

| Tier 1 (14 days) | School Response | Staff Who to Inform? | Key Activities/Timetable | | |
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| | | | Who? | What? | Planned Pathway for Oak Academy Lessons |
| In the event of individual child or small group (10 children or less) needing to isolate | <p>Follow the school lockdown strategy for children to isolate.</p> <p>Year 1 and 2 will use Teams as a platform for remote learning EYFS will use Tapestry as a platform for remote learning.</p> <p>Remote learning lessons will be provided for the children at home. Pre-recorded lessons will be provided via PowerPoint</p> <p>The class teachers need to provide the children/parents with logins and passwords to all the learning platforms that they require the child(ren) to access at home.</p> <p>The teacher will keep a copy of the login details so that they can communicate the login details to the parents if they are misplaced or forgotten.</p> | <p>Headteacher to inform the staff and the Trust about attendance data, any children testing positive and any decisions to isolate groups of children.</p> <p>Teachers and office staff will provide 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> | Class Teacher | <p>Links to pre-recorded lessons will be used (Maths, Phonics, Storytime & Reading) and uploaded to Tapestry.</p> <p>Year 1 and 2 will use Teams as a platform for remote learning EYFS will use Tapestry as a platform for remote learning</p> <p>Use Tapestry so that the teacher can communicate separately with them and upload work and links.</p> | <p>Communicate through Tapestry/Teams but use The Oak Academy, White Rose, the BBC websites and Numbots - all contain lessons for every year group. Teachers to use the Trust recorded phonics lessons. (See links below)</p> <p>Focus on English, maths, phonics and reading.</p> <p>The class teacher will plan and provide the children with a timetable that is linked to their year groups curriculum.</p> <p>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 teacher will plan learning tasks linked to these clips and upload these to Tapestry/Teams.</p> <p>The children will respond to the learning task via Tapestry/Teams and teachers will respond with a</p> |
| | | | LSA/TA | Tapestry - support the class teacher to deliver the lessons and communicate with the children at home during the lesson. | |
| | | | IT Technician | <p>Support the class teacher with the technology before and at the end of the lesson.</p> <p>Make sure the lessons are uploaded to the Teams/Tapestry for the children to access for catch-up learning whether the lesson is live or not.</p> | |
| | | | Deputy Headteacher / SLT | <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 and Tapestry.</p> <p>Check that the Technicians can provide the correct support, notify the Trust if additional technical help is required.</p> | |
| | | | Headteacher | Maintain links with the families of the children. Deliver updates via assemblies for the children and parents and post updates for staff via Tapestry/Teams. | |

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| | In the event of pupils not having access to devices we will provide paper copies of work that will be delivered home. | | | Monitor the live and pre-recorded lessons on Tapestry. Regular meetings with the teachers of those children. | written or a verbal comment. |
| Tier 2 (14 days) | School Response | Teachers Who to Inform? | Key Activities/Timetable | | |
| | | | Who? | What? | Planned Pathway for Oak Academy Lessons, and Live Video Chat |
| In the event of a year group lockdown (partial). 11-20 pupils isolating with linked cases | Follow the school lockdown strategy for children in isolation. Remote live lessons are provided. One class teacher will focus on teaching remote learning while two other class teachers teach within the classroom. The children would be taught the same lessons using the remote learning planning format for English and Maths. | Headteacher will need to inform all staff of procedures at a staff meeting. Headteacher to inform the Trust about attendance data, any children testing positive and any decisions to isolate groups of children. They must communicate with the parents, and every member of staff – provide daily updates to ensure there is a good level of communication and everyone is being supported (wellbeing). Teachers must plan remote learning lessons and add a section on to their planning format so that they are considering the needs of | Class Teachers | Live and Pre-recorded lessons will be provided. Links to pre-recorded lessons will be used (Maths, Phonics, Storytime & Reading) and uploaded to Tapestry (EYFS) and Teams (Year 1 and 2) Use Tapestry and Teams so that the teacher can communicate separately with them and upload work and links. | Tapestry/Teams and the Oak Academy, White Rose, the BBC websites and Numbots will be used - all contain lessons for every year group. Teachers to use the Trust recorded phonics lessons. (See links below) |
| | | | LSA/TA | Tapestry / MS Teams - support the class teacher to deliver pre-recorded and communicate via 'chat' with the children at home during the live lesson. TA to support with verbal feedback. Pastoral staff to use video chat/phones for vulnerable and disadvantaged children. | 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. |

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| | <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 remote learners would upload their work to Tapestry (EYFS) and Teams (year 1 and 2)</p> <p>In the event of pupils not having access to devices, we will provide paper copies of work that will be delivered home.</p> | <p>real, live, and remote lessons for all children.</p> <p>Technician helpdesk for the year group will be necessary to support parents with possible Broadband/Wi-Fi issues.</p> | IT Technician / Blended Learning Champion | <p>Support the class teacher / TA with the technology before and at the end of the lesson.</p> <p>Make sure the lessons are uploaded to Tapestry /Teams or for the children to access for catch-up learning whether the lesson is live or not.</p> | <p>The teacher will need to plan learning tasks linked to these clips and upload these to Tapestry for the children to complete and return.</p> <p>The teacher/ LSA will mark the learning task online and give feedback either at the end of the school day or during afternoon sessions.</p> <p>Teacher to contact groups of children twice per week via chat/phone.</p> | |
| | | | Deputy Headteacher | <p>Ensure the LSA/TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on Tapestry/Teams</p> <p>Check that the Technicians can provide the correct support, notify the Trust additional technical help is required.</p> | | |
| | | | Headteacher | <p>Maintain links with the families of the children.</p> <p>Deliver updates via assemblies for the children and parents and post updates for staff via Tapestry/Teams.</p> <p>Monitor pre-recorded lessons in Tapestry and Teams</p> <p>Regular meetings with the teachers of those children.</p> | | |
| Tier 3 (Unknown time span – depends on the severity of the local/ national situation) | School Response | Teachers Who to Inform? | Key Activities/Timetable | | | Planned Pathway for Oak Academy Lessons, and Live Video Chat |
| | | | Who? | What? | | |

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| <p>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> | <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>The Headteacher will inform all staff of any changes daily at an inset session/staff meeting.</p> | <p>Class Teachers</p> | <p>To use a remote learning lesson plan for real and virtual lessons.</p> | <p>Use Tapestry and The Oak Academy, White Rose, the BBC websites and Numbots.</p> <p>The class teacher will plan and provide the children with a timetable that is linked to their year groups curriculum.</p> <p>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 teacher will plan learning tasks linked to these clips and upload these to Tapestry for the children to complete and return.</p> <p>The teacher/ TA will mark the learning tasks online and give feedback during the afternoon.</p> <p>Teacher to contact groups of children twice per week via chat/phone.</p> <p>School must support the disadvantaged children and</p> |
| | <p>Children at home will be taught remotely by another teacher, supported HLTAs and TAs.</p> | <p>The Headteacher will need to inform the Trust about any children testing positive, children/families not engaging with the remote learning, difficulties with digital devices, key issues regarding vulnerable/ disadvantaged children/families, information about staff testing positive and remote learning issues.</p> | | <p>LSA/TA</p> | |
| | <p>Live or Pre-recorded lessons will be taught in the morning – Maths and Phonics. Lessons would be recorded (via PowerPoint) and uploaded so that children could replay the lesson or watch it later in the day if they missed it.</p> <p>In the afternoon, the year group will receive the same lesson from a 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 will</p> | <p>Teachers will create an online learning timetable for the week with links to the lessons. Teachers will plan remote lessons using their planning format so that they are considering the needs of all children.</p> <p>Teachers will work on a rota to support children remotely and in school.</p> <p>One to one support staff will also provide online lessons/ 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</p> | <p>IT Technician / Blended Learning Champion</p> | <p>Support the class teacher / TA with the technology before and at the end of the lesson.</p> <p>Make sure the lessons are uploaded to Tapestry for the children to access for catch-up learning whether the lesson is live or not.</p> | |

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| | <p>access this lesson whilst the teachers who taught in the morning would mark the assignments and send feedback to the children. Stories will be pre-recorded and uploaded for pupils to access.</p> | <p>If the TAs and HLTAs are not in school, then they will be directed by the class teacher to support children remotely. They will contact vulnerable children and show them how to use Tapestry 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> | Deputy Headteacher | <p>Ensure the LSA/TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on Tapestry / MS Teams. Check that the Technicians can provide the correct support, notify the Trust if additional technical help is required.</p> | <p>supply a device for lockdown where possible.</p> |
| | | <p>ELSA and SEND Maintain contact with key children and families via Tapestry/phone. Contact the children and the families using the chat. Inform the class teacher through MS Teams – keep them notified of communications and changes.</p> | Headteacher | <p>Maintain links with the families of the children.</p> <p>Deliver updates via assemblies for the children and parents and post updates for staff via Teams.</p> <p>Monitor the live and pre-recorded lessons.</p> <p>Regular remote meetings with the teachers and LSAs.</p> | |
| | | <p>Deputy Headteacher To monitor the lessons, assignments, and the conversations on Tapestry. Check that the safeguarding policy is being adhered too by pupils, teachers, and parents.</p> <p>Headteachers Communicate via Tapestry/ MS Teams via Stream. Weekly assemblies, parent updates, staff updates and staff meetings. Video chats/phone calls with vulnerable families etc.</p> | ELSA/SEND | <p>Maintain contact with key children and families via Tapestry/phones. Contact the children and the families using chat/phones. Update outside agencies.</p> | |

| 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 |
| <p>In the event of all classes in the school needing to go into lockdown.</p> <p>Full lockdown/localised or national</p> | <p>Teachers would still be expected to deliver lessons to their class through the learning platform.</p> <p>The structures would be like those listed in Scenario 3.</p> | See above | See above | See above | See above |

Notes:

| Key Points: | Possible Implications (Headteachers to complete this section) |
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| Schools must have digital devices set aside for these scenarios so that children can access the learning platform and websites at home. | Digital devices not available at this moment. 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 TA. Teachers would provide lesson plans and resources for TA. (20-minute sessions – recorded so that that parents can view it and play it back for their child.) | CPD planned for support staff in the use of Tapestry. |
| ELSA support – ELSA sessions to be conducted through online platform. | ELSA workers to communicate with pupils via phone if necessary in order to engage them. |
| Create a parent MS Form to investigate home access to digital devices for learning and for Wi-Fi access. | MS Form sent Autumn 1 to investigate digital devices. Further support/advice to be given in the event of lock down. |

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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.

Discovery Phonics Weblinks

Phase 2- <https://www.youtube.com/playlist?list=PLLT-p7WTVBXWSYpWaS4C2utyYUWFnIAZu>

Phase 3- <https://www.youtube.com/playlist?list=PLLT-p7WTVBXU3TY-00kHCBsD3hCsmX1f1>

Phase 5- <https://www.youtube.com/playlist?list=PLLT-p7WTVBXxvctrWx96RsH7CCLRIj3gD>

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:

- 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

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- 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.