



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



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- 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.

Pattishall CE Primary Contingency Plan for Remote Learning

A strong message needs to go out that engagement in home learning is compulsory in order to ensure that learning time is not lost.

Pupils	Curriculum
In the event of a child receiving a positive test and being in isolation for 10 days, assuming they feel well.	<ul style="list-style-type: none"> • Work to be loaded during Collective Worship (10.30am) • Maths – WhiteRose • Topic / subjects teachers teach – send what is going on in class • Subjects HLTAs teach – use Oak Academy lessons linked to our curriculum plan and relevant objectives
In the event of a child in isolation for 14 days	
In the event of shielding – longer term absence	
In the event of an outbreak in a bubble – therefore the bubble has to close	If a bubble or the school locks down, revert to what we were doing before:



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<p>In the event of local lockdown – full school closure</p>	<ul style="list-style-type: none"> • Work loaded between 3pm and 5pm the day before on Class Dojo / Tapestry • Maths – WhiteRose • English – text-based planning, as we would in school, with videos of the teacher reading chapters / explaining • Other subjects - ‘bingo’ grid, with the expectation that at least two other subjects are completed each day on top of PE, Maths and English. • Action SLT to set the expectation (through a Zoom conference with the class / school) that all children are completing Maths, English, PE and at least two other subjects daily; with a view that they cover all subjects in a two-week cycle. • Action SLT to ensure that those who did not engage during lockdown are fully aware that they have to engage. • Answers to maths and comprehension questions will be sent to parents. • Photographs of work done should be uploaded by 7pm on the day completed, to be reviewed by the teachers the following day. • Feedback, in the form of praise and questions to be given in a timely manner, which the children should respond to. • Communication between staff and pupils through the day – questions etc – to be via Class Dojo. • Daily Class Zoom to round up the day / answer questions? • Daily Collective Worship for all 10.30am
<p>Teaching Staff</p>	
<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>
<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.</p> <p>TAs may be asked to set work for classes in the event of staff shortages (see Risk Assessment).</p>
<p>In the event that a member of staff's children are forced to isolate due to their</p>	<p>The teacher should continue to plan, prepare, Zoom, call and upload work to Class Dojo / Tapestry.</p>



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<p>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>Maths – WhiteRose for their year group.</p> <p>The rest of the curriculum will be set by the other Double Bubble teacher and monitored by the support team.</p> <p>In the event of more than one member of staff being off ill in a Double Bubble, with COVID-19, the children will be directed to WhiteRose and Oak Academy and their responses on Class Dojo will be monitored by the support team.</p> <p>NB: Reception is a Single Bubble, therefore if Miss Dalton is off, Tapestry will be managed by the Support Team.</p>