

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.

Cheriton Primary School Contingency Plan for Remote Learning

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

The school will continue to take its safeguarding responsibilities very seriously and will be seeking regular contact with families.

Plan for Class 1		
Pupils	curriculum	Safeguarding
In the event of a child needing to isolate at home because a family member has shown symptoms and is awaiting the results of a test.	In the short term, printed materials will be provided to support the child's learning at home. If the period of isolation extends beyond 4 days, the provision outlined below will be delivered where it is possible to do so as the teacher will continue to be teaching the class in school.	<ul style="list-style-type: none"> • Weekly phone calls • Zoom • Class Zoom to the individual child • Delivery of resources where needed
In the event of a child needing to isolate at home for 14 days due to a family member testing positive	The Squirrel Team will provide daily, via Tapestry, a pre-recorded daily story/poem with some related activity suggestions and a pre-recorded active phonics session with follow up activities. We will expect to receive an observation from parents, via Tapestry which we will assess and give personalised feedback on.	<p>Weekly phone calls to all families in the class</p> <ul style="list-style-type: none"> • Headteacher to contact any not responding or engaging to offer support • Class Zoom at specified time at beginning of each day to allow teacher to give an outline of the day's learning activities. • Delivery of resources • Weekly paper copies of the work to be circulated to those who cannot access the technology: work to be photographed / scanned and emailed or returned to the "returned work" box.
<p>In the event of shielding – longer term absence</p> <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</p>		

For Classes 2, 3 and 4 there is an expectation that the work sent through Classdojo will be completed in a timely fashion and completed tasks returned to the class teacher. Where possible learning materials such as work sheets will be provided through Classdojo and completed work should be uploaded to the child's portfolio for the teacher to see. If a family is unable to access the materials online, then printed materials can be collected from school and returned when completed for the teacher to see. A system of boxes for the safe collection and return of work will be set up.

Pupils	Curriculum	Safeguarding
<p>In the event of a child needing to isolate at home because a family member has shown symptoms and is awaiting the results of a test.</p>	<ul style="list-style-type: none"> ● Work to be provided as quickly as possible (ideally during 2nd day of absence) through online systems or printed materials ● Maths Access to online resources using MyMaths, Maths shed, TT Rocksters. ● Materials for lessons provided through Classdojo with teaching videos available if necessary through links sent through safe youtube. ● English- Access to online resources using Spelling shed. ● Materials for lessons provided through Classdojo with teaching videos available if necessary through links sent through safe youtube. ● Topic/ wider curriculum- teachers teach – send what is going on in class via Classdojo 	<ul style="list-style-type: none"> ● Weekly phone calls ● Monthly home visits to check wellbeing for those shielding ● Zoom ● Class Zoom to the individual child ● Delivery of resources where needed
<p>In the event of a child needing to isolate at home for 14 days due to a family member testing positive</p>		

<p>In the event of shielding – longer term absence In the event of an outbreak in a bubble – therefore the bubble has to close In the event of local lockdown – full school</p>	<ul style="list-style-type: none"> ● Class Zoom at specified time at beginning of each day to allow teacher to give an outline of the day’s learning activities. ● Maths Access to online resources using MyMaths, Maths shed, TT Rocksters. ● Materials for lessons provided through Clasdojo with teaching videos available if necessary through links sent through safe youtube. ● English- Access to online resources using Spelling shed. ● Materials for lessons provided through Clasdojo with teaching videos available if necessary through links sent through safe youtube. ● Topic/ wider curriculum- teachers teach – send what is going on in class via Clasdojo 	<ul style="list-style-type: none"> ● Weekly phone calls to all families in the class ● Headteacher to contact any not responding or engaging to offer support ● Class Zoom at specified time at beginning of each day to allow teacher to give an outline of the day’s learning activities. ● Delivery of resources ● Weekly paper copies of the work to be circulated to those who cannot access the technology: work to be photographed / scanned and emailed or returned to the “returned work” box
Teaching staff		Wellbeing
<p>In the event of a staff member receiving a positive test and being in isolation for 10 days, assuming they feel well</p>	<p>The bubble will close and we will revert to lockdown remote teaching and learning as detailed above.</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 ● Class Dojo silenced between 6pm - 9am ● Regular working patterns to be acknowledged <ul style="list-style-type: none"> ● Weekly staff meeting via zoom
<p>In the event of isolation for 14 days due to contact with a positive case out of school (e.g.: Track and Trace)</p>	<p>The bubble will remain open and will be covered by another member of staff. If necessary, supply teachers will be sourced and employed if they are available. LSA’s may be asked to set work for classes in the event of staff shortages The teacher should continue to plan, prepare, Zoom, call and upload work to Class Dojo / Tapestry</p>	
<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>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 class bubble is likely to be closed. Management of the home learning will be taken on by another or several members of staff.</p>	