

Tier 1 (14 days)	School Response	Staff Who to Inform?	Key Activities/Timetable		Option 1 Pre-recorded/live Lessons/ planned pathway for Oak Academy lessons
			Who?	What?	
In the event of an individual child or a small group (10 children or less) needing to quarantine.	Follow the school lockdown strategy for children in quarantine. Remote learning lessons must be provided for the children at home. Digital devices must be accessible for the children. If the child cannot access a device, (as detailed on the survey results), the school needs to provide paper copies of work to the pupils during the quarantine period (14 days). The class teachers need to provide the children with logins and passwords to all the learning platforms that they require the child(ren) to access at	The Headteacher will need to inform the school staff and Trust daily about attendance data, any children testing positive and any decisions to isolate groups of children. Teachers must plan to add a section for remote lessons on their planning format so that they are considering the needs of real, live, and remote lessons for all children. After school online feedback with the children will be necessary for support and reassurance. Teachers need to make best use of all online learning platforms with their classes in school, so the children are confident and able to use their login details proficiently i.e. MS Teams, Century Tech etc. Teachers also need to provide the children with logins and passwords to all learning platforms. (It is advisable to create a class document containing all these details so	Class Teacher	<p>The priority is for all teachers to plan time into their weekly schedule to teach the children how to use all the features of MS Teams. This needs to be checked and monitored. Digital devices will need to be put on a weekly rota so that the KS2 children can access them.</p> <p>Teachers should be setting homework on MS Teams for the whole class as part of their normal practice.</p> <p>A section for blended learning needs to be added to the daily lesson plans for real and virtual lessons.</p> <p>Teachers will try to record an English and maths lesson for any children at home but this may not always be possible depending on the demands in school. Where this is not feasible, teachers will provide the relevant information to link to the Oak National learning platform.</p> <p>Set up a remote learning channel or the chat facility for the child or group so that the teacher can communicate separately with them and upload work and links.</p>	<p>Live lessons – Where feasible maths, English and reading lessons will be live and the child will be sent a link to join the live lesson. This will also be recorded so children can watch back at a later time.</p> <p>Pre-recorded lessons – class teachers may have time to pre-record some English and maths lessons so the children can watch them later in the day or the following day – where this is not feasible and to supplement English and Maths, teachers will also use the Oak Academy Trust lessons and videos, and the White Rose lessons and videos too.</p> <p>Any pre-recorded lessons are then uploaded to MS Teams using links to the Stream videos (giving the children permission to access the video)</p> <p>Parents and children can access these at home later in the day or the next (they will have to work one day behind schedule to their class possibly.)</p> <p>Teachers will devise a daily timetable with the links attached, whether they are for the live/ pre-recorded lessons or the Oak Academy/ White Rose ones, so that the children can view the lessons easily.</p>
			LSA/TA/ One to One Support	One to one support staff should deliver 20-minute lessons. (Teacher to guide and support.)	

	<p>home. (TTRS, Century Tech, MS Teams, Scholastic Pro)</p>	<p>that it is easily accessible in the event of quarantine or lockdown.)</p> <p>The teachers need to keep a record of the login details in case a child loses or forgets them. The IT Support Desk does not want to be answering these types of questions. Teachers should be able to email the details directly to the child's parents instead.</p> <p>Schools (Technicians to support) may be able to provide a device to vulnerable families if they do not have one at home. It must have the safeguarding software installed as well as the Office 365 apps, shortcut to MS Teams, Century, AR and TTRS. Headteachers will confirm which families need to receive the devices, once this scheme has been confirmed.</p>	<p>IT Technicians & Blended Learning Champions</p>	<p>Teachers need to make sure the lessons are uploaded to the class MS Team for the children to access for catch-up learning whether the lesson is live or not. (Technicians to support)</p>	<p>The teacher will provide a timetable of lessons that meets the government's requirements of 4 hours of learning a day.</p> <p>Children to upload work (photograph or to work on a Word document) using assignments or collaborate in a shared space through One Note.</p> <p>The teacher/ LSA would mark and give written feedback either at the end of the school day or during PPA sessions.</p> <p>In the case of live lessons, verbal feedback will be given in the moment. Written feedback may be given after.</p>
			<p>Assistant Headteacher and Blended Learning Champions</p>	<p>Ensure the Teachers/ LSA /TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on MS Teams. (This is a priority.)</p> <p>Check that the Technicians can provide the correct support, notify the Trust if you require additional technical help.</p>	
			<p>Headteacher</p>	<p>Maintain links with the families of the children.</p> <p>Deliver updates via assemblies for the children and parents and post updates for staff via Teams.</p> <p>Monitor the pre-recorded lessons. Go into the Team subject channels and check the lessons.</p> <p>Meet regularly with the teachers of those children.</p> <p>The Headteacher must keep an updated record of families who can and cannot access digital devices. This will enable the Headteacher to plan and organise lease schemes, school device loan schemes and donation schemes as well as access Government help with technology.</p>	

Tier 2 (14 Days)	School Response	Teachers Who to Inform?	Key Activities/Timetable		Option 1 Pre-recorded lessons
			Who?	What?	
In the event of a year group lockdown (partial). 1 to 3 classes in the same year group.	Follow the school lockdown strategy for children in quarantine.	The Headteacher will inform all staff of any changes daily at an inset session/staff meeting.	Class Teachers	To use a blended learning lesson plan for real and virtual lessons.	(Note: If the teachers do have to quarantine and they are not ill, they can still teach remotely to the children at home.) If all teachers in a year group have to quarantine (test positive) and they are ill, then the school will have to consider moving a teacher to that year group to teach them remotely (A HLTA/supply teacher could cover their class). Teachers will devise a daily timetable with the links attached so that the children can view the lessons easily.
	Remote learning lessons must be provided for the children at home.	The Headteacher will need to inform the Trust about attendance data, any children testing positive and any decisions to isolate groups of children. Inform parents of the school's protocols and expectations. (Home Pack – Remote Learning)		Record all core lessons (English, Maths, integrated curriculum & Reading) and upload to MS Teams.	
	Digital devices must be accessible for the children.	Teachers must add a remote learning section to their planning format so that they are considering the needs of real, live, and remote lessons for all children. At the end of the school day, online chats (timetabled slots) with the children will be necessary for support and reassurance.	LSA/TA/ One to One support	Remote learning timetable will need to be applied.	The teacher will provide a timetable of lessons that meets the government's requirements of 4 hours of learning a day. Children will be expected to record their attendance online through a Microsoft Form.
	If the child cannot access a device, (as detailed on the survey results), the school needs to provide paper copies of work to the pupils during the quarantine period (14 days).	Additional Note:		Set assignments on Teams, mark them, give feedback and return. (The feedback will not be instant, and it can be verbal feedback – use the audio button to record comments)	
	The class teachers need to provide the				

<p>children with logins and passwords to all the learning platforms that they require the child(ren) to access at home. (TTRS, Century Tech, MS Teams, Scholastic Pro)</p> <p>Teachers in this year group would need to split the workload.</p> <p>If the teachers do not test positive for the virus or if they have the virus but are well enough to teach, then they can teach the children through remote learning.</p> <p>The children would be taught the same lessons using the remote learning planning format for English and Maths.</p> <p>Lessons would be pre-recorded and uploaded so that children could replay the lesson or watch it later in the day.</p> <p>The children be provided with workbooks and would</p>	<p>Every week – Teachers in school, need to use all online learning platforms with their classes so the children are confident and able to use their login details proficiently.</p> <p>Teachers also need to provide the children with logins and passwords to all learning platforms. (It is advisable to create a class document containing all these details so that it is easily accessible in the event of quarantine or lockdown.)</p> <p>The teachers need to keep a record of the login details in case a child loses or forgets them. The IT Support Desk does not want to be answering these types of questions. Teachers should be able to email the details directly to the child’s parents instead.</p> <p>The teachers will need to monitor the usage of MS Teams, AR, TTRS and Century Tech and contact the parents of those children who are not using the platforms. (Send a daily/weekly update to SLT)</p> <p>Schools (Technicians to support) may be able to provide a device to vulnerable families if they do not have one at home. It must have the safeguarding software installed as well as the Office 365</p>	<p>IT Technician / Blended Learning Champion</p>	<p>Make sure the lessons are uploaded to the class MS Team for the children to access for catch-up learning whether the lesson is live or not. (Teachers should do this but offer support if necessary)</p>	<p>Where possible maths, English and Reading lessons will be live and recorded for children to watch back later. Where live lessons are not feasible, these lessons will be pre-recorded.</p> <p>In live lessons children will complete work and feedback will be given in the moment.</p> <p>There will be live check ins for the children to talk about the learning set for that day.</p>
		<p>Assistant Head teacher and Blended Learning Champion</p>	<p>Ensure the LSA/TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on MS Teams. Provide coaching session for one to one staff teaching.</p> <p>Check that the Technicians can provide the correct support, notify the Trust if you require additional technical help.</p>	<p>Work will be set using assignments/One Note and children can upload their work. Feedback will be given on any work submitted either verbally or written.</p> <p>Online story-time will be set at the end of each day. A link will be sent out by your class teacher and listed in your online classroom in Microsoft Teams.</p>
		<p>Headteacher</p>	<p>Maintain links with the families of the children.</p> <p>Deliver updates via assemblies for the children in that year group and their parents.</p> <p>Post updates for staff via Teams.</p> <p>Monitor the pre-recorded lessons. (The lessons will be allocated to the lesson channels so that they can be viewed by owners and members of the Team.)</p> <p>Regular meetings with the teachers of those children via MS Teams to discuss updates and levels of engagement/ issues.</p>	<p>There will be interventions put in place to support children who need it. These may be individual or in small groups and will be recorded.</p> <p>Teachers/LSAs will also contact groups of children for informal chats so that the teacher can check in on the children’s wellbeing needs. Minimum expectation of once per week.</p>

	<p>complete the learning tasks in their workbooks and online.</p> <p>The remote learners would upload their work to the assignments tab in MS Teams.</p>	<p>apps, shortcut to MS Teams, Century, AR and TTRS. Headteachers will confirm which families need to receive the devices, once this scheme has been confirmed.</p> <p>A technical helpdesk for two days a week (Thursday/Friday) will be necessary to support parents with devices as well as possible Broadband/Wi-Fi issues.</p>			
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Tier 3 (Unknown time span – depends on the severity of the local/national situation)	School Response	Teachers Who to Inform?	Key Activities/Timetable		Option 1 Live/ Pre-recorded Lesson Timetable and Live check ins.
			Who?	What?	
In the event of all classes in the school needing to go into lockdown (No children in school just vulnerable & disadvantaged & key worker children still in school) Localised or	The school would create a rota for teaching. Keyworker children, vulnerable and disadvantaged children would be taught by 1 class teacher, supported HLTAs and TAs. Children at home would be taught remotely by the other year group teacher or another teacher (if one form entry). Pre-recorded lessons would be taught in the morning – Maths and English. In the afternoon, the entire school would receive the same lesson from a member	The Headteacher will inform all staff of any changes daily at an inset session/staff meeting. The Headteacher will need to inform the Trust about any children testing positive, children/families not engaging with the remote learning, difficulties with digital devices, key issues regarding vulnerable/disadvantaged children/families, information about staff testing positive and remote learning issues. Teachers must create an online learning timetable for the week with links to the pre-recorded lessons. Teachers need to plan remote lessons using the new planning format so that they are considering the needs for all children.	Class Teachers	To use a blended learning lesson plan for real and virtual lessons. <i>Record all core lessons (English, Maths, & Reading) and upload to MS Teams.</i> Deliver pre-recorded lessons via MS Teams to all the children at home. Set assignments on Teams, mark them, give feedback and return. Teachers will plan for regular opportunities for assessment. To ensure learning is happening and planning is informed.	If both teachers have to quarantine (test positive) and they are ill, then the school will have to consider moving a teacher to that year group to teach the children remotely (A HLTAs could cover the class). The vulnerable and wellbeing groups will be taught by a Teacher/cover supervisor in school. They will join in with live lessons where feasible. Teachers will devise a daily timetable with the links attached so that the children can view the lessons easily. The teacher will provide a timetable of lessons that meets the government's requirements of 4 hours of learning a day. Children will be expected to record their attendance online through a Microsoft Form. Where possible maths, English and Reading lessons will be live and recorded for children to watch back later. Where
			LSA/TA/ One to One Support Staff	MS Teams - support the class teacher to deliver the lessons and communicate via 'chat' with the children at home during the school day. TA to support with online marking and feedback. Use video chat for vulnerable and disadvantaged children.	

national lockdown	<p>of the SLT or a teacher. (Lead Professionals and SLE's) They would teach a foundation subject such as Art, History etc and the entire school would access this lesson whilst the teachers who taught in the morning would mark the assignments and send feedback to the children. They would also conduct group chats after the afternoon topic lesson to communicate and support learning via video.</p> <p>The teachers would need to share engagement reports with the Headteacher. Regular updates.</p>	<p>Teachers need to work on a rota to support children remotely and in school.</p> <p>One to one support staff would also need to provide online lessons/ learning and support. (Guided by class teacher.)</p> <p>Teacher and TAs will need to communicate regularly throughout the week to discuss the learning and the needs of the children.</p>	IT Technician / Blended Learning Champion	<p>Make sure the lessons are uploaded to the class MS Team for the children to access for catch-up learning whether the lesson is live or not.</p>	<p>live lessons are not feasible, these lessons will be pre-recorded.</p> <p>In live lessons children will complete work and feedback will be given in the moment.</p> <p>There will be live check ins for the children to talk about the learning set for that day.</p> <p>Work will be set using assignments/One Note and children can upload their work. Feedback will be given on any work submitted either verbally or written.</p>
		<p>TAs/HLTAs</p> <p>If the TAs and HLTAs are not in school, then they should be directed by the class teacher to support children remotely. They could contact vulnerable children and show them how to use MS Teams and some of the key apps etc.</p>	Assistant Headteacher	<p>Ensure the LSA/TAs are fully aware of their role and they have regular slots for CPD to improve knowledge and skills on MS Teams.</p> <p>Check that the Technicians can provide the correct support, notify the Trust if you require additional technical help.</p>	<p>Online story-time will be set at the end of each day. A link will be sent out by your class teacher and listed in your online classroom in Microsoft Teams.</p> <p>There will be interventions put in place to support children who need it. These may be individual or in small groups and will be recorded.</p>
		<p>Technicians will need to support staff and parents with the learning platform and try to allocate devices to disadvantaged children (Directed by the Headteacher).</p> <p>ELSA and SEND</p> <p>Maintain contact with key children and families via MS Teams. Use the SEND channel to communicate and update</p>	Headteacher	<p>Maintain links with the families of the children.</p> <p>Deliver updates via assemblies for the children and parents and post updates for staff via Teams.</p> <p>Monitor the live and pre-recorded lessons.</p> <p>Regular remote meetings with the teachers and LSAs.</p>	<p>Teachers/LSAs will also contact groups of children for informal chats so that the teacher can check in on the children's wellbeing needs. Minimum expectation of once per week.</p>

		<p>information. Contact the children and the families using the video chat. Inform the class teacher through MS Teams – keep them notified of communications and changes.</p> <p>Assistant Headteacher To monitor the live lessons, assignments, and the conversations in the MS Team Classrooms. Check that the safeguarding policy is being adhered too by pupils, teachers, and parents.</p> <p>Headteachers Communicate on the MS Teams via Stream. Weekly assemblies, parent updates, staff updates and staff meetings. Video chats with vulnerable families etc.</p>	<p>ELSA/SEND</p>	<p>Maintain contact with key children and families via MS Teams. Use the SEND channel to communicate and update information.</p> <p>Contact the children and the families using the video chat. Update outside agencies, SLT and class teachers using CPOMs and MS Teams.</p>	
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Tier 4 (Unknown time span – depends on the severity of the local/national situation)	School Response	Teachers Who to Inform?	Key Activities/Timetable		Option 1
			Who?	What?	
In the event of all classes in the school needing to go into lockdown. Full lockdown/localised or national	Teachers would still be expected to deliver lessons to their class through the learning platform. The structures would be like those listed in Scenario 3.	See above	See above	See above	See above

Notes:

Key Points:	Possible Implications (Headteachers to complete this section)
Schools must have digital devices set aside for these scenarios so that children can access the learning platform and websites at home.	We are able to supply devices where required to a small number of children. Class Teachers to assess need of this and contact the Assistant Head Teacher.

SEND children who have an EHCP plan will have remote 1 to 1 learning with their TA. Teachers will provide lesson plans and resources for TA. (20-minute sessions – recorded so that that parents can view it and play it back for their child.)	The implications of this relate back to whether the child has access to a device at home. All 1:1 TAs will be trained to carry out these lessons – but very much dependent on the child having access to the equipment needed.
ELSA support – ELSA sessions to be conducted through online platform. Recorded and stored in an agreed MS Team/channel).	This will be possible. Our ELSA/ family support worker will make weekly calls to all children/ families on her caseload as a minimum and undertake Teams sessions, which will be recorded, where appropriate and agreed with parents beforehand.
Create a parent MS Form to investigate home access to digital devices for learning and for Wi-Fi access.	This was sent out at the start of the school year and revealed a need amongst our school community for an additional 60 devices. This includes a device for all our pupil premium families and all other responses that indicated a lack of access to devices. We have the names and details of all of these families.

Appendix

DfE Expectations

Remote education support

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:

- teach a planned and well-sequenced curriculum being clear about what is taught and practised in each subject
- enable access to high-quality online and offline resources and teaching videos, linked to the school's curriculum expectations
- 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 for pupils who do not have suitable online access
- have planned for younger pupils and some pupils with SEND who may not be able to access remote education without adult support
- overcome barriers to digital access by distributing school-owned laptops
- some children who have difficulty engaging in remote learning may be considered to be vulnerable children and therefore eligible to attend in person
- publish information for pupils, parents and carers about their remote education provision

March 2021

Note: This a working document will be reviewed monthly. After the review it will be updated on a regular basis if necessary due to the ever-changing nature of COVID19.

When teaching pupils remotely, we expect schools to:

- make sure that pupils have work each day in a number of different subjects
- set a minimum of:
 - KS1: 3 hours a day on average, across the school cohort with less for younger children
 - KS2: 4 hours a day
- provide clear explanations of new content, delivered by a teacher or through curriculum resources or videos
- check, at least weekly, whether pupils are engaging with their learning, and inform parents immediately where engagement is a concern
- judge how well pupils are progressing through the curriculum and provide feedback, at least weekly
- enable teachers to adjust the pace or difficulty of what is being taught, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/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.**

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils, and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

Example weekly timetable: (your child's timetable may differ to this)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
R1 8.30 - 9.00am	Registration Children to register attendance using Microsoft Forms, sharing their feelings, thoughts, and challenges. Children to attend daily Teams assembly delivered by Head Teacher or Assistant Headteacher. Children to access their class Team to get their daily briefing about what they can do and feedback about how well their class is doing on specific learning content. <i>Watch Class teacher video (max 5 mins) explaining the day ahead</i>				
P1 9.00-10.00	Maths	English - Grammar	Maths	English - Spelling	Project Days (Humanities focus) <i>or</i> Intervention Activities (Enrichment Groups) STEAM
Break 10.00-10:30					
P2 10.30-11.30	English - Grammar	Maths	English - Grammar	Maths	
P3 11.30-12.00	Reading - Short Comprehensions	Reading - Short Comprehensions	Reading - Short Comprehensions	Reading - Short Comprehensions	
Lunch 12.00 – 13.00					
P4 13.00-14.00	Specialist Projects* (see individual year group timetables)				
P5 14.00-15.30	Connect Time An opportunity to discuss the days learning with the class teacher and ask questions if required. There will be an opportunity to evaluate the days learning (parents and children)				

Example KS2 Remote Learning Timetable

Date:	Class/Group:	Time:	Room:
Topic:			
Curriculum links: List here the curriculum descriptors or content this lesson is targeting.		Specific Objectives/Learning Goals: What specific learning do you want to see by the end of this lesson? How will it be evidenced by students?	
Prior Learning: <ul style="list-style-type: none">What do students know about this topic already?What related content has already been covered?		Resources, materials, and technologies required: In addition to classroom materials this should entail digital supports for at home students, e.g. <ul style="list-style-type: none">LMSEducational games/programsCommunication toolsCloud documents	
Instructional Steps			
Date: <i>Hook</i> Hook student interest with something such as: <ul style="list-style-type: none">A challenge questionAn anecdoteA physical itemA digital resource (e.g. video) <i>Introductory set</i> Set student expectations for the lesson by explaining: <ul style="list-style-type: none">The learning goal(s)Relevance of the learningActivitiesFinal product to be generated <i>Instruction</i> Direct instruction of the learning content. <i>Activity</i> Break the activity down into clear, scaffolded steps. <i>Feedback</i> Assess student learning/progress via the work that has been completed. <i>Conclusion</i> <ul style="list-style-type: none">Set homework if requiredIndicate next part of the learning sequence (i.e. outline next lesson).		At-home students: <i>Hook</i> Engage at-home students by: <ul style="list-style-type: none">Posing a challenge question digitally on LMS in advanceRecording a videoLinking a thought-provoking online resource that connects with topic. <i>Introductory set</i> Set student expectations for the lesson clearly and succinctly. This could be written or recorded as a video. <i>Instruction</i> Emphasise clarity, either in text or video. If using a video, add some textual components as well (e.g. a whiteboard) to consolidate explanations and main points. <i>Activity</i> At-home students can learn via: <ul style="list-style-type: none">Online collaboration (using cloud tools, message boards, or Skype/Zoom)Posting work to LMSWeb researchEditable documents or PDFsGamified learning programs <i>Feedback</i> Deliver feedback on learning via: <ul style="list-style-type: none">Written comments emailed or posted on LMSVoice recordings <i>Conclusion</i> <ul style="list-style-type: none">Instruct students of preparations for next lessonSet homework where required.	
Extension: List extension activities for students who need additional challenge. Consider what this might look like online as well.			

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