



Planning For Remote Education at The Heights Primary School

i. When individual pupils are at home because they are self-isolating:

Teachers will be made aware of who these pupils are, and how long we expect them to be absent by the office staff. Our current practice is that all home learning is being set via Google Classroom. Teachers will also ensure that, for classes with individual pupils at home, they also post all lesson resources on Google Classroom and that these are as accessible as is reasonably possible, taking into account workload considerations, for self-study.

SEND pupils may be offered more individual support remotely where needed, via Google Classroom or Zoom.

We will also explore the potential for students to be able to join classes remotely.

ii. When a class or year group is at home because they are self-isolating or because of a national intervention, eg Tier 4 restrictions:

(See Appendix 1 for explanation of tier restrictions)

Key principles:

- Work set will be part of the school’s coherently planned and sequenced curriculum.
- Clear explanations of new content will be delivered through high-quality curriculum resources, pre-recorded videos or live lessons.
- Work will be set in line with the daily and weekly timetable.
- All work will be set on Google Classroom.
- Work set will be scheduled and made available at the beginning of each day.
- The deadline for work to be turned in to the classteacher on Google Classroom will be 3pm of the day it was set.
- Feedback on work will be given daily. Sometimes this will be written, sometimes it will be given verbally.
- If the deadline for work to be turned in is not met, it may not be possible to for feedback to be given on it.
- Classteachers will register the pupils in their class via their stream at 8.40am every day.
- Vulnerable children and children of critical workers attending the full time provision for priority groups will follow the same program of work but in school.

Remotely setting work isn’t as effective as teaching in school, but by following research evidence, we will be able to support pupils more effectively.

The following non-negotiables for setting work will support successful home learning for our pupils.

Non-negotiable 1	Non-negotiable 2	Non-negotiable 3
Work is set according to daily class timetables and will ensure appropriate coverage of all curriculum subjects throughout the week.	Work is relevant (eg what pupils need to know), accessible (can be learnt without a teacher) and shouldn’t take too long.	Feedback is given on pupil’s work to help the pupil progress.

Staff Safeguarding Guidance for Using Google Meet:

- Staff and children must wear suitable clothing, as should anyone in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred, or neutral if this is not possible.
- Live classes will be kept to a reasonable length of time and will be scheduled to ensure that families who have children in multiple years can access them.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided the The Heights to communicate with pupils.
- Staff should record the length, time, date of any sessions held – and attendance for pastoral sessions.

Full-time provision for priority groups

Children of critical workers and vulnerable young people will be able to access full-time on-site provision at all tiers of restriction.

Critical workers include those who work in key sectors as specified in guidance on critical workers who can access schools or education settings.

Vulnerable children and young people include those who:

- are looked after, or have a child protection or child in need plan;
- have an EHC Plan;
- have been identified as otherwise vulnerable.

All instances of non-attendance from vulnerable children and young people will be followed up by the school. Parents of vulnerable children may request leave of absence during their child's rota group's scheduled time at home.

Children in these priority groups should avoid mixing with the other key worker groups on-site. They should also maintain distance where possible between one another as they are likely to be from different 'bubbles'. Particular attention should be given to ensuring thorough and frequent handwashing and the cleaning of frequently touched surfaces more often.

When we are given notice of tier 4 intervention starting, we will write to all parents of vulnerable children, with a Google Form to indicate if they intend to use the provision.

When we are given notice of tier 4 intervention starting, we will write to all parents, to ask if they are critical workers, with a Google Form to indicate if they intend to use the provision, if they are.

Vulnerable children and children of critical workers attending the full time provision for priority groups will follow the same programme of work as their year group (who are at home) but in school.

Timing of the school day (for priority groups)

The amended timing will continue (as in the Full re-opening plan) in order to stagger lunchtime and reduce social interaction at break times.

Attendance

Pupils who are at home being educated remotely, will be registered by their classteacher each morning. Attendance should be recorded using the usual school attendance codes. It is unlikely that formal shielding will be reintroduced in a local area and clinically extremely vulnerable children and young people should be able to attend school during local restrictions. However, in the event that shielding is resumed within the local areas, clinically extremely vulnerable children will not be required to attend school.

Face coverings

Face coverings should be worn by adults when moving around the premises, outside of classrooms, such as in corridors and staff rooms where social distancing cannot easily be maintained.

Cleaning

We will ensure cleaning of frequently touched surfaces takes place in between use by different bubbles, eg in the school hall for lunches, in addition to enhanced cleaning arrangements already in place. This will be done using standard products such as detergent and virucidil cleaner, in line with existing advice on cleaning. It is not necessary to conduct cleaning beyond this with other products or equipment between different bubbles. Shared resources will also be cleaned frequently but to note, for non-plastics 48 hours (over a weekend) is sufficient time to leave between use by different bubbles.

Limiting risks at home

Pupils must continue to adhere to public health advice while they are scheduled to be at home. They should also not return to on-site provision if they are self-isolating, even if their bubble is in school that week. During time at home, parents and carers should still inform the school as soon as possible if a pupil tests positive for coronavirus (COVID-19). Local health protection teams will advise on implications for the school and if others need to self-isolate. This will in part depend on how long it has been since the pupil was on-site.

Free school meals

Where children on benefits-related free school meals are not attending on-site during scheduled time at home, we will continue to provide free school meals in the form of a packed lunch.

Staff attendance

In most cases of local restriction, it is expected that clinically extremely vulnerable staff can continue to attend their workplace, where schools have implemented the system of controls in the DfE’s school full opening guidance and have updated their workplace risk assessment, taking into account any new risks arising from local restrictions. Schools should also consider advice from the relevant director of public health and/or their local authority to local employers in relation to staff attending workplaces when updating their risk assessment. It is unlikely that shielding will be reintroduced in a local area but, if this is the case, schools should support staff to follow relevant advice which will be provided and clinically extremely vulnerable staff would not be expected to continue working on-site.

Parental Consent to Attend Live Lessons

I give consent for my child(name) in(class) to attend live lessons with staff from the Heights Primary School.

Signed Name Date

Appendix 1

Tiers of national restriction for education and childcare

In local areas where restrictions have been implemented for certain sectors (from national direction), we anticipate that education and childcare will usually remain fully open to all. Being in nursery, school and college is vital for children and young people's education and wellbeing. It is also important that parents and carers are able to return to work, and having access to childcare will allow that to happen.

There may be exceptional circumstances in which some level of restriction to education or childcare is required in a local area. In those situations, restrictions will be implemented in a phased manner – the key aim being to retain as much face-to-face education and access to childcare as possible. These 'tiers of restriction' will ensure that extensive limitations on education and childcare are a last resort, and that priority is given to vulnerable children and children of critical workers for face-to-face provision in all cases.

Where there are no local restrictions in place, education provision should continue to remain fully open to all, and these tiers do not apply.

Application of the tiers

Even in areas of national intervention, where restrictions have been implemented for other sectors, we anticipate that education and childcare provision will usually remain fully open to all.

In the exceptional circumstances where some level of restriction to education or childcare is required in a local area, local and national partners will carefully consider which of the tiers is the most appropriate one to implement. Under the Coronavirus Act 2020, ultimately the decision to order the closure of school and childcare settings is one for central government.

Decisions will need to be made on a case-by-case basis in the light of local circumstances, including information about the incidence and transmission of coronavirus. Attendance may therefore need to be restricted in different ways to those outlined below if there is specific health evidence that doing so is a necessary measure to help control that specific outbreak or transmission risk.

As measures are relaxed following local restrictions, these tiers can be implemented in reverse. This will ensure minimising time spent in the highest tiers, so nurseries, childminders, schools, colleges and other educational establishments are able to extend their opening, in a phased manner if appropriate, at the earliest point that it is safe to do so.

As part of their contingency planning, nurseries, childminders, schools and colleges should consider how they would operate at each tier in the event that these restrictions become necessary in their local area. At each tier, schools, colleges and other educational establishments should clearly inform pupils and parents/carers which pupils should be in school or college at any given time. This is particularly true where a school is operating a rota.

Higher education providers will work with the relevant UTLAs and health protection teams to agree any local level restrictions.

Tiers of Restrictions

Tier 1

The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as 'tier 1'. There are no changes to childcare, and the only difference in education settings is that where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.

Tier 2

Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site.

Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier 3

Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site.

Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier 4

All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

