

## Contingency Plan - Quality of Education (Remote Learning) Version 1 14/09 2020

Following DFE guidance for implementing the curriculum remotely the expectations outlined below are to be implemented by all teaching staff. The 4 tiered approach by the DFE CONTAIN guidance is reflected in our contingency plan for maintaining the quality of education for all of our students.

- **Tier 1: Fully open to all pupils full-time**, with face coverings required in corridors and communal areas for pupils in year 7 and above.
- **Tier 2: Secondary schools and colleges in a restricted area to use rotas** to help break chains of transmission of coronavirus. Primary schools, alternative provision and special schools remain open to all pupils.
- **Tier 3: Secondary schools only allow full-time on-site provision to vulnerable children, the children of critical workers and selected year groups** (to be identified by the DfE). Remote education provided to all other pupils. Primary schools, alternative provision and special schools remain open to all pupils.
- **Tier 4: All mainstream schools only allow full-time on-site provision to priority groups**. Remote education provided to all other pupils. Alternative provision and special schools remain open to all pupils.

### DFE – Curriculum Expectations *(Guidance for full opening of schools)*

- 4 Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.

All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

### 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.

### Scenarios:

The following tiered system aligns to the CONTAIN 4 tiers from the DFE and will be in place at all times to ensure that all students have access to the school curriculum physically and/or remotely.

<b>Tier 1</b>	A student is self-isolating from a teaching group.	KS3 – work to be uploaded onto Firefly KS4/5 – work to be uploaded onto TEAMS. Tasks to be monitored and feedback given as expected with students physically in school.
<b>Tier 2</b>	A small group are self-isolating from a teaching group. When 50% of the class are not in school.	The teacher continues to deliver their physical lesson in school whilst logging into TEAMS and presenting with audio for students to access remotely or record oral guidance alongside the presentation on powerpoint record and upload to the relevant platform.
	In the event of Tier 2 DFE guidance: Secondary schools	Year KS4/5 will remain in school at all times if staffing allows. Year 11/13 will remain in school at all times as priority.

## Contingency Plan - Quality of Education (Remote Learning) Version 1 14/09 2020

	and colleges in a restricted area to use rotas	1 week in-school - physical lessons, 1 week out of school - remote lessons on rotation will be implemented where possible. In-school physical lessons to be new curriculum content, remote lessons to be consolidation.
<b>Tier 3</b>	A whole class or year group are self-isolating from the academy.	The teacher delivers their lesson remotely within TEAMS following the time-table for all year groups. KS3-5 assignments, communication and tutorials are all through TEAMS when the curriculum is delivered remotely.
<b>Tier 4</b>	Where there is a local lockdown requiring pupils to remain at home.	The teacher delivers their lessons remotely within TEAMS following the time-table for all year groups.

### Expectations for implementation of the remote curriculum

- All KS3 teaching resources will be uploaded daily to Firefly (page/task). All KS4/5 teaching resources will be uploaded daily to TEAMS (files/assignment) from September 2020.
- The remote curriculum will be delivered through TEAMS tutorials for all key stages at the same time as the current curriculum.
- All remote learning will follow the curriculum sequence where possible and be of high-quality.
- Remote online platforms, such as GCSEpod, Kerboodle, Classoos, HegartyMaths, MyGCSEscience will be used to supplement remote learning sessions on TEAMS not in place of live TEAMS tutorials.
- Where students have limited access to devices we will aim to provide this for them.
- Requests for printed resources will be made to the relevant HOY, who will coordinate this with the Deputy Headteacher for QofE.
- Contact with families to support the delivery of the curriculum remotely will be through the HOY and HOKS.

### Expectations for assessing progress through the remote curriculum

- Meaningful and ambitious work to be set through tasks and assignments alongside the current curriculum.
- At least two tasks/assignments to be set weekly. One through Firefly/TEAMS linked to the TEAMS tutorial content covered and one linked to home study via online learning platforms.
- Individual feedback to students to be given via the rubric option on Firefly/TEAMS twice a week alongside the tasks/assignments.
- Teachers as routine to adjust the pace or difficulty of what is being taught in response to individualised feedback to students on TEAMS orally, through the chat function, Microsoft whiteboard, feedback function and through low stake quizzes.

### Expectations for staff who are isolating

#### All Staff:

- To call in every morning between 7-7.30am if you are unable to attend school.
- If you are symptomatic and unwell follow the normal academy sickness absence procedures and provide your cover work as usual.
- If you are isolating due to a household isolation then the expectation is that you fulfil your full professional duties and deliver your time-table. Dependent on the tier that the school is operating on, you will either set cover for in-school physical lessons or deliver TEAMS tutorials for those classes/year groups that are receiving remote education.

## Contingency Plan - Quality of Education (Remote Learning) Version 1 14/09 2020

- If you are isolating due to a household isolation you may be required to run remote TEAMS live lessons for students that are physically in school, as directed by your HOD/HOF. This will be for KS4/5 where the live lessons will run alongside the time-table and be presented to the class on screen within school.
- If during your isolation you become unwell then normal procedures for sickness absence apply and you will be required to provide written cover work.
- **All staff to add their HOD/HOF to their class teams** in the event that they need to support their remote learning.

### Curriculum leaders:

- Where a member of your team is isolating due to a household isolation, you will be required to direct the member of staff to run remote TEAMS live lessons for KS4/5.
  1. ITsupport will use the cover list to add the relevant class to TEAMS first thing in the morning.
  2. For internal cover, the teacher/cover supervisor to login and open the relevant class in TEAMS and project onto the screen.
  3. For external cover teachers a laptop will be available from DAP for collection. Agency staff will be assigned the relevant class in TEAMS through using the login as cover.
  4. External cover teachers may need support in connecting to the projector.
  5. There will be a projector cable available to connect to the screen in the teaching rooms.
- In the event of a department member isolating through sickness and unable to set cover work, there is an expectation that you set the work physically for in-school sessions or invite the class to your remote TEAMS tutorial.
- Please ensure that all staff have added the HOD/HOF to their class teams in order for you to access their teaching groups. There is flexibility for curriculum leaders to decide how the responsibility for setting work is distributed in the event of staff absence when year groups are working remotely.
- Curriculum leaders can direct post holders to take responsibility for a particular year group. For example: in a large core subject, the HOD could be responsible for 11 and the Assistant Head of Department be responsible for Year 10.
- In the event of increased staff absence, the curriculum leader can distribute to post holders, whole year group tutorials for remote teaching when students are working from home. For example: HOD delivers Year 11 and the 2<sup>nd</sup> in Department delivers Year 7 etc.