

School Curriculum Contingency Preparation and Planning for Outbreaks and Closures Autumn 2020



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Introduction and purpose

This document is intended to sit alongside government guidance [Contingency planning for Outbreaks](#) (Section 5 of Guidance for full opening: schools) and the [WCF Recovering the Curriculum](#) document (July 2020).

The guidance and information contained within this document is intended to support schools in adopting a clear and robust **remote learning policy** and so minimising disruption to learning caused by future lockdowns or periods of self-isolation, whether impacting on small or large numbers of pupils and staff.

Current Public Health (PH) guidance indicates that pupils face future self-isolation periods which are likely to be of around two weeks rather than the long lockdown period during the last academic year. Although we have no idea when such actions might be needed, we need to be aware that they are likely to occur. This said, it is important that schools are clear within their **remote learning policy** that remote learning will be crucial in three ways;

- 1) **Lockdown**
- 2) **Outbreak contingency isolation** (group/class/bubble)
- 3) **Non-attending children** (e.g. those that are unable to attend school due to clinical vulnerability)

The government's guidance, quite understandably, focusses on content, delivery and assessment to maintain high standards and a programme of education which is as broad and equivalent in length to the core teaching pupils would receive in school. Of course, this looks very different depending on the key stage pupils are working within.

Schools should adhere to the government guidance, however leaders may also find it useful to refer to the WCF prompts in this document which look more widely at the education and wellbeing of our children and addresses our 5 Key Principles of Curriculum Recovery.

Contacts and Useful links

Worcestershire's Local Outbreak Response Team (LORT)

Phone: 01905 845491 (Monday to Sunday 9am to 6pm)

Email: wcchealthprotection@worcestershire.gov.uk

DfE coronavirus helpline 0800 046 8687 (Monday to Friday from 8am to 6pm)

(have your unique reference number (URN or UK PRN) available when calling the helpline)

Department For Education- Links to support learning during coronavirus

For parents

- **[Guidance for parents and carers helping children learn from home](https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19)**
(<https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>)
- **[Find resources to support home learning](https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources)**
(<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>)

For teachers and leaders

- **[Guidance for teaching children online](https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19)**
(<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>)
- **[Shared practice for schools teaching remotely](https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19)**
(<https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19>)
- **[Remote education resources for teachers](https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19#remote-education-resources-for-teachers)**
(<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19#remote-education-resources-for-teachers>)
- **[Teaching mathematics in primary schools](https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools)**
<https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools>

[EEF Covid Support Guide \(including guidance on using Catch-up funding\)](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1)

(<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>)

[The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21](https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/)

(<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>)

DFE expectations for school contingency plans

In developing these contingency plans, we expect schools to:	WCF Prompts and considerations
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Does the school have a written remote learning' policy? (E.g. model policy from The Key) Is this policy shared with all stakeholders, including parents? Does this policy include an agreed protocol for use of online video conferencing? Do teachers make use of a blended approach to remote learning? Does planning allow for independent/ collaborative working and group/ one-to-one guidance/feedback from teachers? For remote learning that is needed for extended periods of time, to what extent will planning be informed by the feedback from previous remote learning activities? Does the school's remote learning policy ensure a variety of approaches to ensure that screen-time is not excessive. Have you considered to what extent your curriculum approach can be adapted to remote learning at short notice? Have you considered how in-school teaching could be adapted to support remote learning? The use of remote learning tools/resources as part of in-school delivery could support increased engagement if remote learning is required. For a period of isolation, is it possible and practicable for teachers to prepare a two-week assignment/ theme/ topic/ programme to have in 'reserve'? How might this be organised so that it fits into the wider sequence of your school curriculum? Are measures in place for leaders (senior, curriculum, subject) to monitor provision and to quality assure the resources being used?
<ul style="list-style-type: none"> give access to high quality remote education resources 	<ul style="list-style-type: none"> Is access to on-line resources available to ALL pupils. Where IT is the barrier, are pupils able to access portable equipment from school for the duration of self-isolation? Are physical resources available for pupils to take home where necessary? Do any of your pupils have specific educational needs which would mean they would need to use additional resources to access remote learning effectively? Has the school identified the best way to use the Covid catch-up funding (£80 per pupil in mainstream settings, £240 per place in special, AP and hospital schools)? Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Do teachers have access to a sufficiently broad collection of resources to share remotely with pupils/students? Have you developed a whole school approach to using online resources and remote learning? Do these approaches (as outlined in your remote learning policy) give enough scope for feedback to pupils? Are staff able to make use of on-line communication tools including video conferencing? When deciding on your usage protocol, have you risked assessed the use of this technology to ensure safeguarding is fundamental to the way the technology is used? Is there scope for 'starters' to be in the form of recorded introductions from teachers? Are teachers effective in sharing success criteria/expectations with pupils and have the tools and time to offer feedback and next steps? Have you planned for CPD for staff to make best use of learning technologies? Might this include nominating an in-school champion?

<ul style="list-style-type: none"> provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access 	<ul style="list-style-type: none"> Does the school have enough resources for the numbers of pupils likely to need them? Are resources readily available to be used at short notice? Have you considered how these resources will be distributed so that transmission is minimised? When borrowed resources are returned to school, are measures in place to store them safely for a time to ensure that any virus on surfaces does not survive (e.g. the infectious virus has been shown to survive on cardboard for up to 24hrs and on metal and plastics for up to 72hrs).
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Does your remote learning policy make explicit the needs of pupils at different key stages? Do parents and families understand their role and do they have access to information to support them deliver the curriculum? Is there a mechanism for parents to feedback how well the online learning is working and to suggest improvements as needed? Are physical resources that children are familiar with at school available for using at home at short notice? Can school provide these resources? Can these resources be cleaned on return to school?

DFE expectations for teaching pupils remotely

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 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

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/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.

WCF Recovering the Curriculum, Contingency Addendum

Key Principle	PROMPTS
Creating a safe environment for all	<ul style="list-style-type: none"> Is there a clear understanding of what needs to be done in the event of a child or member of staff becoming ill whilst at school? Is the environment being risk-assessed regularly and are protective measures under constant review? Who will do this and how often? Are measures in place to react quickly if the school community has a positive test? Are phone numbers to LORT and DFE easily accessible? Are parents aware of these measures and what they must do if there are confirmed cases within their households? How regularly will you remind parents of these requirements? Do all pupils have access to the IT at home to allow them to access what teachers are planning? Are safe-collection practices in place for those pupils who will need to collect resources? When borrowed resources are returned to school, are measures in place to store them safely for a time to ensure that any virus on surfaces does not survive (e.g. the infectious virus has been shown to survive on cardboard for up to 24hrs and on metal and plastics for up to 72hrs). If there are groups which need to self-isolate, how will the rest of the school community be informed to minimise anxiety and stigma? Are safeguarding practices at the school wide enough in scope to monitor pupils sufficiently effectively during periods of isolation? If you intend using video-conferencing applications, are staff fully aware of your expectations around safeguarding measures? Are there clear protocols for the usage of such technologies in place?
Mental Health and Wellbeing	<ul style="list-style-type: none"> When considering contingency plans, are governors and leaders mindful of the impact plans will have on workload and mental health of staff? Do colleagues have a regular forum at which to raise reasonable concerns for their own wellbeing and that of others? To what extent are all stakeholders aware of and kept informed about the possibility of periods of self-isolation and remote learning with little notice given? Are pupils 'ready' for a potential period of remote learning? Is the curriculum and ethos at the school minimising anxiety and stigma around the coronavirus? How will governors and leaders monitor the wellbeing of pupils and staff?
Engagement of learners and their parents	<ul style="list-style-type: none"> Are pupils and their parents aware and prepared for disruption caused by periods of self-isolation and have they been communicated with in a way that will make them supportive of future measures? Within plans for remote learning, are there expectations for staff to make contact with pupils and their parents (e.g. weekly phone-calls or group video sessions)? How will the school assess levels of engagement? What are the school's expectations? What measures can be put in place to persuade those learners who are hard to reach to engage fully? Have you considered how in-school teaching could be adapted to support remote learning? The use of remote learning tools/resources as part of in-school delivery could support increased engagement if remote learning is required.
Identifying gaps and setting goals	<p>For short periods of isolation, this principle might be of a lower priority as the gaps will already have been created following the long period of lockdown. However,</p> <ul style="list-style-type: none"> Does a focus on basic skills continue with your contingency plans? Has the school identified the best way to use the Covid catch-up funding (£80 per pupil in mainstream settings, £240 per place in special, AP and hospital schools)? <i>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</i>

<p>Prioritising the curriculum</p>	<ul style="list-style-type: none"> • Have staff a clear idea of what they will do on day one of isolation? • Does your remote learning policy make clear the importance of a variety of approaches to learning tasks? Does this allow for a blend of online, practical, collaborative and independent learning? • For remote learning that is needed for extended periods of time, to what extent will planning be informed by the feedback from previous remote learning activities? • Have you developed a whole school approach to using online resources and remote learning? Do these approaches (as outlined in your remote learning policy) give enough scope for feedback to pupils? • For a period of isolation, is it possible and practicable for teachers to prepare a two-week assignment/ theme/ topic/ programme to have in 'reserve'? How might this be organised so that it fits into the wider sequence of your school curriculum? • Have you considered whether some curriculum areas are covered more effectively with remote learning than others? Is it possible to weight the remote learning to these areas so that in-school time is also used more effectively? • Are measures in place for leaders (senior, curriculum, subject) to monitor provision and to quality assure the resources being used?
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