

College reopening: contingency planning

The DFE expects colleges to have a contingency plan in place from the end of September to provide remote education in the case of a local outbreak of coronavirus. This plan meets the expectations set out in the DFE guidance 'Remote Education Support' at <https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

This plan can be put into action immediately if:

- There's a local outbreak and we are asked to close temporarily for most learners like during the initial college closures in March; or
- Individuals or groups of learners need to self-isolate, but the rest of the college is still open

We have, therefore, put in place a contingency plan in place so that all lecturers teach a high quality, coherent and sequential curriculum; and that all learners can continue with their education, physically or digitally, with the same level of high expectation, effort and pride.

Remote education support

Where a group or small number of learners need to self-isolate, or there is a local lockdown requiring learners to remain at home, the DFE expect colleges to have the capacity to offer immediate remote education. Colleges 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 learners are required to remain at home.

In developing these contingency plans, the DFE expect colleges to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the college's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the college 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 learners who do not have suitable online access
- recognise that younger learners and some learners with SEND may not be able to access remote education without advocate support and so colleges should work with advocates to deliver a broad and ambitious curriculum with a focus on PACE (Preparation for Adulthood, Citizenship and Employability)
 - At Valley College staff will endeavour to adhere to the expectations above, however they will use their professional judgement and knowledge of the individuals to plan and assess accordingly. During the use of this contingency plan form lecturers have responsibility for delivering and assessing the curriculum for their group.
 - Staff at Valley College will deliver in a number of ways ensuring that we support the learners well-being and the relationships between home and college are maintained.
 - Monitoring of this plan takes place as structured in the curriculum recovery and transformation plan.

Guidance on remote education during coronavirus (COVID-19)

- a) **Safeguarding and remote education during coronavirus (COVID-19):** Understand how to follow safeguarding procedures when planning remote education strategies and teaching remotely.



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When teaching learners remotely, the DFE expect colleges to:

- set assignments so that learners 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 lecturer in the college or through high-quality curriculum resources or videos
- gauge how well learners are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly lecturers will check work
- enable lecturers 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 learners' understanding
- plan a programme that is of equivalent length to the core teaching learners would receive in college, ideally including daily contact with teachers
 - At Valley College staff have developed excellent communication between home and college, enabling the curriculum to be presented, delivered and assessed in the most appropriate way for the learner and their family.

The DFE expect colleges to consider these expectations in relation to the learners' age, stage of development or special educational needs, for example where this would place significant demands on advocates' help or support.

The DFE expect colleges 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 colleges, learners and advocates as to what remote education should be provided. The DFE will engage with the sector before a final decision is made on this.

The following range of resources to support colleges in delivering remote education is available

Video lessons

From the start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any college for free. These are being developed in partnership with a wide group of teachers and college leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing colleges to reorder topics and lessons, to match their own plans and curriculum

SEND

Oak National Academy specialist content for learners with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.

Website

As a college we will continue to use the group tiles on the Tor View website for remote learning, until the Valley College website is live.

The EEF state 'Teaching quality is more important than how lessons are delivered: Ensuring the elements of effective teaching are present-for example, clear expectations, scaffolding and feedback-is more important than how or when they are provided. For example, teachers may recycle recorded lessons and materials, considering how they can be integrated into effective classroom practice or used in future homework tasks. Indeed, recorded lesson content could prove very effective to manage unplanned learner or staff absence.

V2 EM 02.10.2020

V3 EM 02.10.2020

V4 EM 08/10/2020



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Other Information:

Reference is made to this contingency plan within the curriculum recovery and transformation plan for Valley College.

There are no expectations for how many weeks of remote learning need to be planned, but as most learners will self-isolate for 14 days, at least 2-3 weeks for each year group should be appropriate.

That way, if there is a need to provide remote learning for a longer period, such as if there's a prolonged local outbreak or a learner needs to self-isolate for longer, there is time to plan further ahead. The important thing is that there is something learners can use immediately.

At Valley College in addition to remote contingency learning plans that staff will have pre-prepared, individual packs are created and sent home prior to any isolation periods in the event that an isolation period commences.

Where needed, this is high-quality, safe and aligns as closely as possible with in-college provision: colleges and other settings continue to build their capability to educate learners remotely, where this is needed.

Where learners/advocates do not have sufficient internet or technical access school will provide paper copies of work.

At Valley College staff have communicated effectively between home and school to ensure that if technology is a barrier to learning this is pro-actively addressed before an isolation period takes place.

Due to the experience gained in delivering remote education, this could be refined in the event of this contingency plan being actioned.

Thoughts from advocates to be established in September based on the following:

- **Keep** – what current aspects of remote education should we keep on doing next time?
- **Improve** – what current aspects of remote education can we improve next time?
- **Start** – what can we start doing to improve remote education next time?
- **Stop** – what should we stop doing to improve remote education next time?

At Valley College a Microsoft form was used for advocates at the start of the academic year addressing the points above. Remote learning therefore reflects the opinions of advocates where possible to provide an education that meets everyone's needs. In addition to this advocates feedback at the end of an isolation period, class teams gather feedback and share with the whole staff team to enable college to continue with good practice and refine areas suggested.

Learner voice is important at Valley College and therefore the Learner Voice groups have addressed the above points and fed back to the Head of College.

1. *DFE Guidance for Full Opening: Schools -28th August 2020*
2. *DFE Guidance for Full Opening: Schools – 17th September 2020*
3. *The EEF Guide to supporting school planning: A Tiered Approach to 2020-21*