

# COViD-19: planning for tiered local restrictions and remote learning

(updated for National Lockdown January 2021)



Here's what the 4 'tiers of restriction' will mean for schools in our Trust and the actions we'll take for each one.

## Remote education provision: information for parents.

This information is intended to provide clarity and transparency to children and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home (see Tier 4). The Government expectations of remote learning are:

[https://dfemedia.blog.gov.uk/2021/01/08/what-should-remote-education-look-like-how-can-your-child-learn-remotely-if-you-dont-have-a-laptop-we-answer-your-remote-learning-questions/?utm\\_medium=email&utm\\_source=govdelivery](https://dfemedia.blog.gov.uk/2021/01/08/what-should-remote-education-look-like-how-can-your-child-learn-remotely-if-you-dont-have-a-laptop-we-answer-your-remote-learning-questions/?utm_medium=email&utm_source=govdelivery)

For details of what to expect where individual children are self-isolating, please see Tier 1.

TIER	WHAT IT MEANS FOR OUR SCHOOL	ACTIONS WE'LL TAKE
1	<p>We'll remain open for all pupils, with the exception of:</p> <ol style="list-style-type: none"><li>1. Children who need to self-isolate owing to themselves or a family member displaying symptoms.</li><li>2. Classes which have to isolate owing to a positive case within their bubble.</li></ol> <p>Staff and visitors will be asked to wear face coverings when moving around communal areas in school where it's difficult to maintain social distancing, unless they're exempt from wearing one.</p>	<ol style="list-style-type: none"><li>1. Home learning resources will be immediately available for those children who cannot attend school. This will be a mixture of resources online and sheets where appropriate.</li></ol> <p>Daily contact will be available to families individually or in groups. The schools will ensure that from day 3, a telephone or Teams conversation happens twice a week. Schools and families are reminded that dialogue should be a two-way process.</p> <ol style="list-style-type: none"><li>2. Teaching and learning will be provided through the children's access to Microsoft Teams. This will either be in the format of live teaching, video resource or independent activities. This will be appropriate to age or task. Any live lessons will be available as a recording, after the event has taken place. There will be daily contact between a staff member and children.</li></ol> <p><b>Face coverings</b> We'll share <a href="#">factsheets on face coverings</a> with parents and staff so that everyone knows what to expect.</p>

TIER	WHAT IT MEANS FOR OUR SCHOOL	ACTIONS WE'LL TAKE
		We'll put up <a href="#">this poster</a> in areas of the school, such as in classrooms, so that people know how to properly remove their face coverings.
2	We'll remain open for all pupils. We'll maintain the same rules on face coverings on-site as in tier 1	This is for secondary schools only
3	We'll remain open full-time for all pupils. We'll maintain the same rules on face coverings as in tier 1	This is for secondary schools only
4	We'll <b>only</b> remain open for vulnerable pupils and the children of critical workers We'll provide remote education for all other pupils We'll maintain the same rules on face coverings on-site as in tier 1	<p>Teaching and learning will be provided through the children's access to Microsoft Teams. This will either be in the format of live teaching, video resource or independent activities. This will be appropriate to age or task. Any live lessons will be available as a recording, after the event has taken place. There will be daily contact between a staff member and children.</p> <p><b>Vulnerable pupils</b> We'll strongly encourage vulnerable pupils to continue attending school. To do this, we'll:</p> <ul style="list-style-type: none"> <li>• Work with our local authority (LA)</li> <li>• Contact a pupil's parent or carer, and (where applicable) social worker if the pupil doesn't attend, to find out why and discuss their concerns</li> </ul> <p><b>Free school meals</b> We'll work with our school meal providers to prepare meals or food parcels for all pupils eligible for free school meals, whether they are at home or on-site.</p> <p><b>Staffing</b> Vulnerable and Critical worker children will be supported by the staffing available in the school. See local school protocols for how this may be implemented in your school.</p>



# Coronavirus: planning for tiered local restrictions

## Local School Protocols



In our school this is how we will implement the above strategies.

## Frequently Asked Questions

### The remote curriculum: what is taught to children at home

A child's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

### What should my child expect from immediate remote education in the first day or two of children being asked to stay at home?

Work will be placed on the school website daily (on each class page). There will be a literacy or phonics activity, maths and an afternoon session for a foundation subject. For each session, there will be an activity.

From day 3 please see the above grid which details how your child will be taught.

### How long can I expect work set by the school to take my child each day?

There are [minimum expectations](#) for remote provision. We expect that remote education (including remote teaching and independent work) will take children broadly the following number of hours each day:

Primary school-aged children: EYFS (reception) and Key Stage 1	3 hours a day on average across the cohort, with less for younger children (reception)	Primary school-aged children: Key Stage 2	4 hours a day
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## Accessing remote education

### If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some children may not have suitable online access at home. We take the following approaches to those children to access remote education. A technology survey was sent out in September to gauge an idea of the number of children who would require digital support should there be a bubble closure or school lockdown. This number was very low. Every response stated that they had access to the internet.

The school has a small number of laptops which we will offer to loan and we will take our Government allocation of laptops for disadvantaged pupils. Parent can request internet access support if they fall into the following criteria:

- do not have fixed broadband at home

- cannot afford additional data for their devices
- are experiencing disruption to their face-to-face education

For any parents who are unable to access remote education due to other reasons, a learning resource pack can be provided which would need to be collected by the parent at a time arranged with the staff member.

## Engagement and feedback

### What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Children need to be engaging with online learning as soon as possible. We are aware that parents and children will need time to adapt to using Microsoft Teams. By day three, we will be running check in sessions which will allow parents and children to practice using Teams in preparation for when learning begins.

It is expected that children will engage with all sessions on Teams and undertake the tasks after the session. If this is not possible, we would expect that children attend at least one of the sessions a day. The meetings are very structured and at very similar times daily so this creates a good routine for the children. Younger children will need more support than others to access the online session and learning but after practice, we anticipate the Key Stage Two children will become more independent. We would ask that parents support and help children when they need help and that they encourage children to undertake the independent activities after the sessions.

Reminding children that the work will be marked by teachers (verbal or written feedback) will encourage them to complete the tasks. We then ask that work is sent to teachers via Tapestry or Seesaw. Again, children will need support with this but Key Stage Two will become more independent at undertaking this task.

### How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Staff will keep a register of who is attending the online session every day. If a child has not attended one session, and we have not received an absence call, contact will be made with the parent. If a child is attending sessions but not engaging with the activities, we will speak with parents and explain the importance of undertaking the follow up tasks.

Where parents do not support their child in engaging in online sessions and remote learning, we will initially make contact via email or the telephone. Should we be unable to make contact, a call will be made to the house as school has a statutory safeguarding to all children at school and those remote learning.

Where children attend sessions but their behaviour is not appropriate, we will speak with parents about the behaviours we expect.

### How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on children's work is as follows:

All activities set should be returned to the teacher via Seesaw or Tapestry (EYFS children). The teacher will look at the work and provide a comment. If more support is required, the teacher will make contact via Seesaw, a call or one to one Teams meeting to provide further support and guidance. Feedback provided will depend on the task set; longer feedback will be required for a longer piece of work where as shorter pieces will be acknowledged but feedback limited.

All teachers are running check in sessions for children at two points in the day. During these sessions, verbal feedback may be given to the children and any misconceptions may be addressed in the whole group session.

## Additional support for children with particular needs

### How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some children, for example some those with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those in the following ways:

All children with an EHCP are able to access a place at school full time and will be encouraged to do so, however, it does remain the decision of the parent. As soon as possible, children with SEND who are not entitled to a place at school (as they are not vulnerable or their parent does not have key worker status) at all or who choose not to be in school, will be provided with one to one intervention sessions. The frequency of these will depend completely on the child's needs and the amount of interventions required. However, we anticipate working one to one with these children at least 4 days a week to ensure their intervention work continues. The sessions and timings will be discussed with the parent to ensure that the sessions set are convenient for everyone. Where the child needs physical resources, these will be created in a pack for the parent to collect so that the intervention can be supported. These will be closely monitored and contact will be made regularly with parents.

### How will you work with me to help teach my younger child via remote learning?

We recognise and acknowledge that remote learning will be more difficult for younger children and that children in Key Stage One are likely to need more support with accessing the sessions and finding the activities. Younger children are expected to access three hours learning (and this is less for younger children such as EYFS). Sessions for younger children have been separated to ensure that the messages they are recent are solely for their year group. The sessions set are kept short and the activities are very visual. Where possible learning will be delivered through stories and games to keep children interested and engaged. There will be lots of opportunities for interaction and discussion with the class teacher.

All teachers are available throughout the day to talk to parents either via the telephone or Tapestry/Seesaw. They are able to answer questions and offer support to parents where needed. The work on Teams has been set in channels which should make using Teams simpler to navigate.