



## **Remote Learning – Curriculum Continuity Offer** **September 2020**

This document outlines our contingency plans for remote education, should pupils need to access this due to needing to self-isolate. Plans are underpinned by the moral imperative to ensure children have no lost learning wherever possible. They serve to ensure that there is alignment between face-to-face and remote education, so that, should pupils need to self-isolate, they can transition smoothly back into the classroom having followed the same curriculum sequence as their in-school peers. This consistency between face-to-face and remote education will ensure that no child falls behind, and will alleviate pressure on teachers in instances of pupil mobility.

### DfE guidance on remote education: summary of key points

- Remote education, where needed, is **high quality and aligns as closely as possible with in-school provision**: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- 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**.
- 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**. 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
  - Select the online tools that will be **consistently used** across the school in order to allow **interaction, assessment and feedback**
  - Provide **printed resources** 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.
  - Set assignments so **that pupils have meaningful and ambitious work each day** in a number of different subjects
  - Provide **frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/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**
- 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 **avoid an over-reliance on long-term projects or internet research activities**.

#### Remote education: overarching principles

- **Curricular alignment:** remote plans follow precisely the same sequence as face-to-face enactment of the curriculum
- **High quality resources** that mirror those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps (avoiding long-term project type tasks). This includes the use of videos
- **Feedback and assessment of learning** should remain regular, in line with normal curriculum expectations

#### Established by September:

- Parent/guardian have received the home user agreement and have WEDUC and Microsoft Teams set up on their devices at home.
- Chromebooks and internet data will be provided to any child who hasn't got access to a device at home.

#### If an individual or family has to self-isolate:

- Teachers will organise a personalised plan for the child.
- Teachers will keep in touch twice a week via Weduc and phone calls.
- SENCo will make weekly contact with vulnerable children via phone.

#### If a class or year group bubble has to self-isolate or whole school lockdown:

- Three weekly packs will be provided where teachers will set three tasks per day using WEDUC: a phonics/reading, a maths task and one of the following: a PE, science, art, DT, geography or history task. The curriculum subjects which are being covered in school will continue wherever possible.
- For each task, teachers will run 4x small group coaching sessions per week via Microsoft Teams with up to 6 children at a time. This is to ensure all children, especially those with English as an Additional Language, receive tuition in a group with minimal interruption and maximum teacher time.
- Teachers will give feedback on tasks via Microsoft Teams after each task.
- Where a child has no device the teacher will follow up twice a week by phoning and will go through the tasks and learning
- SENCo will make weekly contact with vulnerable children via phone.
- One afternoon a week, teachers will phone all parents / guardians of children who are not engaging. Non engagement following this will be referred to the Principal