

# 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.  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>

TIER	WHAT IT MEANS FOR OUR SCHOOL	ACTIONS WE'LL TAKE
2	<p>We'll remain open for all pupils. 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. 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 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>	<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?

From the first day of remote education, parents and families will be informed of how to access the activities set. This will be either through Teams, Seesaw, Tapestry or the school website. School staff will be able to support families with gaining the access to these platforms. If it becomes apparent that the remote learning will last for longer than two days, families will be informed of the timetable for live meetings.

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](#) (see link below) 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: Engage with families to establish the devices they are using for home learning and loan out devices from the small amount available in school. Offer print outs of work to be collected from the school office. School staff will keep in touch with families to check they are able to access the learning in some form.

## 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?

Work activities and tasks will be set on a daily basis. The expectation, in most cases, are this work would be completed to ensure children can continue to develop the necessary skills to return to the classroom when they are able to. If families are unable to commit to this, a conversation with the class teacher to address any issues and agree on a minimum expectation based on the individual needs of the child.

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

In most cases, work will be uploaded onto one of the platforms mentioned above. Children will be able to use Seesaw to ask questions about the work and Feedback sessions on Teams will allow the opportunity to discuss any issues. When children/families are not engaging through Seesaw, Teams or Tapestry, class teachers will be in telephone contact to help support with any issues.

### 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:

Class teachers will feedback on the work uploaded on a daily basis, through written comments, audio and direct contact. This information will inform the future work set. Feedback will be through Seesaw and Teams.

## 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:

We recognise that the some children may require additional support to access remote education. Through conversations with the classteacher and SENCO, a plan of how each child can be supported will be agreed. This may be through the type of work provided, or the access to support from staff.

Younger children will also need a different offer to be able to access the learning. In these cases, the staff will set work that does not require the use of a device where possible. School staff will keep in touch with families to check their ability to access the work and make suggestions for alternative access if required.