

## Remote education – contingency plans

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### Preamble

This document outlines our contingency plans for remote education, should scholars need to access this due to needing to self-isolate. It distinguishes between Plan 1- the default plan to be implemented for individuals and small groups of scholars needing to self-isolate- and Plan 2, which would be triggered in the event of a partial or full closure.

Both of these plans are underpinned by the moral imperative to equip our scholars with powerful knowledge. They serve to ensure that there is absolute alignment between face-to-face and remote education, so that, should scholars need to self-isolate, they can transition smoothly back into the classroom having followed the same curriculum sequence as their in-school peers. This symbiotic relationship between face-to-face and remote education will ensure that no child falls behind and will alleviate pressure on teachers in instances of pupil mobility.

### DfE remote education expectations

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require 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 curriculum, for example through technology, 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
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- 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**

**Definition:** Remote education, which may be in a variety of formats, allows children to continue learning from home in the event of short term or long-term absence from school.

### Remote education: our overarching principles

- **Curricular alignment:** remote plans follow precisely the same sequence as face-to-face enactment of the curriculum
- **High quality resources** that mirror those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps (avoiding long term project type tasks). This includes the use of videos
- **Feedback and assessment of learning** should remain regular, in line with normal curriculum expectations

### Plan 1: remote education for small groups of scholars self-isolating

#### Summary

- A. Scholars who are self-isolating **follow their normal timetable each day**
- B. All resources will be accessible on **Bromcom**
- C. Resources will support **effective self-study** (with scholars using their normal exercise books and/or booklets) and will normally include either a **PowerPoint** or **booklet**
- D. Scholars will have access to **at least one videoed teacher explanation** from each subject per week\*
- E. Scholars will complete **a minimum of one quiz** from each subject per week
- F. Scholars receive **daily contact** from staff (to include teacher feedback)

### Plan 1 - further information

Element of Plan 1	Notes
A. Scholars who are self-isolating <b>follow their normal timetable each day</b> , with private reading from 8.30 – 8.50	<ul style="list-style-type: none"> <li>All scholars need an up to date hard copy of their normal timetable</li> <li>During what would normally be tutor time, scholars should complete private reading</li> </ul>
B. All resources will be accessible on <b>Bromcom</b>	<ul style="list-style-type: none"> <li>All scholars need to know their SMHW login details</li> <li>Scholars will follow their <i>own</i> timetable</li> </ul>
C. Resources will support <b>effective self-study</b> (with scholars using their normal exercise books and/or booklets) and will normally include either a <b>PowerPoint or booklet</b>	<ul style="list-style-type: none"> <li>Resources will mirror those used in class, containing a mix of information for scholars to read and tasks for them to complete to allow them to practise applying the knowledge they acquire.</li> </ul>
D. Scholars will have access to <b>at least one videoed teacher explanation</b> from each subject per week*	<ul style="list-style-type: none"> <li>Videos will be short in length (between 5-10 minutes in most cases)</li> <li>Videos include explanations of highest leverage content and knowledge. This will ensure scholars are able to build on previous knowledge and access new learning.</li> </ul>
E. Scholars will complete <b>a minimum of one Bromcom quiz</b> from each subject per week	<ul style="list-style-type: none"> <li>Quizzes to support remote education will be in addition to any quizzes set for homework and are designed to allow teachers to gauge how scholars they are progressing (as they are not able to do this 'live'). Such quizzes will replicate a normal end of lesson quiz or equivalent</li> </ul>
F. Scholars receive <b>daily contact</b>	<ul style="list-style-type: none"> <li>In addition to interaction with class teachers via SMHW comments, Heads of Year and/or Learning Behaviour Mentors will make contact daily</li> </ul>

\*There are some exceptions, for instance PE.

### Plan 2: remote education for larger groups, such as in the event of a partial or full closure

*The assumption here is that in cases of larger groups needing to self-isolate, and/or in the event of a partial or full closure, not all staff would be teaching their normal timetable in school. In these instances, teachers would be expected to record instructional teaching videos for each lesson as outlined below.*

#### Summary

- A. Scholars who are self-isolating **follow their normal timetable each day**
- B. All resources will be accessible on **Bromcom**
- C. The vast majority of lessons will be in the form **instructional videos**
- D. Scholars will complete **a Bromcom quiz** at the end of each lesson
- E. Scholars receive **daily contact** from staff (to include teacher feedback)

**Plan 2**

Element of Plan 2	Notes
C. The vast majority of lessons will be in the form <b>instructional videos</b>	<ul style="list-style-type: none"> <li>In a situation where some or all staff are working from home, and larger groups of scholars are being educated remotely, these staff will be deployed to create instructional videos to replace face-to-face teaching</li> </ul>

- If you cannot remember your BMA email address and password, please contact your form tutor who can share this with you
- If you are still unable to log in, please contact your form tutor (by e-mail) who can try resetting these details for you. Alternatively, please contact Satchel One directly on 02071979550 (option 2)
- In 'Plan 1', please feel free to contact the office for any further support required. In the event of 'Plan 2', please feel free to contact form tutors for any support required.

*Accessing remote education tasks on Bromcom*

- Go to your 'To do' list
- Work through tasks in order, according to your normal timetable
- Read through task descriptions/instructions carefully, ensuring you click on the relevant links/attachments for each lesson
- Complete all work in your normal classwork books or booklets
- Send work to your teacher when requested to do so (this will usually be in the form of a photo attachment)
- Send a comment to your teacher ('Add comment') if you are unsure of what to do, have a question or would like further support
- Tick work as 'complete' when finished

*Accessibility issues (e.g. no internet; no devices)*

- Let the school know if you cannot access Satchel One at home
- If you are unable to access the internet, we will provide you with paper resources
- If you have the internet but do not have a suitable device, we will aim to provide one so that you are able to access learning online. We have a number of 'ChromeBooks' available, and have surveyed all scholars to see who needs devices and dongles. These have been distributed, regardless of the need for self-isolation.

**Monitoring non-engagement**

- Teachers will check engagement and support those who have not engaged in remote teaching.
- There will be no requirement for baseline assessment after a 14-day closure.
- A baseline will be considered if there is an extended closure.
- Year teams will make phone calls home to those scholars who are persistently not engaging.
- Form tutors will be following up non-engagement with their tutees.

- The Inclusion Team and Teaching Assistant Key Workers will provide support to scholars who are not engaging.
- The Leader of Additional English will provide support to the 'New To English' cohort who are not engaging.

### **Support for teachers**

- Model instructional videos available in the Professional Growth shared folder
- Remote learning webinar available in the Professional Growth shared folder
- Remote learning discussed through line-management of departments; opportunity for Curriculum Leaders to provide feedback
- Department time to be used effectively to discuss remote learning, as appropriate; opportunity for teachers to provide feedback
- In the event of 'Plan 2' needing to be triggered, SLT to meet with Curriculum Leaders to discuss next steps relating to deployment of teachers to produce instructional videos
- In the event of 'Plan 2' needing to be triggered, Steve Barnes (Assistant Principal) to deliver refresher professional learning session focused on creating high quality instructional videos