



# Ashton Hayes Primary School



## Procedures for Remote Education

### What The Government Guidance says:

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.

At Ashton Hayes we have identified 3 probable scenarios in which children will need to be educated remotely. These are the most likely situations but are subject to change as the term progresses.

**1. A child displays with Coronavirus symptoms and must remain at home for approximately 48 hours until the result of a test is known.**

A child who is unwell and therefore absent from school will be supported initially with their regular 'homework' activities. All children have a reading book and diary, spelling activities and login details to a range of familiar websites to support independent learning. There are a huge number of suggested websites on the 'home learning' pages of our school website. This will also be the case for a sibling of a child displaying symptoms.

**2. A child needs to isolate for 14 days as a family member has had a positive Covid-19 test.**

Teachers will prepare a 10-day home learning pack to be supplied to the family, either on email or on paper, depending on circumstances. This will be linked as closely to the 'in-school curriculum' as possible. It may be focused on core subjects and essential skills in the first instance. This will be the same if it is the child who has had the positive test but remains well. Discussions with parents will be essential in this situation.

**3. A child tests positive for Coronavirus and the class bubble has to isolate for 14 days.**

Teaching will move online for the bubble. Teachers will plan lessons in English, Mathematics, Science and other foundation subjects, that will be delivered remotely. School Spider (the school website) will be used to share the resources for these lessons. Each morning a Zoom call will be set up so that teachers can check in with their class and communicate expectations for the day. This is expected to last for less than 30minutes. School 'Homelearning@' email addresses will become live to aid communication between home and school.

**4. Teacher tests positive and is unwell.**

As point 3, but lead by head teacher. Support staff who are isolating to support with feedback and Zoom sessions.

**5. In the case of school closure or reduced attendance.**

Teaching will move online for the majority of children. Teachers will plan lessons in English, Mathematics, Science and other foundation subjects, that will be delivered remotely. School Spider (the school website) will be used to share the resources for these lessons. Each morning a Zoom call will be set up so that teachers can check in with their class and communicate expectations for the day. This is expected to last for less than 30minutes. School 'Homelearning@' email addresses will become live to aid communication between home and school. For sustained periods of closure, provision will be reviewed in line with any further guidance that is provided.