https://www.gov.uk/guidance/get-help-with-remote-education>
3. <https://edtech-demonstrator.lgfl.net/>
4. <https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19>

## Remote learning principles for teachers

<https://www.tes.com/news/remote-learning-how-apply-rosenshines-principles>

[https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/?mc\\_cid=a6ba8bfd8c&mc\\_eid=87879b35c8](https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/?mc_cid=a6ba8bfd8c&mc_eid=87879b35c8)

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>