



Guidance for remote learning provision in the event of future outbreaks and school closures (including partial closure)

SECONDARY PHASE

In the event of a local outbreak, Public Health IOM or the Government may advise a school or number of schools to close temporarily to help control transmission. Schools will have contingency and continuity plans/protocols for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of Island key workers, and providing remote education for all other pupils.

Remote education support

Where a class of pupils are directed to self-isolate, or there is a local or Island lockdown requiring pupils to remain at home, schools will offer remote education provision within 24 hours of the change. Schools will consider how to continue to improve the quality of their existing offer and have a contingency plan in place for remote education provision. 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, schools will:

- use a curriculum sequence linked to the school's curriculum expectations.
- will provide suitable and relevant remote learning activities which enable pupils to make progress.
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure quality is monitored.
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
- recognise that some pupils with additional needs may not be able to access remote education without adult support, and so schools will work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, schools will:

- set assignments so that pupils have meaningful learning 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.

- 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 and provide feedback to pupils.
- 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 a similar proportion to the core teaching pupils would receive in school, with flexibility for different subjects.

Schools will continue to meet these expectations in relation to the pupils' age, stage of development and/or additional educational needs, for example where this would place significant demands on parents/carers' help or support.