

Purpose and aims of the Remote Learning Contingency Plan

- To outline our approach for pupils who are not attending as they are self isolating
- To outline our approach for pupils who will not be attending school, as a result of government guidance full lockdown, or the closure of a year group bubble
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils

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.

The contingency plan will:

- 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 by undertaking an audit of need
- 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 some pupils, including those 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 will:

- set work so that pupils have meaningful and ambitious work each day that links to their fortnightly timetable
 - teach a planned and well-sequenced curriculum, in line with the Programmes of Study, 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
 - plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
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- (full or partial/year group closure) 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
 - (full or partial/year group closure) 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

To outline our approach for pupils who are not attending school as they are self isolating due to having Covid or being advised by the NHS that they need to self isolate.

Secondary					
<u>Focus</u>	<u>Area of need</u>	<u>Plan of action</u>	<u>Expectations from staff</u>	<u>Expectations from Pupil</u>	<u>Expectations from Senior Leaders</u>
Safeguarding	Keeping children safe remotely	At risk pupils monitored. Safeguarding concerns logged on MyConcern. Phone calls, or potentially home visits, take place where concerns become apparent.	Follow safeguarding policy (log concerns on MyConcern)		Ensure the risk assessment is reviewed. DSL to follow safeguarding policy, monitoring/acting on any cases on MyConcern.
	Pupil well being	Phone call home to speak to the pupil at least once during the isolation period where pupils are off school for more than a week.	Tutor/Progress/Guidance Leader to make a phone call home to speak with the child/parent/carer about how they are doing accessing the remote learning.	Pupil to speak to staff member and discuss how they are doing with remote learning and any needs they may have.	Ensure phone call spreadsheet is up to date.
Disadvantaged Pupils	School Meals	Self isolating pupils will be provided with a voucher.	Ensure pupils receive their free school meals.		Pupil to speak to staff member and discuss how they are doing with remote learning and any needs they may have.
	Lack of IT at home	Pupils will be provided with IT where necessary.	Ensure pupils have access to IT.		

SEND	EHCP/ K	Phone calls home weekly, where pupils are off for more than a week. Home visit as necessary. Resources provided if appropriate.	Work to be easily accessible. Teachers to be available via email for support.		SENCO to monitor.
Curriculum Chrome book and dongle to be given if needed.	Weekly Timetable	Pupils will complete work via the link emailed home. Through this, they will be able to access recorded lessons through resources such as Oak National Academy.	Progress Leaders to send remote learning link to pupils and to offer any initial support. HoFs to upload Oak National Academy lessons, in line with the fortnightly timetable. Lessons will be in line with the curriculum.	Pupil to log into the Remote Learning folder and to partake in lessons in line with their timetable. Spend one hour on each lesson.	Head of Secondary Phase to ensure lessons are of a suitable quality and quality and in line with school curriculum.
	Reading and literacy	Bedrock: All pupils have access to Bedrock that they can use.	Ensure pupils logins are working.	Pupil to complete at least 2 Bedrock sessions over the 10 days.	
	Maths	All pupils have access to Hegarty Maths.	Ensure pupils logins are working.	Pupils to complete 2 x Hegarty Maths per week, in line with homework timetable.	
Communication	Pupils	Phone calls Email	Weekly phone call, where pupils are absent for more than a week.	Contact teacher via email if unsure about work/need support. Communicate any wider concerns during phonecall.	Head of Secondary Phase to send regular updates regarding Coronavirus. Headteacher to communicate cases.
	Parents				

To outline our approach for pupils who will not be attending school, as a result of government guidance: full lockdown/closure.

Secondary					
<u>Focus</u>	<u>Area of need</u>	<u>Plan of action</u>	<u>Expectations from Teacher</u>	<u>Expectations from Pupil</u>	<u>Expectations from Senior Leaders</u>
Safeguarding	Keeping children safe remotely	<ul style="list-style-type: none"> - All pupils contacted fortnightly by tutors/GL/PL. - Any Safeguarding concerns logged on MyConcern. - Vulnerable pupils (both DfE and Cavendish) offered place in school. - All vulnerable pupils not in school contacted at least weekly. 	<p>Highlight to Progress Leader if work is not being accessed or completed.</p> <p>Highlight any concerns regarding Safeguarding of pupils via MyConcerns.</p>		<p>DSL to ensure vulnerable list central spreadsheet up to date and actioned.</p> <p>Head of Phase to review in weekly monitoring report.</p>
	Pupil well being	<ul style="list-style-type: none"> - All pupils contacted fortnightly by tutors/GL/PL/tutor. - Any concerns logged on MyConcern and central spreadsheet. - Vulnerable pupils (both DfE and Cavendish) offered place in school. - Vulnerable pupils not in school contacted at least weekly. 	<p>Tutor/GL/PL to phone to speak with the child/parent about how they are accessing the remote learning once every fortnight.</p> <p>Record on central spreadsheet.</p>	<p>Pupils speak to the staff member to discuss how their wellbeing and success with the remote learning programme.</p>	<p>SLT to ensure central spreadsheet up to date and actioned.</p> <p>Head of Phase to review in weekly monitoring report.</p>
Disadvantaged Pupils	School Meals	Provide free school meals vouchers for pupils not in school			Monitor to ensure vouchers are sent
	Lack of IT at home	Provide IT and curriculum resources for pupils not in school	Set work for pupils and monitor completion. Make and maintain contact	Order a laptop from school if they do not have IT equipment.	Review numbers through weekly monitoring report to

			throughout the lesson.		maintain capacity.
SEND	EHCP/ K	Phone calls home weekly. Home visit as necessary. Resources provided if appropriate. Specialist provision group for SEND who cannot access work.	Teachers set appropriate work for pupils with SEND. Set work for pupils and monitor completion. Make and maintain contact throughout the lesson.	Communicate with subject teachers if further support is needed during the one hour lesson.	SENCO to monitor.
Curriculum Chrome book and dongle to be given if needed.	Fortnightly	Lessons will be in line with pupils' full timetable and curriculum. There will be a blended approach between subject teachers live for the full hour via Google Classroom/email and recorded lessons.	Ensure lessons are uploaded on Google Classroom by 8.00 am on the day, clearly titled and organised. Quality of lessons should be in line with lesson quality criteria. Log submission weekly.	Pupils to follow their normal school timetable. Pupils not to spend longer than one hour on any lesson. Pupils to save their work on Google Classroom.	DKO to produce report on work submission. Head of Phase to monitor work submission through weekly report. English and Maths Head of Faculties to review Bedrock and Maths reports.
	Reading and literacy	Bedrock: All pupils have access to Bedrock that they can use.	Ensure pupils logins are working. Monitor weekly report.	Pupil to complete at least 2 Bedrock sessions over the 10 days.	Head of Phase to review quality of remote learning lessons weekly against criteria.
	Maths	2 x Hegarty Maths set per week.	Ensure pupils logins are working. Monitor weekly report.	Pupils to complete 2 x Hegarty Maths per week, in line with homework timetable.	
Communication	Pupils	Phone calls as above Weekly assembly Weekly email from Progress Leaders Daily register	Make and maintain contact throughout duration of lesson. Provide feedback throughout duration of the lesson.	Communicate with subject teachers throughout the duration of the lesson. Ask the teacher for feedback.	Monitor % of successful communication through weekly monitoring report.
	Parents		Inform the Progress Leader or tutor of any concerns.	Inform the Progress Leader or tutor of any concerns.	DSL to ensure identified vulnerable pupils are actioned.

To outline our approach for pupils who will not be attending school, as a result of year group closures

Secondary					
<u>Focus</u>	<u>Area of need</u>	<u>Plan of action</u>	<u>Expectations from Teacher</u>	<u>Expectations from Pupil</u>	<u>Expectations from Senior Leaders</u>
Safeguarding	Keeping children safe remotely	<ul style="list-style-type: none"> - All pupils contacted fortnightly by tutors/GL/PL. - Any Safeguarding concerns logged on MyConcern. - Vulnerable pupils (both DfE and Cavendish) offered place in school. - All vulnerable pupils not in school contacted at least weekly. 	Highlight any concerns regarding Safeguarding of pupils via MyConcerns.		Ensure the risk assessment is reviewed. DSL to follow safeguarding policy, monitoring/acting on any cases on MyConcern.
	Pupil well being	<ul style="list-style-type: none"> - All pupils contacted fortnightly by tutors/GL/PL. - Any concerns logged on MyConcern and central spreadsheet. - Vulnerable pupils (both DfE and Cavendish) offered place in school. - Vulnerable pupils not in school contacted at least weekly. 	<p>Tutor/GL/PL to phone to speak with the child/parent about how they are accessing the remote learning once every fortnight.</p> <p>Record on central spreadsheet.</p>	Pupils speak to the staff member to discuss how their wellbeing and success with the remote learning programme.	<p>SLT to ensure central spreadsheet of vulnerable pupils is up to date.</p> <p>Head of Phase to review in weekly monitoring report.</p>
Disadvantaged Pupils	School Meals	Provide free school meals vouchers for pupils not in school			Monitor to ensure vouchers are sent
	Lack of IT at home	Provide IT and curriculum resources for pupils not in school	Set work for pupils and monitor completion. Make and maintain contact	Request a laptop from school if they do not have IT equipment.	Review numbers through weekly monitoring report to

			throughout the lesson.		maintain capacity.
SEND	EHCP/ K	Phone calls home weekly by the tutor of closed year group, during tutor time. Home visit as necessary. Resources provided if appropriate. Specialist provision in school for those who cannot access work at home.	Teachers set appropriate work for pupils with SEND. Set work for pupils and monitor completion. Make and maintain contact throughout the lesson.	Communicate with subject teachers if further support is needed during the one hour lesson.	SENCO to monitor.
Curriculum Chrome book and dongle to be given if needed.	Weekly Timetable	Lessons in line with normal timetable and curriculum. Lessons will be either pre-recorded by a subject specialist or via Oak National Academy. Where staffing permits, teachers will be 'live' via email and Google Classroom for the duration of the timetabled lesson. <i>Circumstances such as teachers having to teach other year groups in school at the same time may prevent this. Pupils will be informed if this is the case.</i>	Ensure lessons are uploaded on Google Classroom by 8.00 am on the day, clearly titled and organised. Quality of lessons should be in line with lesson quality criteria. Log submission weekly.	Pupils to follow their normal school timetable. Pupils not to spend longer than one hour on any lesson. Pupils to save their work on Google Classroom.	DKO to produce report on work submission. Head of Phase to monitor work submission through weekly report. English and Maths Head of Faculties to review Bedrock and Maths reports. Head of Phase to review quality of remote learning lessons weekly against criteria.
	Reading and literacy	Bedrock: All pupils have access to Bedrock that they can use.	Ensure pupils logins are working. Monitor weekly report.	Pupil to complete at least 2 Bedrock sessions over the 10 days.	
	Maths	2 x Hegarty Maths set per week.	Ensure pupils logins are working. Monitor weekly report.	Pupils to complete 2 x Hegarty Maths per week, in line with homework timetable.	
Communication	Pupils	Phone calls as above Weekly assembly Weekly email from Progress Leaders Daily register	Make and maintain contact throughout duration of lesson. Provide feedback throughout duration of the lesson.	Communicate with subject teachers throughout the duration of the lesson. Ask the teacher for feedback.	Monitor % of successful communication through weekly monitoring report.
	Parents		Inform the Progress Leader or tutor of any concerns.	Inform the Progress Leader or tutor of any	DSL to ensure identified vulnerable pupils are actioned.

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