

Remote Education Policy and COVID-19 Contingency Plan

This plan details the actions that would be taken in a number of different scenarios in order to maintain the education provision for pupils at Mulberry Park ET. This includes situations where:

- There is a local outbreak and the school is asked to close temporarily for most pupils; or
- Individuals or groups of pupils need to self-isolate but the rest of the school remains open.

The wellbeing of pupils, families and staff is of paramount importance to the school. We appreciate that different families will face very different circumstances if they are required to self-isolate and so if there are any concerns with regards to any part of this guidance, or if any support is needed, parents/carers are encouraged to email the head teacher at head@mulberrypark.org.uk so that a member of the senior leadership team can get in touch with them directly.

This plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

The Department of Health and Social Care (DHSC) has recently updated their [Contain framework](#) to include an overview of the tiers of intervention for educational settings when managing local outbreaks and implementing restrictions.

There are 4 'tiers of restriction' according to the government guidance for planning for outbreaks of coronavirus. The table below explains what the different tiers will mean for Redfield and what actions the school will take for each level.

Tier	What it means for Mulberry Park ET	Actions the school will take
1	Mulberry Park ET will remain open for all pupils.	All visitors and staff will be asked to wear face coverings when moving around communal areas in school where it's difficult to maintain social distancing, unless they're exempt from wearing one.
2	Mulberry Park ET will remain open for all pupils.	Face covering guidance as per tier 1.
3	Mulberry Park ET will remain open for all pupils.	Face covering guidance as per tier 1.
4	Mulberry Park ET will only remain open for vulnerable pupils and the children of critical workers. All other pupils will not attend site. Remote education will be provided for all other pupils. The same rules on face coverings on-site as in tier 1 will apply.	Face covering guidance as per tier 1 for those in school. Full remote education will be provided for pupils learning from home. A rota of available staff will be drawn up.

Remote education principles

- Children will continue to have access to daily Phonics, English and Maths using remote learning methods and they will be provided with learning activities and tasks across a range of subjects throughout the week
- Learning will be sequenced progressively, as closely linked to the current curriculum model as possible
- High quality explanations will be made by the teacher using SeeSaw for Years 1 and 2 or Tapestry for Reception from school or through curriculum resources such as Oak Academy
- Work will be marked/assessed through uploads to SeeSaw for Years 1 and 2 or Tapestry for Reception
- Children will remain in contact with their class teacher through SeeSaw or Tapestry and Zoom or Microsoft Teams
- Remote learning will be designed to fill the equivalent of a school day and will be organised as outlined in the year group remote learning plans, which are in place and will be reviewed termly. These are shared with parents in advance.
- The majority of lessons will be an adaptation of the lessons that teachers would have planned to deliver in school, with the aim to continue the learning as seamlessly as possible. Where required, teachers will make use of lessons and resources from the Oak Academy to supplement this. The Oak Academy lessons are in-line with quality first teaching principles - they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support.
- **In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.**

Safeguarding

Safeguarding, irrespective of lockdown or self-isolation, remains the number one priority and continues to be everyone's responsibility. Safeguarding concerns will continue to be reported via CPOMS. Any concerns identified by staff regarding children isolating at home should be reported as usual.

Educate Together Remote Education Offer

Education

- A programme of learning equivalent to the core teaching pupils will receive in school each day
- Weekly video contact with staff
- Lessons and resources will be as far as possible an adaptation of lessons that would have been delivered in school. Teachers are planning each week for the possibility of delivering remotely. Supplementary lessons, if required, will be used from the Oak Academy
- The plan and offer for each year group is detailed in a termly remote learning plan, which specifies the frequency of live lessons and recorded input
- A weekly whole school curriculum challenge
- Opportunities for each pupil to receive a 'live' Learn Together lesson with their teacher at least once a week to enable small group interaction
- Differentiated content, intervention packs and remote interventions for pupils with Special Educational Needs
- Logins will be provided for Bug Club and Seesaw

Wellbeing

- Every child will receive a fortnightly video call from a member of staff
- SLT will provide additional support via telephone or video call as required

School Contingency Plan

The following table sets out the response that will be taken in a range of different scenarios. The information in the table refers to either 'full' or 'partial' remote education, which is explained in the section following the table.

Scenario	Pupils	Staff	Parents/Carers	Safeguarding/SEND
A child is sent home with a suspected case of coronavirus.	<p>The child's class continues learning in school in a different location.</p> <p>The child will leave school with an initial learning pack.</p>	Staff will continue teaching in school and prepare 'partial' remote education resources.	<p>Book a test for the child.</p> <p>Communicate test results to the school.</p>	<p>School office to contact parents/carers to ensure a test has been taken and to make sure results are communicated.</p> <p>If child is entitled to FSM ensure food is made available.</p> <p>If the pupil is vulnerable, Designated Safeguarding Lead to notify appropriate agencies and arrange for daily calls.</p>
A child who has been sent home tests positive for coronavirus.	Any pupils required to self-isolate will access 'partial' remote education provision if well enough.	<p>The HT will contact the local public health protection team to complete a risk assessment.</p> <p>Staff will continue teaching in school and prepare 'partial' remote education resources.</p> <p>Staff will continue teaching in school.</p>	Communicate test results to the school.	<p>School office to contact parents/carers to make sure results are communicated.</p> <p>If child is entitled to FSM ensure food is made available.</p> <p>If the child is vulnerable, Designated Safeguarding Lead to notify appropriate agencies and arrange for daily calls.</p> <p>If the child is not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family.</p>
A group of children from the	The group will access 'partial'	This will have been decided by	Ensure their child is completing	School office to contact parents/carers to make

<p>same class are required to self-isolate due to having close contact with an individual who has tested positive.</p> <p>A group of children from different classes are required to self-isolate due to having close contact with an individual who has tested positive (e.g. at breakfast club).</p>	<p>remote education from home, if well enough.</p>	<p>the Head Teacher with the local public health protection team.</p> <p>Staff will continue teaching in school (if agreed with the public health protection team).</p> <p>Vulnerable pupils will receive a check in call each day either from the class teacher or a member of SLT (depending on the number of children in the group).</p>	<p>the work set each week.</p>	<p>sure results are communicated.</p> <p>If child is entitled to FSM ensure food is made available through Innovate.</p> <p>If the pupil is vulnerable, Designated Safeguarding Lead to notify appropriate agencies and arrange for daily calls.</p> <p>Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family.</p>
<p>A whole class is required to self-isolate.</p>	<p>The class will have an initial home learning pack and will all have access to 'full' remote education from home.</p>	<p>This will have been decided by the HT with the local public health protection team.</p> <p>Teachers will move to a full online teaching provision (via Seesaw/Tapestry), setting learning, checking work and providing feedback daily.</p> <p>Vulnerable pupils will receive a check in call each day either from the class teacher or a member of SLT (depending on the number of children in the group).</p>	<p>Ensure their child is completing the work set each day/week.</p>	<p>If child is entitled to FSM ensure food is made available.</p> <p>If the pupil is vulnerable, Designated Safeguarding Lead to notify appropriate agencies and arrange for daily calls.</p> <p>Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family.</p> <p>Where children would normally receive additional support from SEND agencies, the SENCo will make arrangements for those to continue via Zoom or Teams as long as the agencies engage.</p>
<p>The whole school is required to close due to a local outbreak.</p>	<p>All children will access 'full' remote education from home.</p> <p>The school will remain open for children of key workers and the most vulnerable (if possible).</p>	<p>The HT will work with the local health protection team to identify the possibility of opening to key workers' children and the most vulnerable.</p>	<p>Ensure their child is completing the work set each week.</p> <p>Key workers to follow school guidelines on bringing children to school.</p>	<p>If child is entitled to FSM ensure food is made available.</p> <p>If the pupil is vulnerable, Designated Safeguarding Lead to notify appropriate agencies and arrange for daily calls.</p>

		<p>A staff rota will be drawn up in order to support children of key workers who remain in school.</p> <p>Teachers will set learning (via Seesaw/Tapestry) and provide feedback daily.</p> <p>Vulnerable pupils will receive a check in call each day either from the class teacher or a member of SLT (depending on the number of children in the group).</p>		<p>Those not engaging with home learning are to receive a phone call from a member of SLT discuss the obstacles and the support needed by the family.</p> <p>Where children would normally receive additional support from SEND agencies, the SENCo will make arrangements for those to continue via zoom or Teams as long as the agencies engage.</p>
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Initial Learning Pack

If a child is isolated from school (the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested) they will leave school with a pack of work. Children will have immediate opportunity to continue their learning. This pack will contain enough work for at least 5 days. However, access to remote education (see below) will be organised to begin as soon as possible and parents/carers will be notified once remote education has been set.

One work pack is prepared by the teacher each week to mirror the work in school and will be copied as required.

'Full' Remote Education Model

The termly remote learning plans set out the model of remote education for each year group should a whole class be required to self-isolate and therefore the staff and all children are learning from home.

Devices and dongles for internet access will be loaned as required. Printed learning packs will be provided if online access is impossible.

'Partial' Remote Education Model

Teachers will remain in contact daily via SeeSaw or Tapestry and send home as much of the work that is being done in class as possible.

Guidance for parents/carers

1. The school appreciates the many pressures will be faced by families who are required to self-isolate.
2. We would ask that parents/carers ensure their children complete all learning set by the class teacher each week.
3. Parents/carers should continue to encourage daily reading at home for 10 minutes.

4. The school are aware that a child's timetable will look different for each individual family and that there may be issues around access to technology where there is more than one child in a family. There is flexibility with timings as long as all learning is completed.
5. If they have any concerns, parents/carers should contact the class teacher via SeeSaw or Tapestry.

Pupils not engaging with online learning

Engagement in remote education is compulsory. If a child is not engaging (e.g. work is not uploaded to SeeSaw/Tapestry, there is no communication between home and school, etc.) the following procedure will be followed:

1. The class teacher will send a message on SeeSaw or Tapestry as a reminder to complete the work that has been set.
2. The class teacher will phone home to check in with the child and their family to discuss any problems that are being faced and to identify how they might support home learning further.
3. If the child is still not completing the work, a member of the Senior Leadership team will make a call home.

Teacher led videos

In order to support pupils' learning, teachers will create short videos. These videos might involve, for example, a weekly message for pupils, explaining key concepts or modelling skills in Phonics, Writing or Maths.

Where a teacher deems a video of this sort is required, they will create the video following these guidelines:

1. Teachers must be professionally dressed and in a suitable area of their home with a clear background (where possible).
2. Teachers should consider the content of the video carefully, planning key explanations and actions.
3. The format of the video should be considered carefully. For example, does the teacher need to be visible during the video or will the video concentrate on a teacher modelling a skill and recording a voiceover?

Live video sessions between staff and pupils

Live video sessions will be used, where appropriate, in order to enable both staff and pupils to connect whilst on-site learning is not possible.

The sessions will be a small group discussion based on Learn Together and will vary depending on the age and ability of the children involved. The specific offer for this is set out in the remote learning plans.

All staff will follow the 20 considerations for safeguarding' document when conducting and preparing for live or recorded lessons. This has been provided to all staff by the DSL.

In order to create a safe environment for pupils and staff when taking part in a video conferencing session, the following considerations must be observed:

1. Parents must give their consent in advance (via Seesaw or Tapestry or verbal consent recorded on cpoms)
2. Teachers must familiarise themselves with the functions of the platform used, including the privacy and mute settings.
3. All live video sessions should take place within school hours (09:00 - 15:00) and must be hosted and supervised by a member of staff at all times.

4. Any live video session should have a minimum of three participants. For an individual lesson, this must be the staff member, pupil, and supervising parent/carer. For small group sessions, the parent/carer does not need to supervise but may choose to.
5. During the session, the interaction should be between staff member and pupils only, just as it would be on school premises.
6. Staff should consider and be sensitive to the needs of individuals and to any pupils who may be sensitive to certain topics or issues that may arise during live video sessions.
7. When a video session finishes, pupils should exit first and the teacher should close the session once complete.
8. Staff should outline their expectations during the first live video session. Subsequent sessions should include a brief reminder of the expectations and rules that keep pupils and staff safe online.
9. Video sessions should be held from an environment that is communal, safe and free from distractions.
10. Teachers must be professionally dressed and pupils should be dressed appropriately.
11. Teachers should keep a record of attendance for each video session.
12. Teachers should communicate any inappropriate behaviour or any interactions that are not conducive to learning to SLT and record on c-poms.
13. Parents/carers must not take or share photos/screenshots/videos of any video conference.