Curriculum Contingency Plan – Remote Learning (v4 8th Jan 2021)

Following DFE guidance for implementing the curriculum remotely the expectations outlined below are to be implemented by all teaching staff.

DFE – Remote Education Guidance *(Restricting attendance during the national lockdown – schools Jan 2021)*

Schools are to consider how to transfer into remote education what we already know about effective teaching in the live classroom by:

- providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
- providing opportunities for interactivity, including questioning, eliciting and reflective discussion
- providing scaffolded practice and opportunities to apply new knowledge
- enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
- using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
- avoiding an over-reliance on long-term projects or internet research activities

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.

Models for remote provision:

The DFE guidance for remote learning enables all students to have full access to the curriculum whether physical in school or when working remotely from home. The two models will be in place at all times to ensure that all students have access to the whole school curriculum.

Hybrid Model	Students are self-isolating from a teaching group.	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.
Remote Model	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.

Replicating the classroom remotely

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The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

Expectations for implementation of the remote curriculum

- All teaching resources e.g: PowerPoint resources, will be uploaded daily to TEAMs (files/assignment) from September 2020.
- The remote curriculum will be delivered through TEAMS live lessons 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 and Seneca will be used to supplement remote learning sessions on TEAMS not in place of live TEAMS lessons.
- 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/HOD, 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 via the attendance and student welfare call systems.

Assessing pupils' progress

- Teachers can use quizzes or tests on core content as a regular feature, asking pupils to complete these in a specified time and email them back. Using the features of a multi-functional platform, teachers can create regular, pre and post-lesson quizzes. Consideration should be given to ensuring availability for pupils without ready online access, including through distribution of hard-copy versions.

- The DFE guidance outlines legal expectations of remote learning in their guidance which can be read in full at: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res Below are key points from the guidance and clarity of how we will be continuing to address them as we teach remotely.

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 lesson content covered and one linked to home study via online learning platforms.
- Individual feedback to students to be given twice a week alongside the tasks/assignments which can be: *Comments on tasks, low stake quizzes, comments sent to them personally in a chat, voice recorded feedback, rubrics and marks within the work that they have submitted.*
- When students are in school the usual feedback policy which is aligned to your curriculum map is to be implemented.

- 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.

An overview of how we are meeting the full opening of schools' guidance:

The guidance for full opening of schools (updated 30th Dec 2020) states:	Academy Curriculum Contingency Policy for Remote Education expectations:
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects - Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: - secondary: 4 hours a day, with more for pupils working towards formal qualifications this year - Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos - Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern - Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate - 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	- Assignments to be set as part of lessons and in line with the home study policy - The full time-tabled curriculum will be followed for all year groups with HOD implementing curriculum cover for staff absences where possible. - Curriculum contingency plans will be put in place if high levels of staff absence by SAY/AXG - All lessons to be live with opportunities for Q&A. All lesson resources to be uploaded to files within TEAMS for each lesson. - Registers to be completed on SIMS for every lesson. Morning and afternoon p5 registration are a legal requirement and must be completed. Please do a verbal roll call where possible. - Parents will be contacted daily by the pastoral team by phone and text alerts. - Lesson feedback to be gauged through various strategies – chat function, oral discussions, forms quizzes, polls etc. - KS3 to have formal formative feedback in line with the curriculum mapped yellow feedback sheets. - KS4/5 to receive formal formative feedback weekly as low stake quizzes. This can take the form of yellow sheets, Microsoft Forms, Educake, Seneca, GCSEPod, Kerboodle.

Expectations for staff absence when full closure of school is in operation

Please refer to the flowchart for the sickness alert procedures whiles schools are closed for students except children of key workers and vulnerable students.
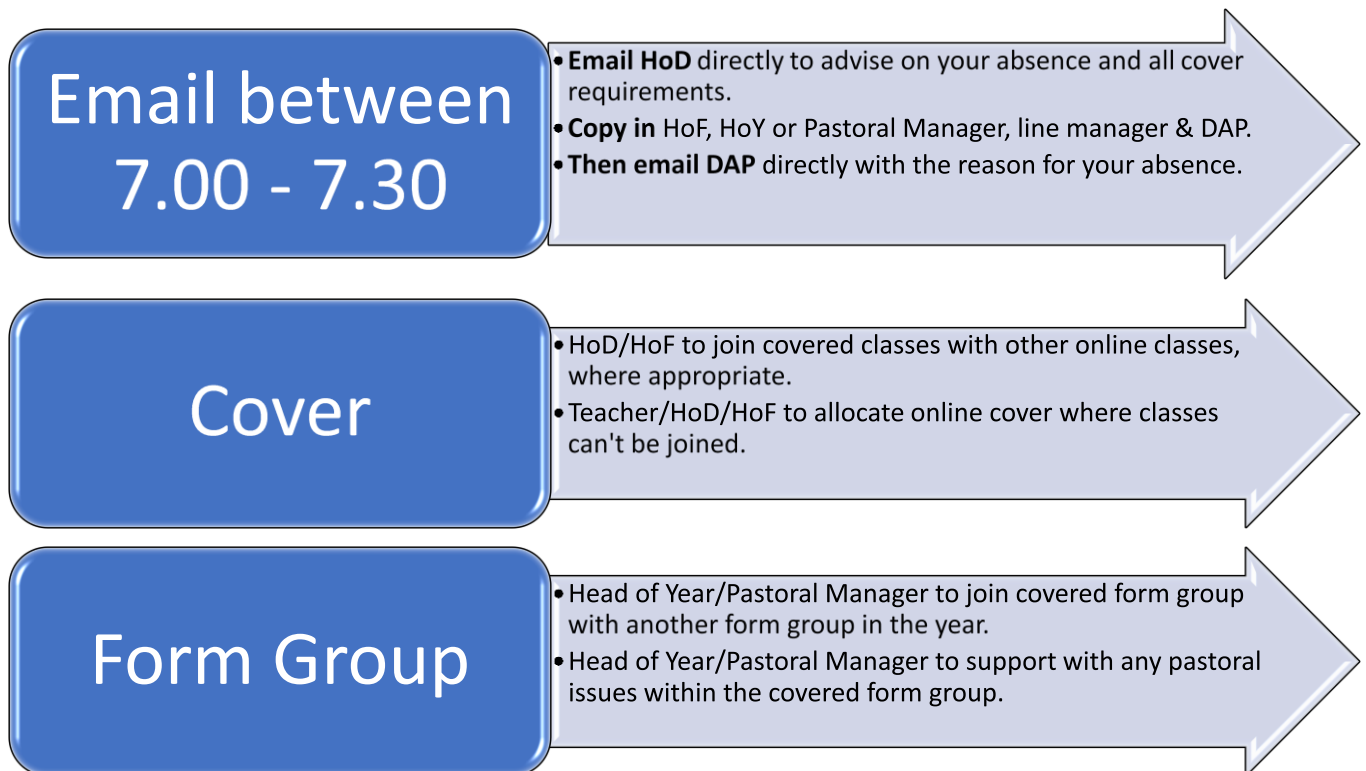
- The full time-tabled curriculum will be followed for all year groups with HOD implementing curriculum cover for staff absences where possible.

- Curriculum contingency plans will be put in place if high levels of staff absence by SAY/AXG

Lockdown Sickness Alert Flowchart

Teachers

Email between 7.00 - 7.30
- **Email HoD** directly to advise on your absence and all cover requirements.
- **Copy in** HoF, HoY or Pastoral Manager, line manager & DAP.
- **Then email DAP** directly with the reason for your absence.

Cover
- HoD/HoF to join covered classes with other online classes, where appropriate.
- Teacher/HoD/HoF to allocate online cover where classes can't be joined.

Form Group
- Head of Year/Pastoral Manager to join covered form group with another form group in the year.
- Head of Year/Pastoral Manager to support with any pastoral issues within the covered form group.

Expectation for staff absence when school is open and staff 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 on TEAMS for your class.
- 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.
  As we have moved to the Hybrid approach for all lessons – you will deliver your full timetable through live lessons on TEAMS, with resources uploaded for the lesson onto files. If students are physically in school, a member of staff will be present in the classroom to monitor behaviour whilst you deliver the lesson.
- If during your isolation you become unwell then normal procedures for sickness absence apply and you will be required to provide cover work on TEAMS for your class.
- All staff to add their HOD/HOF to their class teams in the event that they need to support their remote learning.

Curriculum leaders:

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- 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 their time-table.
    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 2nd in Department delivers Year 7 etc.

When a group or year group is self-isolating:

- The lessons must run alongside the usual timetable and for the entirety of the lesson.
- Please remember to add your head of department to your class TEAM.
- If you have a planned absence and are unable to live teach, consult your HOD to see if your class can join another class if the time-table allows. Alternatively set your lesson content on TEAMS.
- Use your calendared lesson on TEAMS to run your live lesson.
- Lessons must start on time and be delivered as a live lesson.
- Registers must be taken on SIMS as the usual classroom routine.
- Clear instruction, explanation and feedback must be planned into your lesson, as you would do if students were in-school.
- Assignments must be set and feedback must follow the contingency curriculum plan expectations.
- PE should encourage some physical activity and participation in their live lessons.
- Any issues with attendance, please speak to the relevant Head of Year.