

Continuity of Learning 2020-2021

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1. Continuity of learning

During this academic year, there are likely to be several different scenarios where schools will need to ensure continuity of learning for pupils who are not in school. These include:

- Where a child has symptoms and is self-isolating awaiting a test
- Where a family member of a child is awaiting the results of a test and the child is self-isolating as part of that family
- Where a child is in quarantine following a holiday
- Where a child has tested positive and is at home
- Where a family member has tested positive and the child is self-isolating as a result
- Where a bubble has been advised to self-isolate
- Where a school is temporarily closed
- Where a local lockdown closes all schools in that area
- Where a national lockdown is re-imposed.

The duration of each of these periods away from school will vary and the response to continuity of learning will be different.

2. Government guidelines

The government has published the following information in '[Guidance for full opening: schools](#)' Updated 7 September 2020

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring 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 offer 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
- 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

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

3. Contingency Plan

School name: Coleridge Community College		Completed by: E. Stoneham
<p><u>Staff self-isolating:</u></p> <ul style="list-style-type: none"> If staff are unwell then they should call the absence line as usual and declare themselves unfit to work; staff should then set cover as normal. This should utilise Oak National resources as much as possible to provide specialist teaching. If staff are not unwell, but are having to self-isolate, then they should follow the guidance laid out by the school and continue to work/teach from home 		
Scenario	Provision	Additional considerations
<p><u>Possible Scenarios</u></p> <ol style="list-style-type: none"> Where a child has symptoms and is self-isolating awaiting a test Where a family member of a child is awaiting the results of a test and the child is self-isolating as part of that family Where a child is in quarantine following a holiday Where a child has tested positive and is at home Where a family member has tested positive and the child is self-isolating as a result 	<p>Each department to provide weekly schedules of work which advise students working from home the topics/units being completed so they can keep up with their peers.</p> <p>LBR will coordinate the collection of these and they'll be uploaded onto the website and the Flip to Virtual Learning booklet.</p> <p>Students (and parents/carers) will receive a booklet advising them how to access this work.</p> <p>Work should be submitted to year group lead via email to COLworkY07@cap.education COLworkY08@cap.education COLworkY09@cap.education COLworkY10@cap.education COLworkY11@cap.education</p>	<p><u>Communication with home</u></p> <p>5 days absent: Students will be called by the Attendance Team</p> <p>10 days absent: Students will be called by the Head of Year</p> <p>15 days absent Students will be called by Assistant Headteacher (Raising Standards Leader for the key stage)</p> <p>20 days absent Students will be called by Deputy Headteacher</p>

	<p>HoY to monitor volume of completion by students and will contact home where required (both positive letters of recognition and phone calls to highlight concerns and offer support)</p>	
<p><u>Possible scenarios:</u></p> <ol style="list-style-type: none"> 6. Where a bubble has been advised to self-isolate 7. Where a school is temporarily closed 8. Where a local lockdown closes all schools in that area 9. Where a national local is re-imposed. 	<p><u>Provision:</u></p> <ul style="list-style-type: none"> • Students will follow the online provision mapped out in the Flip to Virtual Learning booklet. This ensures the curriculum matches what is being taught in school; staff will be asked to communicate this via Google Classroom. • Resources to be used are Oak, SENECA, UL curriculum, Hegarty • All lessons will be supplemented with one live lesson a week for core subjects and one live lesson a fortnight for other subjects. • Classes can be joined together and have two teachers attached • Work should be submitted in the Google Classroom • The enrichment programme will also be activated virtually 	<p><u>Communication with home</u></p> <ul style="list-style-type: none"> • Parents will be informed of all changes in circumstance via letter and onto the school website • The online learning plans will be clearly stated onto the website; a video will accompany this for clarity • Feedback will be possible via Google Classroom • Students will have a registration each day with their tutor through Google Meet (permissions are collected in advance) • Weekly keeping in touch emails/calls will take place from the tutor