Excalibur Contingency Planning for Remote Learning

It is the requirement from the DfE that all schools will have a contingency plan in place ready to deliver remote learning in the event of a school closure, bubbles being sent home and individuals who have to self-isolate. The guidance states that they 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

For individuals who have to self-isolate, schools are expected to provide a pack of work that will move learning forward where possible as well as consolidate previous learning. This can include a range on on-line and off-line resources. There is no expectation for the class teacher to provide individual tuition. However, recorded lessons / PowerPoints could be sent home.

The expectations below are for situations that affect the whole school or bubbles. It does not cater for situations that are more complex e.g. a teacher who needs to work from home because childcare is needed as their young children have been told to isolate. In these situations, localised decisions are needed.

The grid below outlines our expectations for contingency planning. Individual schools are to populate with their plans.

CONTINGENCY PLAN

Academy: St Katharine's C of E Primary

Home Learning Timetable/ Expectations for parents and students	**Primary**
	Remote learning timetable matches the normal school timetable. Consideration to be given to providing a mix of independent learning and learning that requires adult support (so the call on parent support time is not too demanding). A Home Learning Policy is to be agreed with LGB and made known to parents.
	<u>School Logistics / Additional Plans:</u> *See school specific home learning policy and logistics planning shared with LGB and parents*
High Quality Online Resources	**All**
	Training for students on the use of online platforms should take place in school time. Training for parents on the use of online platforms should be provided by Central before the end of September, and available for parents to reference on Excalibur's website. This could be a video or document. Excalibur CPD training to be used as the first reference point. Central Safeguarding, E-safety and Home Learning Policies to be in place and understood by staff and parents. Where possible, schools could open for staff to use the facilities (following guidance from Public Health England).
	Primary
	Lessons recorded by the child's class teacher should be the norm; this can include narrated PowerPoints, assignments and live sessions. Teams is the preferred platform. Younger children can use Seesaw. EYFS at St Katharine's use SeeSaw. Live sessions can be used for sessions (e.g. assemblies) when children can best be safeguarded against others who could be viewing the session. Principals / SLT need to monitor the quality of education provided.
	<u>School Logistics / Additional Plans:</u> *See school specific home learning policy and logistics planning shared with LGB and parents*
	Primary

	Resources are being sourced to provide on-line learning for all pupils. However, if this proves to be not achievable, schools need to have a list of those pupils / families unable to access online resources and have work packs prepared for home learning. Schools to make regular (at least weekly) contact with pupils who are unable to access on-line learning – to provide support for pupils and parents.
	School Logistics / Additional Plans: As above
High Quality Teaching Videos	All
	Staff to teach students how to access videos (before the end of September). Training for parents on the use of videos should be provided by Central before the end of September, and available for parents to reference on Excalibur's website.
	Primary
	High quality external video resources can be sometimes used to supplement recorded Teams, Seesaw or Tapestry lessons. Principals / SLT need to monitor the quality and extent of external resources used by teachers. Recorded lessons by the class teacher should be the norm.
	School Logistics / Additional Plans: School have identified Oak Academy and BBC Bitesize has good quality resources these will be used if the content is checked and in line with planned sequences of learning
	Primary
	Primarily, lessons should move the curriculum forward. This should be the main expectation. Lessons that the pupils can work on with greater independence and without adult support, can also be provided, as it would in the classroom, to help to embed learning.
	School Logistics / Additional Plans: As above
Pupil & Teaching Interaction	All
	All staff to follow the Safeguarding Policy, Home Learning Safety Policy and E-safety Policy.

SEND	Primary
	Interaction through live sessions, quizzes and assignments etc. Additional support for vulnerable learners.
	School Logistics / Additional Plans: As above
	Primary
	The frequency and quality of feedback and assessment should follow the normal school policy. Teams and Seesaw are the main platforms for doing this through the uploading of assignments and completion of quizzes. For those who cannot access remote learning, plans need to be made with parents so that work can be monitored and feedback provided.
	School Logistics / Additional Plans: As above
	Primary
	The most vulnerable pupils (unable to access whole class recorded lessons) to be provided with individual packs, to be renewed / updated as needed. Additional support provided, as needed, through (for example) telephone calls, teacher assistant support etc.
	School Logistics / Additional Plans: Teachers have been trained on the use of the immersive reader and this training can be provided to parents to support greater independence at home when reading text. Note that this is only for document created in word*. N Jones SEND lead will offer 1-1 telephone consultations and outcomes recorded and shared with parents when needed.
	Primary
	Schools to provide training for staff in order to meet the expectations of these contingency plans. Schools to request additional support as needed.
	School Logistics / Additional Plans: KS Excalibur computing lead to audit staff training needs and provide support where gaps identified.

Safeguarding	**Primary**	
	<u>Trust Expectations</u> Teachers are to stay in contact with all pupils. Concerns should be raised with the DSL where appropriate. Clear additional arrangements need to be in place to ensure vulnerable learners are safeguarded. Interactions with pupils on-line need to be recorded.	
	<u>School Logistics / Additional Plans:</u> Children are regularly reminded what to do if they have a concern. This message is reiterated with children online, through weekly timetables and other shared materials. Children will be reminded, if there is opportunity, in school before a bubble closure.	
Free School Meals	**Primary**	
	<u>Trust Expectations</u> Schools will work with their suppliers to make sure that they prepare meals or food parcels for all pupils eligible for free school meals, whether they are at home or on-site. There is no requirement to provide universal infant free school meals to infant pupils who are not in school.	
	<u>School Logistics / Additional Plans:</u> As Above	