



## Nationally Published Tiers of Restrictions for Education

These 'tiers of restriction' are designed to ensure that extensive limitations on education are a last resort, and that priority is given to vulnerable children and children of critical workers for face-to-face provision in all cases.

Schools are expected to consider how they would operate at each tier in the event that these restrictions become necessary in their local area. The table below has been edited to show the relevance to Ewell Grove School.

<b>Tier 1</b>	Schools remain fully open, as the government has been clear that this should be prioritised over other areas when restrictions are considered.
<b>Tier 2</b>	Primary schools continue to allow all children/pupils to attend on site.
<b>Tier 3</b>	Primary schools continue to allow all children/pupils to attend on site.
<b>Tier 4</b>	Limit attendance to just vulnerable children and young people and the children of critical workers at all settings, excluding AP and special schools. Where there are no local restrictions in place, education provision should continue to remain fully open to all, and these tiers do not apply.

*In summary therefore Primary Schools are expected to develop a Whole School Contingency Plan for Tier 4; and in addition, Ewell Grove will ensure remote learning is available to individual or small groups of children who are required to self-isolate from day 1.*

### **Ewell Grove's Agreed Principles for Access to Remote Learning**

It needs to be acknowledged that remote learning can never either replicate or replace direct classroom teaching. However, we also understand the duty on our school to try and safeguard the children's learning and well-being; in any situation where they are unable to attend school due to outbreaks of COVID-19 within our community or nationally. Therefore, we have agreed that to enable teaching and learning to continue as effectively as possible during any tier Level where there is the need for remote learning Ewell Grove will follow these principles:

1. Promote positive mental health and wellbeing in all our children.
2. Maintain a breadth of subjects and a well-sequenced curriculum; so that knowledge, skills and understanding continue to be built incrementally.
3. Continue to develop children's thinking and reasoning skills through prioritisation and reinforcement of long-term memory e.g. consolidating topics and concepts already taught. *NB this does not mean simply repeating old lessons.* Any introduction of 'new or complex learning' will be considered carefully and be taught using the school's model, practice and apply approach.
4. Create learning resources in a range of formats so that they are accessible to all, reducing the risk of children being left behind. Families are more likely to have access to mobile phones than laptops or computers, so using formats (like PDFs) that can be viewed on mobile devices can improve access to resources. In addition, identify teaching resources that can be easily printed and posted.
5. Ensure our remote learning practices are inclusive and appropriately adapted to support children with special educational needs.

6. Identify any families and staff who may need additional help to become familiar with and make the best use of technology and tools. Not all teachers, parents and children will have the same levels of confidence or access to the technology needed to support remote education.
7. Provide different methods of explaining concepts or identify any likely misconceptions in advance. Teachers will have a good understanding of what effective teaching practice looks like in a classroom setting, but these same practices will often be more difficult to maintain when teaching remotely.
8. Build formative assessment and feedback into teaching approaches through a mixture of quizzes, digital tools and modelling of good answers. These will help teachers to understand how children are achieving.
9. Allow a variety of remote education practices, for example, consider when children will need more support from parents, what might lead to extended or excessive periods of screen time and maintaining engagement using a mix of activities.
10. Endeavour to maintain a level of independence in our remote learning offer, building in elements that supports the develop of intrinsic motivation; and is not over reliant on extrinsic motivation.
11. Promote positive family and Home/School Relationships endeavour to make our expectations realistic, especially with so many parents currently 'working from home'.

In developing these contingency plans schools are expected to:

<b>Expectation Set Out In DfE Guidance For Full Opening: Schools</b>	<b>Summary of Ewell Grove's Planned Response (In the event of our school being instructed to enact Tier 4)</b>
<p>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</p>	<ul style="list-style-type: none"> <li>• Ewell Grove will continue to base their remote learning offer using our published Whole School Curriculum Map which covers all curriculum areas; maintaining breadth in children's learning is a key priority.</li> <li>• Ewell Grove's Curriculum Map ensure all our children receive a planned and well-sequenced curriculum that builds knowledge and skills incrementally. Further information is provided on our website each half term so that families are clear about what we intend to be taught and practised within each subject.</li> <li>• Each Year Group will publish their 'weekly plan' and a suggested timetable to ensure any individual or small groups of children who are self-isolating are fully informed about the learning activities happening in school and provided with the resources they need to compete them at home and in cases of Tier 4 can be adapted to implement remote learning rapidly.</li> <li>• SLT will monitor to ensure the assignments set remain meaningful and ambitious.</li> <li>• Staff will be available for daily contact with children via Wonde &amp; Google Classroom and to monitor engagement.</li> <li>• Children will be expected to complete the learning set by their teacher each day and upload learning as requested by the teacher.</li> <li>• A minimum expectation for learning activities will be set for core Subjects each day or across the week in the case of specific foundation subjects Engagement levels will be monitored by staff and phone calls will be used to contact families where engagement levels are low.</li> <li>• In addition to our internally provided plan and resources, signposting to other high quality external resources e.g. White Rose Maths, National Oak Academy will be used to supplement what we offer families.</li> <li>• Ewell Grove's Strategic Leadership Team (SLT) will monitor the quality of provision, resources and compliance with other policies e.g. safeguarding.</li> </ul>

<p>Give access to high quality remote education resources</p>	<ul style="list-style-type: none"> <li>• Safeguarding children is fundamental to the success of Ewell Grove’s remote learning offer; everything we do will be scrutinised using this lens.</li> <li>• Families will be expected to log-on to the remote learning offered each day – a register of this will be kept and monitored by staff.</li> <li>• Ewell Grove took full advantage of recently available Government funding to launch our new interactive learning platform, which uses Wonde &amp; Google Classroom.</li> <li>• Our on-line resources will be available to all children; where IT is a barrier we will offer a priority place to attend school or if possible will loan any equipment the school is able to provide.</li> <li>• Wonde &amp; Google Classroom’s tools allow for individual teachers to deliver a blend of live or recorded teaching – these features will both be used to support increased engagement as deemed appropriate by SLT.</li> </ul> <p><i>Ewell Grove is mindful that it is not in the best interest of children to be exposed to excessive hours of screen time. Therefore on-line learning will form just one part of our ‘blended approach’</i></p>
<p>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</p>	<ul style="list-style-type: none"> <li>• Children will submit work, through Wonde &amp; Google Classroom, that staff will assess and provide personalised feedback on.</li> <li>• Our plans will allow for group and 1:1 questioning and feedback from teachers; this will allow our staff to gauge how well children are both engaging and progressing throughout all areas of the curriculum. Learning from Home Feedback for any children isolating at home will be given with two days of the work being submitted</li> <li>• Staff assessment and feedback will enable plans to be adapted/modified in terms of content and/or pace for different groups of children; in specific circumstances the classteacher/SENCo may set different content to simplify activities in order to ensure understanding.</li> </ul>
<p>Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</p>	<ul style="list-style-type: none"> <li>• Ewell Grove has developed a whole school approach to remote learning; activities and resources are adapted to the needs and/or ages/stages of development for each child.</li> <li>• In addition to Wonde &amp; Google Classroom, Ewell Grove will provide printed plans and resources, published text/work books and physical resources e.g. pens, whiteboards to support remote learning to any child who does not have suitable online access.</li> <li>• Printed resources will be distributed using systems that ensure transmission is minimised.</li> <li>• Any resources borrowed from Ewell Grove will be stored safely, before being put back into general circulation, to ensure any virus particles on the surface do not survive.</li> </ul>
<p>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</p>	<ul style="list-style-type: none"> <li>• Ewell Grove remote learning offer for children with additional or special educational needs will be overseen by our SENCo</li> <li>• The classteacher, in partnership with the SENCo, will actively seek feedback on how well this group of learners is achieving on-line and where appropriate/necessary will be offered a priority place to attend school or loaned equipment that the school is able to provide.</li> <li>• Additional physical resources will be purchased, if necessary, to support children with additional and/or special educational needs.</li> </ul>