This policy has been developed to ensure that children at Lord Deramore's will be able to continue to learn in the event of not being able to attend school due to Covid-19.

The plan will be implemented in the following instances:

Scenario 1. An individual child is self-isolating (either because they are symptomatic, have a confirmed positive test result or live in a household with somebody who does).

Scenario 2. A whole 'bubble' is self-isolating because of a confirmed case of coronavirus within it (e.g. a confirmed Covid-19 case within a class or 'bubble' of two classes).

Scenario 3. The whole school has to lock-down due to several confirmed cases of Covid-19

The policy complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools:

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on remote education support.
In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils. 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.

Scenario 1 – Individual absence

In the case of scenario 1 (individual pupils off school), the following protocols will take place:
1. If child is sent home from school, child is to be provided with 3-5 reading books whilst waiting to be collected.
2. Class teacher will telephone parents/carers within 24 hours of starting self-isolation to provide advice and ask how we can support the family.
3. A weekly curriculum newsletter is provided by each teacher. This gives an insight into the curriculum coverage being covered in the week ahead, with recommended links to *Oak Academy* video lessons.
4. For Phase 3: Worksheets and activities which the class are covering can be uploaded onto the *Google Classroom.* Phase 2 may use *Purple Mash* activities.
5. Phase 1 will continue to respond to posts on individual children's *Tapestry* accounts.
6. Class teacher will phone/email at least once a week to check how the family is and how well the child is engaging in their learning.

Scenario 2 and 3 – Class, bubble or whole-school closure
In the case of scenarios 2 and 3 (whole classes or entire school closing), the following protocols will take place during term time:

Phase 1 (Early Years and Year 1)

1. All children in phase 1 who are on the reading scheme will be provided with 2-3 reading books matched to their reading ability level. Children in EY who are not yet on the reading scheme will receive phonics games or activities instead.

2. The weekly newsletter will outline the activities that would have normally been taught had the children been in school. A menu of other, practical, play-based activities will also be included.
3. From 9am on the second day of 'lockdown', daily videos will be posted in the memo section on Tapestry. These videos will be:
    a. A short phonics session
    b. Mathematics
    c. A story read by the class teacher
   There will also be a weekly introduction video which may include some topic themed work or a suggestion of a seasonally relevant activity
4. Accompanying activities can also be accessed via *Purple Mash.*
5. The lessons will follow the progression and planning originally planned to be covered if the children would have been in school.
6. SEND support or provision should be discussed with parents/carers if child has an EHCP or is on the SEN register. An individualised learning pack will be supplied with appropriate resources to complete at home. SEND advice and support will be provided by Mrs Hitchon remotely.
7. One weekly class *Zoom* meet will take place – with the class split randomly in half. These sessions will usually be a story and a short chat.
8. Children and parents/carers may communicate with teachers via Tapestry or email. Parents are encouraged to continue to use Tapestry to upload comments, photographs and videos so staff can comment on the children's activities and offer feedback.
9. All teachers will still receive PPA release time. Teachers will be available on *Google Classroom* and contactable via email throughout each weekday - with the exception of one afternoon per week.

Phases 2 and 3 (Years 2 to 6)

1. All children in the class/school will be provided with 3-5 reading books matched to their reading ability level.
2. If a child does not have access to a laptop/chrome book, then the school will (subject to availability) provide one on loan. Older children and those who are disadvantaged will be prioritised for this loan service.
3. From 9am on the second day of 'lockdown', all children will access *Google Classroom* to view four daily video lessons from their class teacher (age-appropriate length range – up to 30 minutes per video/lesson).
    a. English
    b. Mathematics
    c. Topic/science/foundation subjects
    d. Class book or novel
4. Accompanying activities or worksheets can also be accessed via *Google Classroom*. Some classes may be directed to *Purple Mash.*
5. The lessons will follow the progression and planning originally planned to be covered if the children would have been in school.
6. For pupils working significantly below age-related expectations, teachers may recommend more appropriate video lessons from *Oak Academy*.
7. SEND support or provision should be discussed with parents/carers if child has an EHCP or is on the SEN register. An individualised learning pack will be supplied with

appropriate resources to complete at home. SEND advice and support will be provided by Mrs Hitchon remotely.

8. One weekly class *Zoom* meet will take place – with the class split randomly in half. These sessions will usually be linked to a PHSCE/wellbeing activity.

9. Children may communicate with teachers via *Google* Classroom. Parents/carers may communicate with teachers via email or *Class Dojo*. Teachers will feedback on some of the work submitted or acknowledge achievements/good effort which need celebrating.

10. Teachers will contact pupils/parents who are not engaging in lessons and activities.

11. If a whole-school closure, a whole school assembly video will be posted weekly – usually on a Friday. This may be posted on *Twitter* and *Facebook* as opposed to *Google Classroom.*

12. All teachers will still receive PPA release time. Teachers will be available on *Google Classroom* and contactable via email throughout each weekday - with the exception of one afternoon per week.

This level of provision will be subject to staffing availability. Provision may differ if staff are unavailable for reasons such as illness or deployment elsewhere within school (e.g. teaching a Key Worker group). Where appropriate, teaching assistants may be used to deliver remote learning provision.