



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.

Shield Row Primary School Contingency Plan for Remote Learning

Engagement in home learning is compulsory in order to ensure that learning time is not lost.

Pupils	Curriculum	Safeguarding
<ul style="list-style-type: none"> In the event of a child receiving a positive test and being in isolation for 10 days, assuming they feel well. In the event of a child being in isolation for 14 days In the event of shielding – longer term absence 	<ul style="list-style-type: none"> Nursery – pick and mix activities for the week Reception – daily phonics activity & pick and mix activities for the week Y1 – daily phonics, reading, maths and PE Y2-6: Clear timetable shared with parents that includes daily: <ul style="list-style-type: none"> ✓ Reading ✓ Spelling ✓ Maths ✓ Writing ✓ Topic/ subject that is going on in class Work to be assigned via Seesaw prior to 9am each day Reading – use of Epic Books or books from home Spelling – send what is being learnt in class & use Spelling Shed Maths – WhiteRose (teacher to send the link to the video and some follow up work) Link to Mathletics for further online learning. Children can also use TT Rockstars/ Numbots (KS1) Writing – send what is being done in class Topic / subjects – send what is going on in class and/or where links can be made, use Oak Academy lessons If possible, child to use Zoom to access lessons in class in real time. Web camera with speaker to be used in class. If the child is struggling with a particular aspect of the learning, the teacher can upload a video to Seesaw to model the learning and offer further explanation The child should upload the work they have done to Seesaw by 4pm and this will be checked by the class teacher. Feedback will be given in the form of written or audio comments and/ or answers will be marked. If the child does not have access to mobile technology or the internet, a work pack will be created and either printed and dropped off or emailed (parent preference). Work to be photographed and emailed or returned to the quarantine box (72 hours). 	<ul style="list-style-type: none"> Weekly phone calls Monthly home visits to check wellbeing for those shielding Class Zoom to the individual child – Zooming them in on lessons if they have the technology to do so Delivery of resources where needed

<ul style="list-style-type: none"> • In the event of an outbreak in a bubble – therefore the bubble has to close • In the event of local lockdown – full school closure 	<p>If a bubble or the school locks down:</p> <ul style="list-style-type: none"> • Work loaded onto Seesaw prior to 9am • Nursery – pick and mix activities for the week • Reception – daily phonics activity & pick and mix activities for the week • Y1 – daily phonics, reading, maths and PE • Y2-6: Clear timetable shared with parents that includes daily: <ul style="list-style-type: none"> ✓ Reading ✓ Spelling ✓ Maths ✓ Writing ✓ PE – daily mile, Joe Wicks sessions, etc. ✓ One other subject (aligned with blocking up maps) • Reading – Epic books or books from home • Maths – Whiterose (teacher to send the link to the video and some follow up work) Link to Mathletics for further online learning. Children can also use TT Rockstars/ Numbots (KS1) • English – text-based planning, as we would in school, with videos of the teacher reading chapters / explaining and copies of key pages shared onto Seesaw • Topic / subjects – follow curriculum planning, teachers to upload short video or powerpoint to explain (or link to Oak Academy lessons where possible) • SLT to set the expectation (through a video clip shared on seesaw with the class / school) that all children are completing Maths, English, PE and at least one other subject daily. • Answers to maths and comprehension questions will be sent to parents. • Photographs of work done should be uploaded by 4pm on the day completed, to be reviewed by the teachers. • Feedback in the form of ticks, questions, comments and praise to be given. • Communication between staff and pupils through the day – questions etc – to be via Seesaw or email 	<ul style="list-style-type: none"> • Weekly phone calls to all children in the class • Class Zoom • Delivery of resources • Weekly paper copies of the work to be circulated to those who cannot access the technology: work to be photographed and emailed or returned to the quarantine box (72 hours).
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Provision for SEN children	<ul style="list-style-type: none">• The provision outlined above will be the same for SEN children but the work will be pitched appropriately and additional supportive resources e.g. word banks, phoneme mats, etc. will be shared with them• Where appropriate, SEN children will have a log in to access IDL cloud literacy and/ or IDL cloud maths and will be instructed to complete at least 3 x 20 minute sessions per week on these programmes• Mathematics will be set at the appropriate PoS for each student	<ul style="list-style-type: none">• As above
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Teaching Staff		Wellbeing
<ul style="list-style-type: none"> In the event of a staff member receiving a positive test and being in isolation for 10 days, assuming they feel well. 	<p>The bubble will close and we will revert to lockdown remote teaching and learning as detailed above.</p> <p>As long as the teacher declares that they feel well enough to work they will continue to set work for the bubble.</p>	<ul style="list-style-type: none"> Regular contact between the team – by Zoom and phone Regular check-ins to discuss workload and how things are working Seesaw silenced between 6pm - 9am Regular working patterns to be acknowledged PPA to be honored Use COVID sickness procedures i.e. a positive test supersedes the need to get a fit note. Absence to be recorded as COVID related.
<ul style="list-style-type: none"> In the event of isolation for 14 days due to contact with a positive case out of school (e.g.: Track and Trace) In the event that a member of staff's children are forced to isolate due to their bubble closing and they have no one to support them in looking after their children. 	<p>The bubble will remain open and will be covered by another member of staff. If the teacher has no symptoms then they will be able to set work.</p> <p>The teacher should continue to plan, prepare, Zoom, call and email work where possible. HLTAs may be asked to plan work.</p>	
<ul style="list-style-type: none"> In the event of a staff member receiving a positive test and being in isolation for 10 days, assuming they are unwell 	<p>If a staff member was positive the bubble would close and work would be set via Seesaw with printed packs for those identified as having no access to technology. If the teacher declares that they do not feel well enough to work they will not need to set work for the bubble.</p> <p>A 2 week emergency folder of work has been prepared – HLTAs/ TA would post the work from the folder to seesaw daily and check the work that is submitted.</p> <p>If absence lasted longer than two weeks, planning would continue based upon: EYFS – overarching themes and identified focuses</p> <p>KS1 & 2 Maths – Whiterose for their year group Daily Maths - following ½ termly basic skills plan in teaching and learning file Spelling – following ½ termly spelling plan in teaching and learning file English – following MTP in teaching and learning file Wider Curriculum – following blocking up map and Planbee/ Kapow units</p> <p>Planning and resources would be organized by the cover staff supported by SLT.</p>	