The Pathway Academy Trust
Contingency Plan for Remote Learning

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.

Contingency Plan for Remote Learning

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

Pupils	Curriculum	Community	Safeguarding
In the event a child is sent home from school with <u>COVID-19 symptoms</u> or awaiting a test or test result at home.	• School office / attendance officer will contact class teachers to update on the child and an approximate date of return • Work will be uploaded to google account, no longer than the second day at home, this work will be bulk uploaded. Pupils will be expected to engage with and return this work upon their return or by the date given by teachers. Engagement with the work will be monitored. • Teacher's will provide instructions, direction and links to completing the work. • For those pupils/families who are unable to engage with online learning, a home learning pack will be provided (eg) CGP workbooks. This work will be expected to be handed in at the end of the period of isolation.		• School to support the family in arranging a test for the child and what to do following the test result. • Regular contact will be made with the family in the event that a test or result takes longer than 48hours
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 needing	Work to be set via Google Classroom and could link to pupil's purple mash accounts and TT rockstars. Work set will aim to be from a broad and varied range of subject areas.	• Positive comment / virtual points to be awarded to children completing work at home (weekly)	• Weekly phone calls • Delivery of resources where needed • Check and monitor engagement

to isolate for 14 days

In the event of shielding – longer term absence | Work per week will include:
- x5 Math's lessons
- x5 English based lessons
- x1 Science
- x3 additional lessons (History, Geography, Computing, Music, Art, French etc…)
- Reading and spelling / phonics will form part of provision.
- There may also be suggested wellbeing or physical activities.

- For those pupils/families who are unable to engage with online learning, a home learning pack will be provided (eg) CGP workbooks. This work will be expected to be handed in at the end of the period of isolation.

- Where applicable to class learning work will link to White Rose Maths and Oak Academy lessons to be shared where it links to in-class learning for other subjects, including use of teaching videos. | - Virtual assemblies could be shared including celebration assemblies | of pupils
- Engage with vulnerable pupils / families who are isolating |
| In the event of an outbreak in a bubble – therefore the bubble has to close

In the event of local lockdown – full school closure | Work loaded by 8am on the day that the work is to be completed via google classroom
- Teachers will set 'quizzes' or work via google classroom to assess learning, purple mash quizzes can be set through | - Communication between staff and pupils through the day –questions etc – via google classroom or Purple mash. Questions or | - SLT to ensure that those who did not engage during lockdown are fully aware that they have to engage |

	google classroom . • Teacher's will set the expectations of when the work is due and how it should be returned, instruction will be provided through goggle classroom or through uploaded teacher videos with instructions. • Delivery of resources to families where online learning is not possible- work to be returned by email or sent back to the school.	responses may not be answered immediately (takes into account the potential personal circumstances of the adults) • Staff will be able to provide phone calls. Teaching Assistants can support with this. • Virtual assemblies could be shared including celebration assemblies • Virtual points or positive feedback comments awarded by teachers for online work as appropriate. • Weekly class meeting via google classroom/google hangout – monitoring of those who haven't or couldn't attend.	• Teachers to check engagement • Weekly phone calls to all children in the class • Additional phone calls made to vulnerable children or those not engaging with learning. • Engagement with external safeguarding agencies, where necessary, for any concerns raised.