

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.

Avondale Primary School Contingency Plan for Remote Learning

A strong message needs to go out that engagement in home learning is compulsory in order to ensure that learning time is not lost.

Pupils	Curriculum	Safeguarding
Plan 1		
Pupils or someone in pupils' house is displaying symptoms and the household has to shield while they await results (1-2 days)	<ul style="list-style-type: none"> Children should complete their home reading book in addition to be signposted to Rock stars, Purple Mash, My Maths, espresso, studdyladder and online reading via the school website 	<ul style="list-style-type: none"> Office staff to liaise with parents re results and attendance Information to be inputted onto covid attendance spreadsheet
Plan 2		
In the event of a child receiving a positive test and being in isolation for 10 days, assuming they feel well.	<ul style="list-style-type: none"> Work packs to be provided and collected from the office or sent with other children. Work packs to link in with this half terms work and include a range of subject areas. Children to use the school website to look at topic areas Parents asked to take photos of the work completed daily and email this into the class teacher so this can be marked. Children to be actively encouraged to use TT rockstars to practise times tables Any children who self-isolate who have SEND needs and/or an EHCP to have a bespoke pack provided for them Children who need to self-isolate for two separate periods in a half term to have alternative scheme books provided for the children to work through. For those families with remote access and printers it may be appropriate to provide online daily learning. This is to be through a discussion with home and school as to what is the most suitable provision. 	<ul style="list-style-type: none"> Twice weekly phonecalls from school for most pupils. Daily phone calls for children with an EHCP and who have a social worker. (reference to attendance monitoring document) Weekly food vouchers to be provided for children entitled to FSM Social workers to be contacted if children with a SW self-isolate Monthly home visits to check wellbeing for those shielding Delivery of resources where needed
In the event of on child in isolation for 14 days		
In the event of shielding – longer term absence		
Plan 3		

<p>In the event of an outbreak in a bubble – therefore the bubble has to close</p>	<p>If a bubble or the school locks down, revert in the main to online learning.</p> <ul style="list-style-type: none"> • Morning zoom meeting for the class to register at 9am. The same link and password to be used as a regular calendar event. SLT to monitor that all class teachers have set up a zoom account from their work email. An additional zoom to be set up from 1pm so that the afternoon activities can be introduced. • Year 5 and 6 work to be loaded up daily on Google classroom • Rec-Y4 work to be loaded up daily on Purple Mash 	<ul style="list-style-type: none"> • Support staff to make twice weekly phone calls to all children in the class • Daily calls to any children with and EHCP, SW or who have been identified as red on the safeguarding matrix. • Home visits to any not responding or engaging • 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). • Technological devices to ideally be provided for 14days to children who do not have access to devices at home.
<p>In the event of local lockdown – full school closure</p>	<ul style="list-style-type: none"> • Maths lessons uploaded to Google Classroom/Purple Mash, following on/mirroring the maths being covered in the classroom at that time. This may be a combination of white rose maths videos, prepared slideshows that would have been the shared in the classroom and resources/worksheets used in the classroom. Answers will be provided for self-marking at home. My Maths and TT rockstars may also be used to supplement the maths lessons though these alone will not be used as the only maths lesson. A pre-recorded video lesson maybe uploaded to the portal. • English tasks uploaded to Google Classroom/Purple Mash following the sequence of learning that would have happened in the classroom. The quantity of work will be dependent on age/stage of your child. Some/all of these will be ‘handed in’ to your child’s class teacher on Google Classroom/Purple Mash for marking. This will include spelling, grammar, writing and reading. • Topic task(s) will be uploaded to Google Classroom/Purple Mash for children to complete and hand in virtually. This will be lessons your child would have had in class this term which can be most easily adapted to remote learning. • 1:1 support if your child receives 1:1 support and they are isolating, a more bespoke programme of support will be set up. This may include phone calls / video chats with your child’s 1:1 support. They will usually be expected to still complete the learning set on google classroom/Purple Mash. • Action SLT to set the expectation that all children are completing Maths, English (grammar, reading and writing) and at least one other subject daily; with a view that they cover all current subject areas in a two-week cycle. • Action SLT to ensure that those who did not engage during lockdown are fully aware that they have to engage. • Answers to maths and comprehension questions will be sent to parents. • Photographs of work done should be uploaded by 5pm on the day completed, to be reviewed by the teachers. 	<ul style="list-style-type: none"> • Support staff to make twice weekly phone calls to all children in the class • Daily calls to any children with and EHCP, SW or who have been identified as red on the safeguarding matrix. • Home visits to any not responding or engaging • 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). • Technological devices to ideally be provided for 14days to children who do not have access to devices at home.

	<ul style="list-style-type: none"> • Feedback in the form of questions to be given in a timely manner, which the children should respond to. • Communication between staff and pupils through the day – questions etc. – to be via year group emails and through the chat. Individual work should be emailed to the year group email address • Workpacks or loaned devices to be provided for children who have no internet access • If some children have previously self-isolated the work packs may have already been completed and in which case additional English and Maths workbooks will be sent home for completion. 	
	<ul style="list-style-type: none"> • Work completed by the children to be uploaded by the children/parents so that the children can receive feedback from the class teachers. 	
Teaching Staff		Wellbeing
In the event of a staff member receiving a positive test and being in isolation for 10 days, assuming they feel well.	The bubble will close and we will revert to lockdown remote teaching and learning as detailed above.	<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 • Year group emails only to be shared with parents rather than staff individual accounts
In the event of isolation for 14 days due to contact with a positive case out of school (e.g. Track and Trace) or the need to self-isolate due to someone in the household displaying symptoms and needing a test	<ul style="list-style-type: none"> • The bubble will remain open and will be covered by another member of staff. • If there are staff shortages it maybe that support staff are asked to cover lessons. • The teacher should continue to plan, prepare, call and upload work to the one drive or via remote access to be used in the classroom. There needs to be close liaison and a detailed handover between the class teacher and whoever 	

<p>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>	<p>is due to cover the class so that all planned activities can be taught and are easily accessible.</p> <ul style="list-style-type: none"> • The teacher should ideally live stream and teach zoom lessons into the classroom while the class is supported face to face by support staff. A minimum of two lessons, or lesson introductions, should be via zoom if the class teacher is working from home. • Staff who are working 1:1 with a child or with groups may be asked to support via remote learning and zoom/team call to provide the educational support needed 	<ul style="list-style-type: none"> • Emails and posts only to be responded to between school hours • Regular working patterns to be acknowledged
<p>In the event of a staff member receiving a positive test and being in isolation for 10 days, assuming they are unwell</p>	<p>The rest of the curriculum will be set by the other Year group teacher and the work will be uploaded by Mrs Speakman and monitored by the support team. A member of SLT will act as the base contact for the pupils</p> <p>In the event of more than one member of staff being off ill in a Double Bubble, with COVID-19, the children will be directed to White Rose, My Maths, TT Rockstars, Espresso, Purple MASH and Oak Academy and their responses on Purple Mash/Google classroom will be monitored by either the phase staff or Mrs Speakman</p>	
<p>In the event of a staff member displaying symptoms and feeling unwell and therefore unable to set work</p>	<ul style="list-style-type: none"> • Staff member to remain at home • Class to remain in school if the test is negative • Class to be covered in house by another member of staff • Supply cover to be used if there are no spare staff in school 	<p>Normal safeguarding procedure for the children</p> <p>Regular contact with the member of staff</p>
<p>Stage 4</p>		
<p>School doesn't have enough staff to cover the supervision of children</p>	<ul style="list-style-type: none"> • A tiered attendance approach to be used and classes to come into school on a weekly rota basis 	