Contingency Plan for Remote Education

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| Expectations | Outcomes |
| 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 | * Use seesaw online learning platform * Include daily teaching videos * Include resources for pupils to complete * Content linked directly to school’s weekly curriculum * Curriculum will focus on core subjects, PE, PSHCE and some foundation subjects * Curriculum will include all daily activities e.g. mental maths, phonics/spelling * School to provide guidance for parents on how to access reading books online * Schools to provide access to further online resources to revise learning e.g. Education City, Times table rock stars and Doodle maths/Maths frame |
| give access to high quality remote education resources | * Use seesaw online learning platform * Include daily teaching videos * Include resources for pupils to complete |
| 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 | * Years 1-6 use seesaw * EYFS use Tapestry * Lessons differentiated according to previous assessments * Feedback given daily via Tapestry and Seesaw, mirroring the feedback they would get from the teacher in school |
| provide printed resources, such as textbooks or workbooks, for pupils who do not have suitable online access | * Parents to notify school if they need printed resources which will be provided * Parentmail beginning of autumn term to survey parent’s access to internet, computer equipment and printing facilities * Teachers to give options of how to carry out activities without a printer * If parents have no access to computer equipment, contact will be made with the local authority to source government funded equipment |
| 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 | * Daily planning takes into account that parents are working alongside pupils with SEND and younger pupils * Interaction with both pupils and parents * Differentiated planning and tasks for SEND children * Weekly check-in with parents of SEND children to discuss progress/welfare |
| set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects | * Schedule set daily at 9am for children via video from class teacher * Daily planner for parents and children sent at 9am * Lessons for each day mirror school curriculum for that day in at least core subjects * KS1 – include daily phonics and weekly phonics/spellings * KS2 – include daily mental maths and weekly spellings |
| Teach a planned and well-sequenced curriculum so that knowledge and skills and built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject | * Teaching mirrors our weekly curriculum which is well-sequenced and builds incrementally on prior learning * Daily planner includes tips for parents on how to teach/revise key skills * Guidance provided to teachers through a staff meeting and ‘Remote Learning: Guidelines for Teachers’ document’ |
| Provide frequent, clear expectations of new content delivered by a teacher in the school or through high quality curriculum resources and/or videos | * Key lessons, particularly those that include new content, to be delivered via video by the class teacher * High quality curriculum resources to be provided daily with the planner * Feedback reflects the expectations of the teacher |
| Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation how regularly teachers will check work | * Tasks differentiated to ensure all pupils can make the same progress they would make in school and give teachers a clear picture of child’s progress * Teachers use questioning in feedback to determine the progress children have made * Teachers use feedback to intervene and deal with misconceptions or to raise standard of work produced * Teachers will check work and give feedback daily to pupils * Teachers to phone families who are not engaging with remote education after 3rd day of disengagement, HT to intervene if disengagement continues to 1 week |
| 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 simply explanations to ensure pupils’ understanding | * All work is differentiated accordingly * Setting work daily allows for flexibility in planning according to pupils response * Teacher’s feedback includes questioning and explanation where needed for individual children – voice notes can be useful for this |
| Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers | * Schedule set daily at 9am for children via video from class teacher * Daily planner for parents and children sent at 9am * Lessons for each day mirror school curriculum for that day in at least core subjects in terms of both content and time * KS1 – include daily phonics and weekly phonics/spellings * KS2 – include daily mental maths and weekly spellings |