



## **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
<p>In the event a child is sent home from school with COVID-19 symptoms or parent contacts the school to say their child is unwell, they believe it is COVID-19 related and a test is being ordered.</p>	<p>Attendance officer to email teacher the name of the child who has gone into isolation with a proposed date of return.</p> <p>Home learning to be provided for any child in isolation. This work to include the following and be uploaded weekly;</p> <p>5 x White Rose Maths lessons 5 x English based lessons 2 x Topic lessons (A combination of History, Geography, DT and Art.) A list of physical activities that can be completed at home. 1 x Science lesson MyON purchased and provides 5600 digital copies for children to be able to access at home. An expectation of 30 minutes reading a day will be communicated to parents. This work will be uploaded to the child's Google Classroom account and engagement will be monitored. Children are expected to complete all work if they feel well enough.</p> <p>In the event of families not being able to access</p>	<p>The identity of the child/ren in isolation will remain confidential outside of school staff who need to be made aware.</p>	<ul style="list-style-type: none"><li>• School to support the family in arranging a test for the child and what to do following the test result.</li></ul>



	Google Classroom an English and Maths GCP book will be provided for the pupil. These books will not be expected back in school following the end of isolation.		
<p>In the event of a child receiving a positive test and being in isolation for 14 days, assuming they feel well they can complete the weekly work provided.</p> <p>All children and staff in that class will be placed in isolation.</p>	<p>Work to be set via Google Classroom</p> <ul style="list-style-type: none"> <li>• Same remote learning as above uploaded each week</li> </ul>	<ul style="list-style-type: none"> <li>• House points to be awarded to children completing work at home</li> <li>• Virtual assemblies to be shared including celebration assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly phone calls to check in on pupil and family if whole class moves into isolation.</li> <li>• Delivery of resources where needed</li> <li>• Check engagement of pupils</li> </ul>
In the event of a child needing to isolate for 14 days			
In the event of shielding – longer term absence			
<p>In the event of an outbreak in a bubble – therefore the bubble has to close</p> <p>In the event of local lockdown – full school closure</p>	<p>Work loaded weekly via Google Classroom</p> <ul style="list-style-type: none"> <li>• Same remote learning as above uploaded each week.</li> <li>• Children complete their work each day, to be reviewed by the teachers. Teachers will provide feedback where appropriate to support and motivate pupils but will not provide written feedback to each child for each subject. Teacher assessments will be used to</li> </ul>	<ul style="list-style-type: none"> <li>• Communication between staff and pupils through the day – questions etc – via Google Classroom. Teaching Assistants can support with this</li> <li>• Virtual assemblies to be shared including celebration assemblies</li> <li>• House points to continue</li> </ul>	<ul style="list-style-type: none"> <li>• SLT to ensure that those who did not engage during lockdown are fully aware that they have to engage</li> <li>• Teachers to check engagement</li> <li>• Weekly phone calls to all children in the class.</li> <li>• Additional phone calls made by SLT to vulnerable children and families.</li> </ul>



	<p>adapt future assignments set.</p> <ul style="list-style-type: none"><li>• Delivery of resources to families where online learning is not possible. These will take the form of a Maths &amp; English GCP book.</li></ul>	<p>to be awarded</p>	
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