Excalibur Contingency Planning for Remote Learning for Liden Primary and Nursery School

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. Individuals schools are to populate with any additional plans.

	Please consider whole school closure and bubbles
Home Learning Timetable/ Expectations for parents and students	**Secondary**
	Trust Expectations:
	Clear timetable of learning to be published which reflects in-school timetable. Clear expectations for students and teachers to be published.
	In event of a bubble being sent home, there should be a key lead allocated for each bubble ready to co-ordinate home learning.
	In the event of an individual self-isolating but well enough to work, a clear system needs to be in place for organising the delivery of resources for each subject.
	All schools to have database of vulnerable students who will be monitored and contacted more frequently. Clear allocation of responsibility needed.
	School Logistics / Additional Plans:
	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).
	School Logistics / Additional Plans:
	The school will have on the school website the Remote Learning timetables for each class. This will specify the times of the remote lessons during the day.
	All teachers will be providing a full curriculum online.
	A system is in place to track all pupils who are self-isolating and to inform teachers to provide daily work for them using Google Classroom. Our Pastoral lead will be responsible for coordinating and monitoring this in conjunction with the school attendance officer.
	Google Classroom codes have been sent out to all parents and Google Classrooms are in place for every class including Nursery.
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).
	Secondary
	Trust Expectations: For whole school closure and isolating bubbles, live lessons should be a priority, where possible, alongside narrated PowerPoints. Teams is the preferred platform.
	School Logistics / Additional Plans:
	Primary
	For whole school closure and isolating bubbles, live lessons should be a priority, as well as narrated PowerPoints. On-line learning for live lessons to take place on a daily basis. Use of Teams as the preferred platform for Y1 - Y6. On-line learning should mix of live lessons, narrated PowerPoints, Streamed lessons, and assignments, so schools. Thought should be given to the blend of learning that will require parent support and other learning that can be accessed with greater pupil independence. Use of EYFS platform (e.g. Tapestry) for Nursery / Reception.
	School Logistics / Additional Plans: All teachers are able to use Teams. Provision we consist of live teaching, power point/flips, videos, and live streaming of Cornerstones Maestro curriculum resources. Independent learning will be promoted through setting online challenges and tasks through the use of Mathletics, Times Tables Rock stars, Digi-maps, and Purple Mash platforms.
High Quality Off-line Learning	**Secondary**
	Trust Expectations: Schools to have a list of those unable to access online resources and have work packs ready to be printed and collected. Consider revision guides and library resources. Clear system in place for monitoring list and co-ordinating packs.

	Contact to be made to monitor learning – clear allocation of responsibility needed.
	School Logistics / Additional Plans:
	Primary
	It is hoped that resources can be found 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 (weekly) contact with pupils who are unable to access on-line learning – to provide support for pupils and parents.
	School Logistics / Additional Plans: The school will in September establish whether some parents require an IT device/access to broadband. Catch up funding to be used to provide additional dongles and tablets can be loaned. Loan letter ready. Learning Pack system already in place. SLT to contact parents who do not take up the school offer of loan equipment/broadband in preparation for arranging learning packs.
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.
	Secondary
	Trust Expectations: Teams to be the main platform for recorded videos using the Stream function. This can be for lessons and assemblies. Quality assurance systems to be in place to ensure quality of videos. Clear levels of accountability required. In individual cases, videos will not be an expectation.
	School Logistics / Additional Plans:

	Primary
	Schools to provide Streamed Teams lessons. This will support parents who have to balance time / resources.
	Principals / SLT to monitor the quality of streamed lessons.
	High quality external video resources used, if wanted, to supplement live lessons.
	<u>School Logistics / Additional Plans:</u> Liden has previously streamed lessons during the lockdown. New staff have been trained on teams. SLT shall quality check live and recorded lessons. High quality video resources are provided from the following: White Rose, Cornerstone Maestro, Purple mash. Jane Considine. Oak Academy, BBC Bitesize.
Links to Curriculum Expectations	**Secondary**
	<u>Trust Expectations:</u> All work provided should be a blend of recap/revision and new topics following the planned curriculum. All teachers to be aware of curriculum expectations.
	<u>School Logistics / Additional Plans:</u>
	Primary
	Live lessons should move the curriculum forward. Consolidation lessons (through quizzes / assignments) that the pupils can work on with greater independence, without adult support, should also be provided.
	<u>School Logistics / Additional Plans:</u> Term 1 CPD has established expectation of teaching a full curriculum. This needs to be provided from planned starting points with a main focus on pupils working independently through live teaching, video lessons (White Rose home learning lessons), open and closed tasks. Independence and thirst for learning to be provided through independent learning opportunities for instance through home challenges, and through online interactive curriculum websites as Mathletics, Times tables Rockstar's that are driven by competition with oneself and others. Also the school will be providing access to the online Reading Bug for pupils to read e-books.

Pupil & Teaching Interaction	All
	All staff to follow the Safeguarding Policy, Home Learning Safety Policy and E-safety Policy.
	Secondary
	<u>Trust Expectations:</u> Interaction through Teams is the safest method, although email will also be used. Interaction can be through Teams chat, Teams quizzes, assignments. Expectations of the frequency of contact to be made clear to staff for whole school closure, bubbles isolating.
	<u>School Logistics / Additional Plans:</u>
	Primary
	Daily interaction through live lessons, chat, quizzes, and assignments.
	<u>School Logistics / Additional Plans:</u> Previous letter to parents about how to stay safe online as well as the school's expectations of behaviour in live lessons and submitting questions on Google Classroom shall be sent to self-isolating families. Remote Learning section on the school website to have all the school and DFE guidance regarding online safety.
Feedback and Assessment	**Secondary**
	<u>Trust Expectations:</u> Frequency and quality of feedback and assessment should follow the normal school policy for whole school, bubbles, and individuals. Teams is the main platform for doing this. Quality assurance system for assessment and feedback to be in place. Contingency plans for assessment during in house examination series should be in place. Plans must be in place to deliver feedback for those who cannot access remote learning through a collection or delivery service. Clear system in place.

	School Logistics / Additional Plans:	
	Primary	
	The frequency and quality of feedback and assessment should follow the normal school policy. Teams is the main platform for doing this through quizzes and assignments. 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: SLT to ensure that learning packs are marked and assessed by teachers.	
SEND	**Secondary**	
	Trust Expectations: SENCO to have a clear contingency plan for their team to follow including the contacting of vulnerable students and differentiated work. All staff to be clear regarding the school's policy on differentiation of remote resources. The most vulnerable pupils to be provided with individual packs, to be renewed as needed.	
	School Logistics / Additional Plans:	
	Primary	
	The most vulnerable pupils (unable to access live lessons) to be provided with individual packs, to be renewed / updated as needed.	
	School Logistics / Additional Plans:	
CPD for Teachers	**Secondary**	
	Trust Expectations: Clear expectations need to be made from the outset and CPD to be provided. Schools should audit their staff to see training requirements and to provide relevant CPD.	
	School Logistics / Additional Plans:	

	Primary
	Schools to audit training needs in order to meet the expectations of these contingency plans. Schools to request additional support as needed.
	School Logistics / Additional Plans: 2 Designated teachers to be online champions to provide support and training for different phase teams. Training videos to be provided on Staff Share.