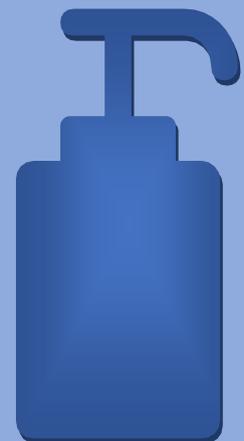
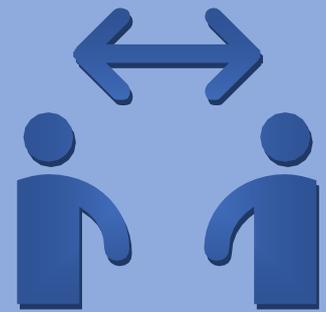
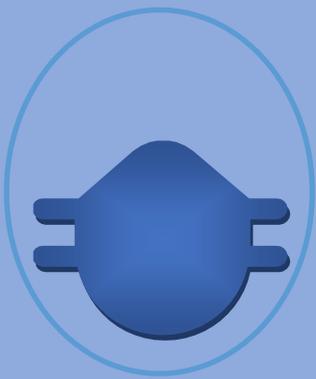


# Reading School

## Remote Education and Contingency Planning



## Reading School 2020-21

### Remote Education & Contingency Planning

#### Outline

The following plan establishes the parameters which will govern Reading School's remote educational provision in 2020-21, with particular reference to the following circumstances and management of risk thresholds that may necessitate a move into remote education:

Individuals self-isolating without symptoms,

an Individual student testing positive,

a number of students testing positive,

the onset of a local outbreak,

a staff member testing positive or staff absence including self-isolation or school closure.

#### Individuals self-isolating without symptoms

For individuals or groups of students self-isolating whilst their peers are in class, remote education will be delivered by Microsoft Teams. Students should check both their class Teams and their email regularly and follow all instructions from their teachers. Where possible, access to lessons will be provided remotely via Microsoft Teams. The student services team will inform teaching via bromcom when a student is in self-isolation so that, if possible, the teacher may include the student via Microsoft Teams.

#### An individual in school displaying symptoms of coronavirus (COVID-19)

According to the Department of Education, if anyone at school becomes unwell with a new, continuous cough, or a high temperature/fever, or has a loss of, or change in, their normal sense of taste or smell they must be sent home. They should be advised to follow the most up-to-date guidance for households with possible or confirmed coronavirus (COVID-19) infection. The guidance for households sets out that they must self-isolate and arrange for a coronavirus test.

In a non-emergency the school will call parents to collect students and take them home. Guidance for households with possible or confirmed cases of COVID-19 infection states that all household members will need to self-isolate. Whilst a student is awaiting collection, he will be placed in isolation. If it is not possible to isolate him he will be moved to an area which is at least 2 metres away from other people. The [COVID-19 response flowchart](#) shows actions that will be taken.

#### An individual student testing positive

If a student of Reading School tests positive for coronavirus (COVID-19), once we have been informed we will notify the local health protection team, without delay, that a student has tested positive for coronavirus.

Contact tracing will be adopted using class seating plans. Depending on exposure and advice from Thames Valley Health Protection Team (South East), a judgement will be made by Senior Leaders regarding a move into remote-education and self-isolation for individual student, the student's classes or the year group. Teachers who have been in the room with the student may wish to be tested if they have handed out, or collected in work, or have moved outside of the Covid-safe 2 metre zone during their interactions. All staff, parents and students will be informed of any positive tests.

#### A number of students testing positive

The Health Protection Team (HPT) will work with representatives of Reading School to carry out a rapid risk assessment and identify appropriate next steps. With HPT advice, we will seek to identify close contacts of the symptomatic individual.

If more than one student in a year group has a confirmed positive test, unless advice from Thames Valley Health Protection Team (South East) is received to the contrary, the students' year group will be required to move into remote education and self-isolate. Teachers who have been in the room with one or more of the students may wish to be tested if they have handed out, or collected in work, or have moved outside of the

Covid-safe 2 metre zone during their interactions. All parents and students will be informed and all affected students will be expected to attend lessons on Teams. Class and year groups bubbles are a fundamental part of schools reopening in a COVID-secure way and a self-isolating such bubbles is key action to help to contain the spread of the virus in both schools and in local communities. Public Health guidance will be followed to ensure that it remains safe to be open. We will work with Public Health England, the Council's Public Health Team, the NHS and the DfE to ensure all relevant.

We will not share the names of people with coronavirus (COVID-19) unless it is considered essential to protect others.

### **Process in the event of local outbreaks**

If a local area sees a spike in infection rates that is resulting in localised community spread, relevant Public Health authorities will decide which measures to implement to help contain the spread and Reading School will be obliged to follow recommendations. These may include the whole school moving to remote education. Further operational guidance for education settings in the affected area will be provided by the Department for Education, and the School will adhere to any order or notification of restrictions.

### **A staff member testing positive**

In the event that a staff member test positive, contact tracing will be used to evaluate any students in need of self-isolation. Class seating plans will be utilised to identify students who may have been in closest proximity to the member of staff. Departmental colleagues will work with Senior Leaders to ensure that students receive a seamless high-quality education.

### **Staff absence including self-isolation or school closure for their children**

Staff attendance may be affected by requirements to self-isolate, positive testing, or burdens placed upon their families through other school closures. With limited excess in staffing, there are clear scenarios where the school might have to move to a phase of remote education for a fixed period, with limited groups invited to participate in on-site provision. In these circumstances Year 10-13 students, disadvantaged students or children of key workers may be given priority for lessons on site.

### **Boarding**

The [COVID-19 Boarding Response flowchart](#) shows the actions to be taken if an individual is displaying symptoms in Boarding. We will be guided by the latest government [advice](#).

In addition to their 'Year Group Bubbles' within the day school boarders have a 'residential bubble' within their boarding house, and are thus in a position akin to young people in a 'dual household' of two separate family groups, as they belong to two extended, and thereby overlapping, 'family groups'.

Boarders having to self-isolate from peers within the day school because of a non-boarding positive test within their class or year group, or because of contact tracing will not have to 'double-isolate'. They should continue to be a part of their 'residential bubble', each member of which must self-isolate within their 'residential bubble'.

No asymptomatic boarder will have to extract themselves from their 'residential bubble', and unless contact tracing or guidance from Thames Valley Health Protection Team (South East) is received to the contrary, no boarder will have to self-isolate because of other boarders in a different 'residential bubble' undertaking precautionary self-isolation.

However, if a boarder self isolates (at home or within their 'residential bubble') because they are symptomatic all other boarders within the same 'residential bubble' must self-isolate from their day-school peers and from other boarding bubbles. They may do this within their 'residential bubble' or at home.

In the event of a positive test within the boarding community, other boarders within the same 'residential bubble' must self-isolate and guidance from Thames Valley Health Protection Team (South East) will be sought. Contact tracing will be adopted to assess risk for all boarders of other 'residential bubbles'.

Where necessary adjustments will be made to services, for example by bringing meals and other essential commodities into the boarding house where self-isolation is occurring, or by providing weekend boarding if returning to a family home would increase transmissions risks.

## **Remote Education**

Guidance suggests that where a class, group or small number of students need to self-isolate, or there is a local lockdown requiring students to remain at home, schools are expected 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 students are required to remain at home. Adhering to this guidance we will:

Deliver an effectively sequenced curriculum to all year groups and ensure provision high-quality online and offline resources and teaching videos and audio files (both internally and externally produced) and that are clearly linked to our curriculum rationale.

Ensure all student have access to high quality remote education resources, set assignments so that students have meaningful and ambitious work each day in a number of different subjects and provide frequent, clear explanations of new content,

Utilise Microsoft Teams to facilitate interaction, assessment and feedback and make sure staff are trained in its use for these purposes.

Maintain pastoral contact with all students via form tutors, and will prioritise the needs of disadvantaged students.

Ensure our Student Support Team help us to recognise that some students with SEND may not be able to access some elements of remote education without adult support and will work with families to deliver a broad and ambitious curriculum

Gauge how well students are progressing through the curriculum, using questioning and online assignments and will assess work with sufficient regularity to report on engagement and progress as per the termly reporting cycle.

Work with Middle Leaders to ensure 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 students' understanding

Plan a programme that is of equivalent length to the core teaching students would receive in school. Year 11-13 students will have all lessons 'live' and online, Year 9-10 will have most lessons 'live and online', and Year 7-8 will have many lessons 'live' online, though some adjustments in the curriculum will be undertaken.

It should be noted in particular that adjustment around time allowed for core subjects and threshold concepts may be made for some year groups so that on-screen project-based learning is limited. Over-exposure to online learning can be detrimental to motivation and engagement. Reading School will consequently continue to prioritise partnerships with other schools, and innovative challenges which drive students into learning experiences away from their screens wherever this is possible.

This outline has been drafted in response to the government's guidance which may be found [here](#).