

HIAS support for schools' remote learning plans Autumn 2020

We are all looking forward to welcoming back our children to full-time education and, hopefully, this will be an uninterrupted experience for the vast majority. Thank you for the lengths to which you have already gone to be ready for this opening. An important part of this planning is to also prepare for the possibility of periods of remote learning that may happen at any point during the year ahead. The aim of this schools communication is to give an early indication of materials that HIAS are preparing to support your contingency planning. Some examples are attached.

DfE guidance

The DfE has published expectations regarding the provision of remote education for any pupils (individuals or groups of self-isolating pupils) who cannot attend school at all due to coronavirus (COVID-19). "Schools will need 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. 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."

The DfE guidance sets out clear expectations ([Remote Education Support](#)) for a robust approach to this and a range of resources to support schools in delivering remote education that is already available or planned. An evaluation of the preparedness of schools may well form part of the reviews planned by Ofsted in the Autumn Term 2020.

The focus of the HIAS guidance is to support, "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." This is likely to be for a short period (7-14 days) but could be repeated at different points in the year, affecting different pupils or the same.

HIAS support

We have given some consideration to the practicalities of providing remote education and, of course, these will vary enormously depending on circumstances. In addition, the challenge is that the remote learning could be needed at any point and the curriculum changes daily. This mitigates against having a fully prepared remote curriculum. Schools will want to consider the approach best suited to their context. However, we do not propose that schools create an additional remote version of all content just in case it is needed by an individual or group of pupils as this may create a workload issue disproportionate to the benefit. We have developed a suggested approach that is not onerous and is exemplified in materials we will publish at the start of the Autumn Term.

We have prepared guidance that suggests a proportionate approach with two stages:

1. It proposes an initial 1-2 day remote core teaching plan drawn from key ideas in each learning journey/teaching block in English and maths, planned in advance as part of medium term planning. Also, an additional, initial 1-2 day primary curriculum project resource focused on different foundation subjects and adapted for KS1, lower KS2 and upper KS2. This can be used, off the shelf, whilst teaching programmes (current at the time) are adapted for remote learning for use during the remainder of the period of isolation.
2. We have also prepared planning guidance that will support teachers to adapt the current English and mathematics teaching programmes, at the time of isolation, that considers the essential elements and the characteristics of remote education. This guidance can be used to plan for the remainder of isolation days, at that time, that will ensure, "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.” (DFE guidance)

Preparing for periods of remote learning

We suggest that schools should urgently:

- Consider the experiences you have already had and feedback from children, parents/carers and staff about what worked and what did not in thinking how to do it even better. Place the **needs of the learners (and their families) and requirements of the curriculum before considering the methods of teaching**. What works best is the right answer but not necessarily a simple one nor one that will always work for all.
- Consider the way that your remote teaching will **work for the most vulnerable and disadvantaged children** and families and any that lack online access.
- Consider what information you can **share with children and their parent/carers in advance of any possible isolation period that explains your approach** including a suggested “timetable” (which may be flexible but should be of “equivalent length to the core teaching pupils would receive in school”, as a minimum), the critical components (for example English, Mathematics and the wider curriculum), how new curriculum ideas will be presented, how children’s progress will be assessed, how feedback will be given, how regularly teachers will stay in contact and how you will support the role you are expecting of adults at home (especially given the pupils’ age, stage of development and/or special educational needs, for example where this would place significant demands on parents’ help or support). **Explaining and rehearsing the expectations** may yield significant benefits.
- Consider how you will manage remote learning within **different staffing contexts** that could include usual staff being unable to support due to isolation or continuing teaching the remainder of children in school. In particular, focus on how the initial few days will be managed as anxieties may be high and time at a premium.
- Consider what **proportionate curriculum planning** can be put in place to anticipate periods of remote learning. The HIAS guidance proposes a high-level teaching plan, developed alongside half termly planning, to identify the critical focus of learning for each learning journey or block of teaching in English and mathematics, with links to key resources that are easily accessible. This will be sufficient to quickly draw together a 1 or 2 day plan that enables “immediate” operation of remote learning whilst the current curriculum is adapted for remote education. This could inform part of the briefing to parents and children about what to expect.

The full HIAS materials and guidance referred to above is available in the HIAS Moodle Plus section.