

Covid -19 Remote Education Guidance Highwood Primary

Context:

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.

Expectations:

In developing these contingency plans, we will:

- 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 will aim:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. We will set English, Maths and Foundation subject daily.
- 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

	Scenario 1	Scenario 2	Scenario 3
	Child has symptoms and is in isolation awaiting test results (No more than 48 hour absence)	Child is isolating for 10 days due to a member of household being tested positive. Bubble remains open.	Group of children/ or whole bubble/ school has closed either to isolate for 10 days or directed to by the LA
What the school will set/do? (for the following day the school will)	Set Reading/ Spellings/ Maths once for the time off	Set a weekly plan for: Reading, Writing and Maths and topic based activities Joining some lessons via Zoom CT to call child each week	<ul style="list-style-type: none"> • A virtual lesson/ briefing at the start of each day explaining work that is set on Seesaw. • One Virtual lesson per day for English • Work to be scheduled to appear daily on Seesaw • School will provide details of all logins needed.
What the school will provide if family have no internet access,	<ul style="list-style-type: none"> • Spellings • Reading book • Maths worksheets 	<ul style="list-style-type: none"> • Book to record work • Printed maths worksheets, linked to learning taking place in class • Reading books 	<ul style="list-style-type: none"> • Book to record work • Printed Maths worksheets linked to whole class maths learning objectives, where possible • Reading books • Spelling and grammar worksheets • Weekly check in rom CT to explain work
What the school will provide if family have none or limited tablets/computers	N/A	Loan of a school device, if possible , as all iPads will still be in use by the rest of the classes.	Loan of a school iPad (where possible)

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Online resources	<ul style="list-style-type: none"> • Mathletics • Classroom secrets kids • Teach your monster to read 	<ul style="list-style-type: none"> • Seesaw home learning • White Rose Maths • Classroom secret kids • BBC Bitesize • Oak National Academy 	<ul style="list-style-type: none"> • Zoom • Seesaw home learning • Seesaw family app • White Rose Maths • Classroom secret kids • Teach your monster to read • BBC Bitesize • CLPE • Oak National Academy • Hour of Code
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Who is responsible for sending resources?	Resources organised by class teacher Parent to collect resources from the school	Teacher Parent to collect resources from school weekly	Teacher and TAs Parent to collect resources from school as necessary

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What about children with SEND?	Depending on the child's needs, the school will provide appropriate resources for this short period of time.	Depending on the child's need the CT will set work on Seesaw (or if no internet on paper) appropriate to the child's needs which can be completed at home, with parent/carer	If school closed to all but vulnerable pupils, those with EHCP will be invited in to school and in consultation with parents agreed days in school will be arranged, providing the school has the staffing capacity. Where this is not appropriate CTs and TAs will support virtually with learning on a one to one basis. As above, if access to a device an issue school will offer loan of school iPad
Engagement & feedback	Marking of work once child returns	Through Seesaw and weekly phone call home	Through Seesaw, teacher will mark and comment on all work submitted daily. Through daily Zooms, teachers will address any engagement issues or if needed give specific pupils additional 1:1 support
Expectations	We expect the work set to be completed and brought back into school on return	The work set should be completed	We expect children to complete the work set to and attend Zooms each day, if parents have not informed us of reasons why, the school will contact the family to offer any additional support.

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Additional Notes:	<p>FOR PUPILS/ PARENTS Remote Education will only be completed if the child is well enough to do so. Expectation is that unless unwell, pupils complete and engage with remote learning provision.</p> <p>FOR STAFF If the whole school moves to remote learning we do the following:</p> <ol style="list-style-type: none"> 1. TAs facilitate the provision for vulnerable children and critical worker's children in school and ensure they follow the remote learning planned for the appropriate year group. 2. Teachers take it in turns to oversee and organise this provision over the course of a week. 3. Teachers are expected to lead all the remote learning for their classes and ensure those in school can access this too, where appropriate. 4. All teachers to have access to each others Seesaw accounts and are encouraged to comment on work across the school. 5. Lessons uploaded , where possible to follow the school's curriculum plan. They are not to be stand alone lessons. 		