

# 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).

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.<br/><br/>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.</li><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><br/>We'll share <a href="#">factsheets on face coverings</a> with parents and staff so that everyone knows what to expect.<br/>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.</p> |

| TIER | WHAT IT MEANS FOR OUR SCHOOL   | ACTIONS WE'LL TAKE   |
|------|--|--|
| 2    | <p>We'll remain open for all pupils.</p> <p>We'll maintain the same rules on face coverings on-site as in tier 1</p>   | <p>This is for secondary schools only</p>  |
| 3    | <p>We'll remain open full-time for all pupils.</p> <p>We'll maintain the same rules on face coverings as in tier 1</p>   | <p>This is for secondary schools only</p>  |
| 4    | <p>We'll <b>only</b> remain open for vulnerable pupils and the children of critical workers</p> <p>We'll provide remote education for all other pupils</p> <p>We'll maintain the same rules on face coverings on-site as in tier 1</p> | <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></p> <p>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></p> <p>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></p> <p>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?

All class Home Learning Grids are displayed under classes on the school website. You will also find them in Tapestry and SeeSaw. From day 3 the schools remote education programme using Microsoft Teams will come into effect , details will be found on Seesaw and tapestry.

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

## 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: If this is the case for your child the school will organise appropriate provision of a suitable device for home use.

## 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?

- The Home Learning Grids posted weekly will sign post the work set for pupils.
- Following a timetable shared by teachers' pupils will be expected to log on daily and receive the lessons and tasks provided.
- Teachers will interact daily with children and systems will be in place full time to share work and comments between home and school.
- Tasks completed will be uploaded for marking and comment daily. The core subjects will be delivered daily and parents should ensure the child has access to the provision for this.
- There will be high expectations of parental support to ensure the effective delivery of the timetable i.e. setting routines to support their child's education. Where this is difficult the school will work with the family to find a workable solution.

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

- Teachers will be in contact through Seesaw, MS Teams, email and personal calls as a matter of course and to discuss any concerns. Registers of participation on MS Teams will take place daily.
- Where there are concerns the school will work hard with families to overcome any barriers and continue to monitor the situation via the above procedures.

## 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:

- Children will be able to upload their work daily for teachers to look at, assess and comment on giving feedback. This may not be for all pieces daily but for all identified key pieces. Verbal interactions to confirm understanding on MS Teams will be noted by staff as a record of achievement. Extension and supplementary work will be provided for all children as when needed. Children who are vulnerable or who have an EHCP will have appropriate work set overseen by the SENCo and Teachers, this will be monitored and assessed regularly. Children who are vulnerable or who have an EHCP will have appropriate work set overseen by the SENCo and Teachers, this will be monitored and assessed regularly.

## 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:

- Children who are vulnerable or who have an **EHCP** will have appropriate work set overseen by the **Senco** and Teachers, this will be monitored and assessed regularly.
- The **HT** and **Senco** will be in regular contact with parents ensuring they have the appropriate devices to enable home learning. Suitable sessions will be set up to meet their specific needs. Sessions will run daily inline with the provision for all children. Regular monitoring and assessment of engagement, monitoring and assessment will take place.
- In providing remote teaching for **EYFS** the children will have a daily timetable delivered by the teacher providing opportunities for and small tasks throughout the day. Continual communication and celebration of work will be shared assessed and commented on through Tapestry, **MS Teams**, email and phone calls. All provision on the school Home Learning **Grid** will be inline with the expectations of the **EYFS Curriculum**.