

## CAST Continuity of Learning Plan

### Expectations for Remote Learning

Scenarios	Arrangements / Expectations
<ul style="list-style-type: none"> <li>• Student absent due to isolation- awaiting a test- 3-10 days</li> <li>• Student isolating with family- 3-14 days</li> <li>• Student quarantining- 14 days</li> <li>• Student tests positive and is at home- 10 days</li> </ul>	<ol style="list-style-type: none"> <li>1. Attendance lead updates list of isolating/ quarantining students each day that is shared with staff.</li> <li>2. Teachers are informed of isolating students by the x notation in SIMs and the list.</li> <li>3. As standard, all lesson resources should be shared on Teams. This is most easily done by inserting a link to the subject's resource folders on OneDrive.</li> <li>4. As standard, all teachers upload the week's pre-16 learning materials/resources for the absent students to the class Notebook section (Absence/isolation) in the content library by 8am on Monday. A new page is made for each week. These can be links to the resources for the planned lessons, links to online learning platforms such as Seneca, Hegarty maths, UL Hub or teachers may make use of Oak National Academy materials where appropriate. They should cover the same material as is being taught that week.</li> <li>5. As standard, all teachers have a section on their post-16 class Notebooks entitled Absence/isolation that explains how and where to find their work.</li> <li>6. Students isolating (if well) are expected to complete their day's lessons as per their normal timetable and submit work in the Absence/isolation section on their class Notebooks in their own area at the end of same day. The teacher monitors and tracks engagement and passes this on to their line manager.</li> <li>7. Teacher Feedback is in line with CAST policy.</li> </ol>

<b>Scenarios</b>	<b>Arrangements / Expectations</b>
<ul style="list-style-type: none"> <li>Teacher isolating when well and the students are in college (this includes a teacher isolating with dependents)</li> </ul>	<ol style="list-style-type: none"> <li>Provide full and clear instructions and materials to reception (SLT PA) and the line manager) by 8:00 am to be passed to the member of staff covering the class (pre-16) or taking the register (post-16)</li> <li>Where possible, a post-16 class should be taught live at the scheduled time using a Teams Meeting. The students can use their own electronic devices or college computers to access the lesson. If this is not possible then a pre-recorded lesson should be shared with them on Teams. Both types of lessons should follow the I, we, you format of teaching. Materials should be collected from reception before the lesson by the member of staff taking the register and taken to the classroom. Either way, the class should remain in their allotted room and take the lesson together.</li> <li>For pre-16, if all the students have access to a desktop PC then they should, where possible, be taught live via a Teams meeting following the normal school timetable. The schools Wi-Fi does not support 25+ students all on a Teams call on their personal electron devices in a single classroom. If this is not possible a pre-recorded lesson should be provided to the reception staff to pass onto the member of staff covering the class before 8 am in the morning. Both types of lessons should follow the I, we, you format of teaching. Materials should be collected from reception before the lesson by the member of staff covering the lesson and taken to the classroom.</li> <li>Feedback from the member of staff doing the cover should be sent to the isolating teacher and the line manager about the work completed and any other issues.</li> </ol>

Scenarios	Arrangements / Expectations
<ul style="list-style-type: none"> <li>• School is open and a single bubble has been sent home</li> <li>• The school is closed to most students but the staff are able to come in</li> </ul>	<ol style="list-style-type: none"> <li>1. Students isolating (if well) complete the attendance Form emailed to them that morning by 10:00 am. This is to be monitored by Attendance lead and parents/guardians are emailed if no response is received.</li> <li>2. Staff are expected to live teach their lessons to the students in the isolating bubble via a Teams Meeting following the normal school timetable, and resources are posted as usual in Teams.</li> <li>3. Students isolating (if well) are expected to complete their lessons as per their normal timetable and submit work in the Absence/isolation section on their class Notebook in their own section. Work can also be set and received via Assignments. The teacher monitors and tracks engagement and passes this onto their line manager.</li> <li>4. Teacher Feedback is in line with CAST policy.</li> </ol>
<ul style="list-style-type: none"> <li>• The school is closed</li> </ul>	<ol style="list-style-type: none"> <li>1. Students isolating (if well) complete the attendance Form emailed to them that morning by 10:00 am. This is to be monitored by Attendance lead and parents/guardians are emailed if no response is received.</li> <li>2. Staff are expected, where possible, to be available to support students during their normal lesson time. Lessons could include live delivery via Teams or through high quality curriculum resources or videos.</li> <li>3. Students isolating (if well) are expected to complete their lessons as per their normal timetable and submit work in the Absence/isolation section on their class Notebooks in their own areas. Work can also be set and received via assignments. The teacher monitors and tracks engagement.</li> <li>4. Teacher Feedback is in line with CAST policy.</li> <li>5. The teacher keeps their line manager informed of students' engagement via a shared tracking sheet.</li> </ol>