

Contingency plans for possible COVID-19 outbreaks

For individuals or groups of self-isolating pupils, remote education plans have been put in place. These mean that as much as possible that we meet the same expectations as those for any pupils who cannot attend school at all due to coronavirus (COVID-19).

In the event of a local outbreak, the Public Health England (PHE) health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. In this case the UTC, have need of 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.

Remote education support

Where a cohort, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we will have the capacity to offer immediate remote education.

In developing these contingency plans, we aim to:

- use a curriculum plan 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 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 aim 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 and/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.
-

When teaching pupils remotely, we will avoid:

- Placing significant demands on parents' help or support
- An over-reliance on long-term projects or internet research activities

Further support is available from:

The National Cyber Security Centre, on which video conference service is right for you and using video conferencing services securely annex C of the guidance on Safeguarding and remote education during coronavirus (COVID-19), as well as statutory guidance on online safety in Annex C of keeping children safe in education.

Ensuring the Quality of Online Learning Provision

STEP 1: Using Microsoft TEAMS consistently during a school shut down

Rationale for Expectations

- The online learning model needs to, wherever possible, ensure that the education of students remains consistent and of high quality despite a school closure. Step 1 is to ensure we are approaching this with consistency as a staff body.
- If all staff are clear on the process for setting work and if this approach is consistent then students are better placed to use TEAMS effectively as they are using it in the same way for each subject.

Expectations for staff

- Each of your teaching groups to have a class team with all staff who teach that group assigned to the team. CDs also need to be added to class teams so that they can take control of the team in the case of staff absence.
- All work to be set via the 'Assignments' tab on teams.
- Resources – where possible- need to be uploaded with the 'Assignment' so that students have everything they need in one place.
- Placing a copy of the resources for the assignment in the 'Class Materials' folder under the 'Files' tab will ensure that students have a central place to access all resources / work set.
- Every timetabled lesson needs to have a Teams meeting scheduled for the lesson slot that you would ordinarily be teaching the students. This is to provide students with the opportunity to 'drop in' and ask questions / seek support during the time when they would, if in school, have been with you in a lesson.
- Teachers can choose to deliver live or recorded lessons. If they choose to deliver a live lesson please record in teams so that students who may have connectivity issues can catch up.
- Teachers do not have to record the content themselves and are able to use online resources and lessons if appropriate to complement their curriculum plan.

Expectations for students

- Students to access work via TEAMS using the 'Assignment' tab. (This will register on TEAMS so you can see who has viewed the work.)
- Students to complete the work set to the best of their ability.
- Students to submit work in the format agreed with the teacher as per the 'Assignment'. (If students submit work via the Assignment tab, TEAMS will log this as 'Returned')
- Students attend the scheduled TEAM meeting for further support / guidance if they need it.

K Loftus, Vice Principal
September 2020
