



### **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.

## Remote Learning Provision



Engagement in home learning is compulsory in order to ensure that learning time is not lost. This is as much about developing good learning habits and building learning stamina as it is to do with the actual home learning which takes place.

In preparation for the need for remote learning, all pupils will be sent home with:

- An exercise book to record any home learning in
- Instructions how to access work on The National Oak Academy
- Instructions how to access the use of TEAMS on Microsoft Office 365

### For individual pupils isolating whilst waiting for their own/a family member's test (short absence of 2-5 days):

- Log on to Oak Academy and select your child's year group.
- We have provided instructions for how to access the work on Oak Academy.
- Your child should record any work in their 'Home School' exercise book.
- When they return, they should bring the book back so that their teacher can mark it.
- Please let us know if you need further support or can't access this.

### If your child or household member then tests positive and they need to isolate (14 days):

- If your child is well enough to work, we will send some Maths slides via e-mail through the school office, along with some activities to complete.
- For their English work, they will continue to work on The Oak Academy tasks, recording any work in their exercise book.
- A member of staff will have a telephone conversation with them once a week, checking in with their work and wellbeing.
- If appropriate, their teacher will send additional work which is being carried out in class via e-mail through the school office.
- When they return, they should bring the book back so that their teacher can mark it.
- Please let us know if you need further support or can't access this.

### For class bubbles, year group bubbles or whole school isolating due to closure of their bubble/local lockdown etc. (14 days plus):

- All pupil will use Microsoft Teams every day. They will have their own log on, which will let them join a live session each day.
- We have created an instruction sheet issued about how to log on and access this for parents to support their child/children.
- There will be different times for each class to log on for their live session each day, as we are aware that many households may be sharing devices with siblings and parents working at home.
- Live sessions will not be live teaching; it will be an opportunity for the class to gather together socially, ask and answer questions and generally ensure the wellbeing of all. Teachers may choose to have a thought for the day, read a story or poem or explain some work to the class. It is also an opportunity to wave at our classmates!
- Work will be set by the teacher (or a partner teacher should the class teacher be feeling unwell) for your child to complete each day.

- Please let us know if you need further support or can't access this.
- A member of staff will have a telephone conversation with them once a week, checking in with their work and wellbeing.
- Work will be completed and sent to their teacher via Microsoft Teams to be 'marked'. Their 'Home School' exercise book can also be used if they are struggling with completing tasks electronically.
- Feedback will be given during the daily live session; via e-mail and in books when they return to school. Feedback will not be given on every piece of work in the book; a stamper/sticker/tick will be used on the last page they have worked on in their book.



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