

Continuity of Learning 2020-2021

Guidance and Template

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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 local 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.

This guidance in this document sets out some possible scenarios along with ideas to support schools with providing continuity of education.

All schools are asked to send a summary of their schools response to their Regional Director.

There is a template in Appendix I which schools may use if they wish.

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. Possible scenarios and suggestions for response

Where a child has symptoms and is self-isolating awaiting a test

Likely timescale: 3-10 days, until a negative test result is confirmed, or child has completed 10 days of self-isolation

Possible solution: Teachers could have a pack of short-term materials to support fluency and revisiting the curriculum. This might include workbooks or access to online resources. This response will probably need to be reviewed if the absence is longer than 3 days. Schools should ensure contact with the teacher via Teams at least weekly and inclusion of pupils in assemblies. Schools could consider live streaming of key lessons where there are a small number of pupils not in school.

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

Likely timescale: 3-14 days, until a negative test result is confirmed, or the child has completed 14 days of self-isolation.

Possible solution: Teachers could have a pack of short-term materials to support fluency and revisiting the curriculum. This might include workbooks or access to online resources. This response will probably need to be reviewed if the absence is longer than 3 days. Schools should ensure contact with the teacher via Teams at least weekly and inclusion of pupils in assemblies. Schools could consider live streaming of key lessons where there are a small number of pupils not in school.

Where a child is in quarantine following a holiday

Likely timescale: 14 days

Possible solution: Teachers should aim to provide pupils with physical or online materials which match the curriculum being taught to their peers. Schools should ensure contact with the teacher via Teams at least weekly and inclusion of pupils in assemblies. These interactions should focus on a review of learning and support for next steps. Schools could consider live streaming of key lessons to pupils not in school.

Where a child has tested positive and is at home

Likely timescale: 10 days from onset of symptoms

Minimum expectation: Where a child is well enough, teachers should aim to provide pupils with physical or online materials which match the curriculum being taught to their peers. Schools

should ensure contact with the teacher via Teams at least weekly and inclusion of pupils in assemblies. These interactions should focus on a review of learning and support for next steps. Schools could consider live streaming of key lessons to pupils not in school. Schools should monitor the child's wellbeing and only send work home if a child is well enough to complete it.

Where a family member has tested positive and the child is self-isolating as a result

Likely timescale: 14 days from symptoms or test

Possible solution: Teachers should aim to provide pupils with physical or online materials which match the curriculum being taught to their peers. Schools should ensure contact with the teacher via Teams at least weekly and inclusion of pupils in assemblies. These interactions should focus on a review of learning and support for next steps. Schools could consider live streaming of key lessons to pupils not in school. Schools should monitor the child's wellbeing and only send work home if a child is well enough to complete it.

Where a bubble has been advised to self-isolate

Likely timescale: 14 days

Possible solution: Teachers should aim to provide all pupils with a quality education, matched to their curriculum sequence. They may use Oak materials to support where this is appropriate. Where this does not match the learning sequence, teachers should prepare Sways or other online learning activities which incorporate feedback mechanisms. They should aim to ensure that there are a minimum two opportunities per week for the child to interact with the teacher via Teams. This might be individual or in a small group. These interactions could focus on a review of learning and support for next steps.

Where schools use the Oak National materials, they should ensure that there is an appropriate feedback mechanism in place.

Where a school is temporarily closed

Likely timescale: Varies but potentially longer term

Minimum expectation: Teachers should aim to provide all pupils with a quality education, matched to their curriculum sequence. They may use Oak materials to support where this is appropriate. Where this does not match the learning sequence, teachers should prepare Sways or other online learning materials which incorporate feedback mechanisms. They should ensure that there are a minimum two opportunities per week for the child to interact with the teacher via Teams. This might be individual or in a small group. These interactions could focus on a review of learning and support for next steps.

Where schools use the Oak National materials, they should ensure that there is an appropriate feedback mechanism in place.

Where a local lockdown closes all schools in that area

Likely timescale: Varies but potentially longer term

Minimum expectation: Teachers could provide all pupils with a quality education, matched to their curriculum sequence. They may use Oak materials to support where this is appropriate. Where this does not match the learning sequence, teachers should prepare Sways or other online learning materials which incorporate feedback mechanisms. They should ensure that there are a minimum two opportunities per week for the child to interact with the teacher via Teams. This might be individual or in a small group. These interactions could focus on a review of learning and support for next steps.

Where schools use the Oak National materials, they should ensure that there is an appropriate feedback mechanism in place.

Where a national local is re-imposed

Likely timescale: Varies but potentially longer term

Minimum expectation: Teachers could provide all pupils with a quality education, matched to their curriculum sequence. They may use Oak materials to support where this is appropriate. Where this does not match the learning sequence, teachers could prepare Sways which incorporate feedback mechanisms. They could ensure that there are a minimum two opportunities per week for the child to interact with the teacher via Teams. This might be individual or in a small group. These interactions could focus on a review of learning and support for next steps.

Where schools use the Oak National materials, they should ensure that there is an appropriate feedback mechanism in place.

In all possible scenarios, schools should consider the role of technology. Live streaming key lessons and assemblies should be considered, particularly where there are small numbers of pupils absent from any class.

Schools also need to consider how new learning will happen for pupils with limited internet access.

4. Support for school response

There is support available for available for individual school response.

For the UL curriculum

We have mapped the UL curriculum to the [Oak National Academy](#). This information is available in Appendix II.

Where the curriculum sequence matches the Oak Academy, schools could signpost parents to this.

Where we have identified that this sequence does not match, schools could use the UL curriculum to produce Sways. There is a guide on how to do this in English [here](#). The maths advisors have posted the White Rose Maths materials on the curriculum website under 'Continuity of Learning'. You can use these to support the creation of Sways. For subjects other than English and mathematics, schools could use the guidance provided in the summer term to turn the UL planned curriculum into a Sway. This will be particularly important for subjects which the Oak Academy does not yet support, for example, art and Design Technology.

Non-UL curriculum

Where schools do not use the UL curriculum, they could carry out a mapping process to the Oak National Academy and signpost to this where appropriate. Where this does not match, teachers could produce Sways as per the summer term.

Schools not following the UL curriculum who signpost parents to the Oak Academy materials will be expected to demonstrate how they have carried out the mapping exercise for their curriculum.

For all schools

To support the expectation of some synchronous learning in the event of bubbles, year groups or school closures, leaders could use the support for Teams which Dan Bunker has produced. All teachers and pupils should be familiar with and have had training in how to use Teams before October half term.

Sheffield Springs Academy

Covid-19 Continuity of Learning Plan – Updated September 2020

The Purpose of This Plan

During this academic year, there are likely to be several different scenarios where our academy may 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 local 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.

This guidance in this document places the continuity of learning, in a safe and effective way, as our highest priority.

Sheffield Springs Academy		Completed by: Claire Cartledge
Guidance for Staff who are self-isolating:		
<p>If staff are unwell then they should call the absence line as usual on 0114 3997525 and declare themselves unfit to work; staff should then set cover as normal. If a member of staff is too unwell to provide cover then it becomes the responsibility of the CAL to provide appropriate cover work and to arrange for any duties to be covered also.</p> <p>If staff are not showing symptoms but are having to self-isolate, then they should follow the guidance laid out by the T&L team and continue to work/teach from home. The member of staff should also arrange for their break/ lunchtime duties to be covered.</p>		
Possible Scenario	Provision	Additional Comments
<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 class has its own dedicated MS Team and teachers will use this to set work for students isolating (this began on 21/09)</p> <p>BMO is the lead MOS in charge of monitoring students isolating. BMO will each day:</p> <ul style="list-style-type: none"> Update teachers on students with a 'X' mark Text pupils each day to inform them of how to access work Liaise with parents on how to support logging-in to MS Teams <p>Each department to nominate a member of staff responsible for the overseeing of work set on MS Teams: Maths- NBU</p>	<p>5 days absent: Students will be called by the attendance team</p> <p>10 days absent: Students will be called by Head of Year</p> <p>20 days absent Students will be called by AHT or DHT</p> <p>Attendance team to oversee all school-home communication to ensure all absence is accounted for.</p>

	<p>English- LHA Science – ASA Humanities – SKE (VHA – Geography) Vocational Subjects and Arts – SSL French – LST PE - ALA</p> <p>CC to update the online timetables for all pupils and a weekly text reminder to go home to all from SWI.</p> <p>Pupils will access all work through their class team on MS Teams, this will be identical to the learning taking place in the academy, so pupils are able to keep up.</p> <p>All students to receive regular correspondence via MyEd and SMS instructing them on how to access resources and the importance of completing the work that has been set.</p> <p>For KS3 and KS4 all class teachers should upload work for all classes.</p> <p>Live learning: CC to co-ordinate live learning links for pupils where appropriate, for example if a significant number are at home then the class teacher may be required to deliver a bespoke live lesson to them. Or if a teacher is at home, they may be asked to deliver all of their lessons online as per their normal timetable.</p> <p>Individual students absent for <2 weeks will be set work by class teachers and this may include</p>	
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	<p>using resources from Oak Academy, UL Continuity of Learning resources or from Hegarty Maths or Seneca.</p>	
<p>6. Where a bubble has been advised to self-isolate</p> <p>7. Where a school is temporarily closed</p> <p>8. Where a local lockdown closes all schools in that area</p> <p>9. Where a national local is re-imposed.</p>	<p>Students will receive a text directing them to an online timetable of learning, created by CC.</p> <p>Each class has its own dedicated MS Team and teachers will use this to set work for students isolating (this began on 21/09)</p> <p>Where a bubble has isolated the log in details for all students will be provided to reception for parents and pupils to be supported in logging in.</p> <p>In case of a full school closure all log-in details and timetables will be provided to all pupils (admin) and paperwork packs may be requested by those with no ICT access (CALs to create paper packs).</p> <p>Y7-9: An online lesson timetable will be activated. This will consist of 2 live lessons a day (Note, pupils will also be completing al other timetabled lessons through MS Teams where teachers set work, but it is not 'live')</p> <p>Y10-11: An online lesson timetable will be activated. This will consist of 3 lessons a day and will consider all subjects. (Note, pupils will also be completing al other timetabled lessons</p>	<p>Parents will be informed of all changes in circumstance via letter and onto the school website</p> <p>The online learning plans will be clearly added onto the website</p> <p>Feedback will be possible via Office 365 'sharepoint'</p> <p>Feedback sessions run by CORE departments each week so as students have the platform to ask questions of a CORE teacher (1 feedback session, per week, per core subject)</p> <p>Students can ask questions of their individual teacher(s) via the discussion board on MS Teams</p> <p>The ICT Helpdesk button on the school website allows pupils and parents to access technical support as needed.</p>

	<p>through MS Teams where teachers set work, but it is not 'live')</p> <p>Form tutors will be expected to make weekly contact via phone call to all tutees and report immediately any concerns to the DLS and HT.</p> <p>Class teachers are expected to make daily contact with classes through the 'discussion' area of their class team.</p> <p>SMC and team to ensure all PP pupils receive meal vouchers as appropriate or are given the opportunity to collect food from the academy.</p>	
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Year 11 Timetable for Home Learning

	1Mon:1	1Mon:2	1Mon:3	1Mon:4	1Mon:5	1Mon:6
11a	English Literature	Maths	Science	Humanities	Science	Option 1
11b	Maths	Physics	PE	English Literature	English Language	Option 1
11c	Maths	English Literature	English Language	Chemistry	Biology	Option 1
	1Tue:1	1Tue:2	1Tue:3	1Tue:4	1Tue:5	1Tue:6
11a	English Language	Maths	Option 3	Science	Humanities	Option 2
11b	Maths	English Language	Option 3	Science	Science	Option 2
11c	Maths	English Language	Option 3	Humanities	Science	Option 2
	1Wed:1	1Wed:2	1Wed:3	1Wed:4	1Wed:5	1Wed:6
11a	English Literature	Maths	English Language	Science	Option 1	Option 2
11b	Maths	English Literature	Science	Humanities	Option 1	Option 2
11c	Maths	English Literature	Science	Humanities	Option 1	Option 2
	1Thu:1	1Thu:2	1Thu:3	1Thu:4	1Thu:5	1Thu:6
11a	English Language	Maths	Science	Humanities	Option 2	Option 3
11b	Maths	English Language	Humanities	Science	Option 2	Option 3
11c	Maths	English Language	Humanities	Science	Option 2	Option 3
	1Fri:1	1Fri:2	1Fri:3	1Fri:4	1Fri:5	1Fri:6
11a	English Literature	Maths	Science	PE	Option 1	Option 3
11b	Maths	English Literature	Humanities	Science	Option 1	Option 3
11c	Maths	English Literature	Science	PE	Option 1	Option 3

Year 10 Timetable for Home Learning

	1Mon:1	1Mon:2	1Mon:3	1Mon:4	1Mon:5	1Mon:6
10a	Maths	English Literature	English Language	Biology/ Physics	Art/Business Studies/ Hospitality&Catering/ French/ Music/Sport	Geography/ History
10b	Biology/ Chemistry/ Physics	Geography/ History	Maths	English Literature		Biology/ Chemistry/Physics
	1Tue:1	1Tue:2	1Tue:3	1Tue:4	1Tue:5	1Tue:6
10a	Biology/ Chemistry	English Language	Maths	Art/Business Studies/ Hospitality&Catering/ French/ Music/Sport	Art/Business Studies/ French/ History/ Sport	Art/ Business Studies/ Chemistry/Health & Social/ Performing Arts/Sport
10b	Maths	Biology/ Chemistry/Physics	English Language			
	1Wed:1	1Wed:2	1Wed:3	1Wed:4	1Wed:5	1Wed:6
10a	Maths	English Literature	Biology/ Chemistry/Physics	Geography/ History	Art/Biology/Business Studies/ Health & Social/ Performing Arts/Sport	Art/Business Studies/ French/ Health & Social/Sport
10b	Geography/ History	Biology/ Chemistry/Physics	Maths	English Literature		
	1Thu:1	1Thu:2	1Thu:3	1Thu:4	1Thu:5	1Thu:6
10a	Maths	English Language	P.E.	Chemistry/Physics	Art/Business Studies/ French/ Health & Social/Sport	Art/Business Studies/ Health & Social/ Performing Arts/Physics/Sport
10b	PE	Biology/ Chemistry/Physics	English Language	Maths		
	1Fri:1	1Fri:2	1Fri:3	1Fri:4	1Fri:5	1Fri:6
10a	Maths	English Literature	Geography/ History	Biology/ Chemistry	Biology/ Physics	Art/Business Studies/ Hospitality & Catering/ French/ Music/Sport
10b	Geography/ History	Biology/ Chemistry/Physics	English Literature	Maths	English Language	

Year 9 Timetable for Home Learning

	1Mon:1	1Mon:2	1Mon:3	1Mon:4	1Mon:5	1Mon:6
9a	English	Science	Maths	English	French/Geography/R.E.	Hospitality&Catering/ Design Technology/Music
9b	French/ Historu	English	Art or DT	Maths	P.E.	Science
	1Tue:1	1Tue:2	1Tue:3	1Tue:4	1Tue:5	1Tue:6
9a	English	Science	Maths	French/Geography/ History	Art/Design Technology/Music	French/Geography/ History
9b	Art/Hospitality&Catering/ Design Technology	Art/Hospitality&Catering /Design Technology	Science	Maths	French/Geography/ History	English
	1Wed:1	1Wed:2	1Wed:3	1Wed:4	1Wed:5	1Wed:6
9a	English	Science	Maths	P.E.	French/Geography/ History	French/Geography/ History
9b	Science	Computing/Music	P.E.	Maths	Geography/History	English
	1Thu:1	1Thu:2	1Thu:3	1Thu:4	1Thu:5	1Thu:6
9a	English	Science	Maths	Art/Computing	French/Geography/R.E.	French/Geography/ History
9b	Art/Hospitality&Catering/ Design Technology	Art/Hospitality&Catering /Design Technology	Science	Maths	French/Geography/ History	English
	1Fri:1	1Fri:2	1Fri:3	1Fri:4	1Fri:5	1Fri:6
9a	English	P.E.	Maths	French/Geography/ History	Computing/Design Technology/Music	History/R.E.
9b	French/History/Science	French/Geography/Histor y	Computing/Music	Maths	French/History/R.E.	English

Year 8 Timetable for Home Learning

	1Mon:1	1Mon:2	1Mon:3	1Mon:4	1Mon:5	1Mon:6
8a	French/Geography/History	Maths	Science	Art/Hospitality&Catering/ Design Technology	Geography/History	English
8b	Art/Hospitality&Catering/ Design Technology	Art/Hospitality&Catering/ /Design Technology	French/Geography/ History	French/Geography/ History	English	Maths
8c	English	P.E.	French/Geography	Science	Maths	French/Geography
	1Tue:1	1Tue:2	1Tue:3	1Tue:4	1Tue:5	1Tue:6
8a	Computing/Music	Maths	English	Geography/History/R.E.	Science	English
8b	French/Geography/History	P.E.	Science	Geography/History/R.E.	English	Maths
8c	Geography/History	Computing	Geography/R.E.	English	Maths	French/R.E.
	1Wed:1	1Wed:2	1Wed:3	1Wed:4	1Wed:5	1Wed:6
8a	French/Geography/R.E.	Maths	French/Geography/Histo ry	Art/Hospitality&Catering/ Design Technology	Science	English
8b	P.E.	Art/Computing/Design Technology	French/Geography/R.E.	Science	English	Maths
8c	Art/Music	French/History	English	Computing	Maths	Science
	1Thu:1	1Thu:2	1Thu:3	1Thu:4	1Thu:5	1Thu:6
8a	Computing/Music	Maths	French/History	P.E.	Science	English
8b	Science	French/History	English	French/Geography/ History	English	Maths
8c	French/Geography	French/Geography	Art/Music	English	Maths	Science
	1Fri:1	1Fri:2	1Fri:3	1Fri:4	1Fri:5	1Fri:6
8a	Art/Hospitality&Catering/ Design Technology	Maths	French/Geography/ History	French/Geography/ History	French/Geography/ History	English
8b	Science	French/Geography/Histor y	French/History/R.E.	English	Geography/History	Maths
8c	P.E.	Science	Art/Design Technology	English	Maths	French/R.E.

Year 7 Timetable for Home Learning

	1Mon:1	1Mon:2	1Mon:3	1Mon:4	1Mon:5	1Mon:6
7a	Science	Computing/Design Technology/Music	Options	Maths	English	Computing/Design Technology/Music
7b	Computing/Design Technology/Music	Computing/Design Technology/Music	PE	PE	Maths	English
7c	Maths	Science	English	French	Options	History
	1Tue:1	1Tue:2	1Tue:3	1Tue:4	1Tue:5	1Tue:6
7a	Science	Computing/Design Technology/Music	Computing/Design Technology/Music	Computing/Design Technology/Music	English	Maths
7b	Humanities	Computing/Design Technology/Music	Computing/Design Technology/Music	English	Maths	Science
7c	Maths	English	PE	Science	Humanities	Humanities
	1Wed:1	1Wed:2	1Wed:3	1Wed:4	1Wed:5	1Wed:6
7a	Science	Geography/History	English	Maths	English	Geography/History/R.E.
7b	History/R.E.	Computing/Design Technology/Music	Computing/Design Technology/Music	English	Maths	Science
7c	Maths	English	Computing/Design Technology/Music	French/Geography	Science	Computing/Design Technology/Music
	1Thu:1	1Thu:2	1Thu:3	1Thu:4	1Thu:5	1Thu:6
7a	Science	P.E.	French/Geography/R .E.	French/History/R.E.	English	Maths
7b	French/Geography / History	Computing/Design Technology/Music	Computing/Design Technology	English	Maths	Science
7c	Maths	English	Geography/History	Design Technology/Music	Science	Geography/History
	1Fri:1	1Fri:2	1Fri:3	1Fri:4	1Fri:5	1Fri:6
7a	Hospitality&Cater ing/Design Technology/ Music	Hospitality&Cater ing/Design Technology/ Music	P.E.	French/Geography/ History	English	Maths
7b	French/Geography /R.E.	French/Geography/ History	English	Hospitality&Catering / Computing/Music	Maths	Science
7c	Maths	English	P.E.	Computing/Music	P.E.	Geography

Important Links to review and update weekly:

Online guide to using MS Teams (CC)

Daily Timetables for students on website (CC)

ICT Helpdesk link (SWI)

Covid-19 Banner and closure site ready to reactivate (SWI)