



St Mary's C of E School

Remote Learning Contingency Plan

'On the 16th September, Gavin Williamson told MPs on the Commons Education Select Committee that Ofsted would be checking on schools' remote learning provision'

Expectations from the DfE:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

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
- 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.



St Mary's C of E School

What this will look like at St Mary's...

Teacher expectations:

- Create a weekly plan detailing lessons which can be used in school and also made available to parents to ensure that learning, which is broadly in line with what is being taught in school, can be followed at home (more information about this can be found below.)
- Weekly plans should be uploaded to class web pages in time for Monday morning (training for this will be provided)
- In the case of a child or class bubble isolating, teachers should ensure that parents are directed to the weekly plan, alongside any related attachments, as soon as possible. This may be via Seesaw.
- Teachers should monitor submissions of work which are shared via Seesaw and be in regular contact with the child/ren isolating regarding the learning which is taking place at home.
- During the start of the second week of a 14 day isolation, teachers must make a well-being telephone call home. Please contact either Laura Calcraft or Ness Schreiber for the required telephone numbers.
- If there are any safeguarding concerns during this time, please contact Nicola Bray or Louise Stevenson to discuss these further.