

Tier 1 (14 days)	School Response	Staff Who to Inform?	Key Activities/Timetable		
			Who?	What?	Planned Pathway for Oak Academy Lessons
<p>In the event of an individual child or a small group (10 children or less) needing to isolate.</p> <p>Remote learning will be provided for the children at home. Links to pre-recorded lessons will be used within the learning journey.</p> <p>The class teachers have provided the children with logins and passwords to all the learning platforms that they require the child(ren) to access at home. (TTRS, Century Tech, MS Teams, Accelerated Reader, Spelling Shed, MyOn)</p> <p>In the event of pupils not having access to devices, paper copies of work will be delivered home.</p>	<p>Follow the school lockdown strategy for children in quarantine.</p> <p>Remote learning will be provided for the children at home. Links to pre-recorded lessons will be used within the learning journey.</p> <p>The class teachers have provided the children with logins and passwords to all the learning platforms that they require the child(ren) to access at home. (TTRS, Century Tech, MS Teams, Accelerated Reader, Spelling Shed, MyOn)</p> <p>In the event of pupils not having access to devices, paper copies of work will be delivered home.</p>	<p>The Headteacher will need to inform the school staff and LA daily about attendance data, any children testing positive.</p> <p>Teachers will plan remote learning, in line with in-school learning journeys, so that they are considering the needs of remote learning for all children.</p> <p>Teachers will teach the use of Teams within computing lessons for all pupils in KS2 for Autumn 1.</p> <p>Teachers and office staff have provided the children with logins and passwords to all learning platforms. This document is saved so that staff have access to share with parents/carers in the event of self-isolation/quarantine.</p> <p>The teachers need to keep a record of the login details in case a child loses or forgets them.</p>	Class Teacher	<p>The priority is for all teachers to plan time into their weekly schedule to teach the children how to use all the features of MS Teams. This will be checked and monitored. Digital devices will be put on a weekly rota so that the KS2 children can access them.</p> <p>Pupils will access learning using OneNote, a system that will be used to support pupils during remote learning.</p> <p>Teachers will set homework on MS Teams for the whole class as part of their normal practice.</p> <p>Contact parents of pupils who are isolating to complete wellbeing checks</p>	<p>The class teacher will plan and provide the children with a timetable that is linked to their year groups curriculum. A pathway of learning will be planned using The Oak Academy, White Rose and the BBC websites, in line with planned learning journeys, so that the children can access the correct subjects and knowledge/ skills.</p> <p>The teachers will plan learning tasks linked to these clips and upload these to MS Teams as Assignments for the children to complete and return.</p> <p>The teacher will give feedback at the end of the school day.</p>
			LSA/TA/One to One Support	<p>One to one support staff will engage in supporting the class teacher in the process of setting work and feeding back.</p> <p>TAs, Cover Supervisors and HLTAs will support teachers in giving feedback to pupils.</p>	
			IT Technician	<p>Technicians to support teachers in making sure work is uploaded to the class MS Team for the children to access learning.</p>	
			Deputy Headteacher and Blended Learning Champions	<p>Ensure the Teachers/ LSA /TAs are fully aware of their role, and they have regular slots for CPD to improve knowledge and skills on MS Teams/OneNote.</p> <p>They will check that the Technicians can provide the correct support and notify the Trust if additional technical help is required.</p>	

			Headteacher and SLT	<p>Maintain links with the families of the children.</p> <p>Monitor the pre-recorded lessons. Go into the Team subject channels and check the lessons.</p> <p>Meet regularly with the teachers of those children.</p> <p>The Headteacher must keep an updated record of families who can and cannot access digital devices. This will enable the Headteacher to plan and organise lease schemes, school device loan schemes and donation schemes as well as access Government help with technology.</p>	
Tier 2 (14 Days)	School Response	Teachers Who to Inform?	Key Activities/Timetable		
			Who?	What?	Planned Pathway for Oak Academy Lessons, Assignments and Live Video Chat
<p>In the event of a year group lockdown (partial).</p> <p>11-20 pupils isolating with linked cases</p>	<p>Follow the school lockdown strategy for children in isolation.</p> <p>Remote live lessons are provided.</p> <p>One class teacher will focus on teaching remote learning while two other class teachers teach within the classroom.</p>	<p>The Headteacher will inform all staff of any changes daily via a meeting.</p> <p>The Headteacher will inform the Trust about attendance data, any children testing positive and any decisions to isolate groups of children. Inform parents of the school's protocols and expectations. (Home Pack – Remote Learning).</p>	Class Teachers	<p>To use a blended learning lesson plan for real and virtual lessons.</p> <p>Deliver live or pre-recorded lessons via MS Teams to all the children at home. A suggested timetable will be provided.</p> <p>Assign pupils work on a OneNote digital platform.</p> <p>Set assignments on Teams, mark them, give feedback and return. (The feedback will not be instant, and it can be verbal feedback – use the audio button to record comments).</p>	<p>The Oak Academy, White Rose and the BBC websites will be used within the learning journey.</p> <p>The class teacher will plan and provide the children with a timetable that is linked to their year groups curriculum. A pathway of learning will be planned using these websites so that the children can</p>

<p>The children would be taught the same lessons using the remote learning planning format for English and Maths.</p> <p>Stories will be pre-recorded and uploaded for pupils to access.</p> <p>Lessons will be recorded so that children could replay the lesson or watch it later in the day if they missed it.</p> <p>The children will complete learning using a OneNote digital portfolio. All learning will be signposted on MS Teams Assignments.</p>	<p>Teachers will plan so that they are considering the needs of remote learning for all children. Teachers will track communication with pupils and provide time for feedback.</p>	<p>LSA/TA/One to One support</p>	<p>MS Teams - support the class teacher to deliver the lessons and communicate via 'chat' with the children at home during the day.</p> <p>TA to support with online marking and feedback. One to one support staff will engage in supporting the class teacher in the process of setting work and feeding back.</p>	<p>access the correct subjects and knowledge/ skills.</p> <p>Class teacher will create links to live lesson content.</p>
	<p>Every week – Teachers in school, will use all online learning platforms with their classes so the children are confident and able to use their login details proficiently.</p>	<p>IT Technician</p>	<p>Technicians to support teachers in making sure work is uploaded to the class MS Team for the children to access learning.</p>	<p>The teachers will plan learning tasks linked to live lessons and upload these to MS Teams as Assignments for the children to complete and return.</p>
	<p>Teachers have provided the children with logins and passwords to all learning platforms. This document is saved so that staff have access to share with parents/carers in the event of self-isolation/quarantine. Teachers will be able to email the details directly to the child's parents.</p>	<p>Deputy Headteacher and Blended Learning Champion</p>	<p>Ensure the LSA/TAs are fully aware of their role, and they have regular slots for CPD to improve knowledge and skills on MS Teams and OneNote</p> <p>Provide coaching session/CPD for one-to-one staff teaching.</p> <p>Check that the Technicians can provide the correct support, notify the Trust if additional technical help is required.</p>	<p>The class teacher/ TA will mark the assignments online and give feedback during the school day.</p> <p>Teachers will be accessible via email and telephone for the parents and children during normal school hours (9am to 4pm) during this 14-day period only.</p>
	<p>The teachers will monitor the usage of MS Teams, AR, TTRS and Century Tech and contact the parents of those children who are not using the platforms. (Send a daily/weekly update to SLT)</p> <p>A technical helpdesk for the year group will be available to support parents with devices as well as possible Broadband/Wi-Fi issues.</p>	<p>Headteacher and SLT</p>	<p>Maintain links with the families of the children.</p> <p>Monitor the pre-recorded lessons. Go into the Team subject channels and check the lessons.</p> <p>Post updates for staff via Teams. Regular meetings with the teachers of those children via MS Teams to discuss updates and levels of engagement/ issues.</p> <p>Track contact with the children and the families. Update outside agencies, SLT and class teachers using CPOMs and MS Teams.</p>	<p>The teacher or nominated adult will contact groups of children twice per week via video chat or phone calls.</p>

Tier 3 (Unknown time span – depends on the severity of the local/national situation)	School Response	Teachers Who to Inform?	Key Activities/Timetable		
			Who?	What?	Planned Pathway for Oak Academy Lessons, Assignments and Live Video Chat
In the event of all classes within a year group needing to go to remote learning as a result of outbreak management plan or lack of teaching staff (No children in school just vulnerable & disadvantaged & key worker children still in school)	<p>The school will create a rota for teaching. Keyworker children, vulnerable and disadvantaged children would be taught by 1 class teacher, supported HLTAs and TAs.</p> <p>Children at home would be taught remotely by another year group teacher.</p> <p>Live and pre-recorded lessons will be taught in the morning using online links and PowerPoint (Maths and English). Stories will be pre-recorded and uploaded for pupils to access.</p> <p>In the afternoon, the year group will receive the same lesson from a</p>	<p>The Headteacher will inform all staff of any changes daily via a meeting.</p> <p>The Headteacher will inform the Trust about attendance data, any children testing positive and any decisions to isolate groups of children. Inform parents of the school's protocols and expectations. (Home Pack – Remote Learning).</p> <p>Teachers will plan so that they are considering the needs of remote learning for all children.</p> <p>Teachers will track communication with pupils and provide time for feedback.</p> <p>Every week – teachers in school will use all online learning platforms with their classes so the children are confident and able to use their login details proficiently.</p> <p>Teachers have provided the children with logins and passwords to all</p>	Class Teachers	<p>To use a blended learning lesson plan for real and virtual lessons.</p> <p>Deliver pre-recorded lessons (PowerPoint) via MS Teams to all the children at home. A suggested timetable will be provided.</p> <p>Set assignments on Teams, mark them, give feedback and return. (The feedback will not be instant, and it can be verbal feedback – use the audio button to record comments).</p> <p>Teachers will plan for regular opportunities for assessment to ensure learning is happening and planning is informed.</p>	<p>The Oak Academy, White Rose and the BBC websites will be used within the learning journey.</p> <p>The class teacher will plan and provide the children with a timetable that is linked to their year groups curriculum. A pathway of learning will be planned using these websites so that the children can access the correct subjects and knowledge/ skills.</p> <p>The Oak Academy lesson website links need to be added to the timetable so the children can access the lessons immediately and they do not have to search for them.</p> <p>The teachers will plan learning tasks linked to</p>
			LSA/TA/One to One Support Staff	<p>MS Teams - support the class teacher to deliver live and pre-recorded lessons and communicate via 'chat' with the children at home during the day.</p> <p>TA to support with online marking and feedback. One to one support staff will engage in supporting the class teacher in the process of setting work and feeding back.</p>	

	<p>year group/key stage teacher. (Or Lead Professionals and SLE's) They will teach a foundation subject such as Art, History etc and the year group/key stage would access this lesson whilst the teachers who taught in the morning would mark the assignments and send feedback to the children.</p> <p>The teachers will share engagement reports with the Headteacher.</p>	<p>learning platforms. This document is saved so that staff have access to share with parents/carers in the event of self-isolation/lock down.</p> <p>Teachers will be able to email the details directly to the child's parents.</p> <p>The teachers will monitor the usage of MS Teams, AR, TTRS and Century Tech and contact the parents of those children who are not using the platforms. (Send a daily/weekly update to SLT)</p> <p>Teachers will create an online learning timetable for the week with links to online clips/videos.</p> <p>Teachers will work on a rota to support children remotely and in school.</p> <p>One to one support staff will provide learning and support. (guided by class teacher). Teacher and TAs will communicate regularly throughout the week to discuss the learning and the needs of the children.</p> <p>TAs/HLTAs If the TAs and HLTAs are not in school, then they should be directed by the class teacher to support children remotely. They will contact vulnerable children and show them how to use</p>	IT Technician	<p>Technicians to support teachers in making sure work is uploaded to the class MS Team for the children to access learning.</p>	<p>these clips and upload these to MS Teams as Assignments for the children to complete and return.</p> <p>The class teacher/ TA will mark the assignments online and give feedback during the school day.</p> <p>The teacher or nominated adult will contact groups of children twice per week via video chat or phone calls. School must support the disadvantaged children.</p> <p>Teachers will be accessible via email and telephone for the parents and children during normal school hours (9am to 4pm) during the lockdown period.</p>
			Deputy Headteacher and Blended Learning Champion	<p>Ensure the LSA/TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on MS Teams.</p> <p>Provide coaching session/CPD for one to one staff teaching.</p> <p>Check that the Technicians can provide the correct support, notify the Trust if additional technical help is required.</p>	
			Headteacher and SLT	<p>Maintain links with the families of the children.</p> <p>Monitor the live and pre-recorded lessons. Go into the Team subject channels and check the lessons.</p> <p>Post updates for staff via Teams.</p> <p>Regular meetings with the teachers of those children via MS Teams to discuss updates and levels of engagement/ issues.</p>	

		<p>MS Teams and some of the key apps etc.</p> <p>Technicians will support staff and parents with the learning platform and try to allocate devices to disadvantaged children (Directed by the Headteacher).</p> <p>ELSA and SEND Maintain contact with key children and families via MS Teams, email and phone. They will inform SLT through MS Teams/CPOMS – keep them notified of communications and changes.</p> <p>Deputy Headteacher To monitor the lessons, assignments, and the conversations in the MS Team Classrooms. Check that the safeguarding policy is being adhered to by pupils, teachers, and parents.</p> <p>Headteachers Communicate on the MS Teams via Stream. Parent updates, staff updates and staff meetings. Communication with vulnerable families etc.</p>	ELSA/SEND	Track contact with the children and the families. Update outside agencies, SLT and class teachers using CPOMS and MS Teams.	
Tier 4 (Unknown time span – depends on the severity of the local/national situation)	School Response	Teachers Who to Inform?	Key Activities/Timetable		
			Who?	What?	Option 3
In the event of all classes	Teachers would still be expected to deliver	See above	See above	See above	See above

in the school needing to go into lockdown. Full lockdown/ localised or national	lessons to their class through the learning platform. The structures would be like those listed in Scenario 3.				
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Notes:

Key Points:	Possible Implications (Headteachers to complete this section)
Schools must have digital devices set aside for these scenarios so that children can access the learning platform and websites at home.	Planning in place to provide devices in the future. Paper based copies will be given in the short term so that pupils can access work from home.
SEND children who have an EHCP plan will have remote 1 to 1 learning with their LSA. Teachers will provide lesson plans and resources for TA. (20-minute sessions – recorded via PowerPoint so that that parents can view it and play it back for their child.)	CPD planned for support staff in the use of Teams.
ELSA support – ELSA sessions to be conducted through online platform. Recorded and stored in an agreed MS Team/channel).	ELSA workers to communicate with pupils via phone if necessary in order to engage them.

Appendix
DfE Expectations
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:

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Note: This a working document will be reviewed monthly. After the review it will be updated on a regular basis if necessary due to the ever-changing nature of COVID19.

- 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 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
- 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 and/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.