



CONTINGENCY PLAN FOR LOCAL SPIKES (HIGH R RATES IN LOCAL AREAS), LOCAL CLOSURES AND REMOTE LEARNING PROTOCOLS

September 2020

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice.

Such guidance may result in localised lockdown. In such circumstances, the Trust will follow the guidance issued by the relevant authorities.

The Trust reserves the right to make their own, local decisions, should the evidence suggest that there is a localised spike but, for whatever reason, no national guidance is given.

The Trust will liaise with the relevant public health authorities and use the data/information that is provided to inform the need to action the following protocols. In order to action such protocols, the evidence must be compelling and would point towards an exceptional circumstance, that prevents the need for a localised lockdown, but nevertheless raises enough concern that the Trust considers it unable to use protective measures alone to safeguard our school communities in the defined areas.

- CEO will discuss with the Chair the data/information that is available. They will work with all local agencies to ascertain the level of risk. Where there are concerns or unanswered questions that bring into doubt whether protective measures, alone, can safeguard our school communities:
 - The Trust Board would call an extra-ordinary meeting. The meeting must be quorate for their decision to be binding. Should the protocols reach this point, the Chair/CEO will be recommending that ATLP schools, in the defined areas, close with immediate effect. If this was supported, by a majority of Trustees, a decision would also be made whether any 'on site' provision was possible for, example, children of keyworkers and vulnerable families.
 - Decisions would be communicated to all stakeholders and the remote learning protocols activated.
 - ATLP schools in areas that are not affected by the local spike would continue to be open as normal.

Local closures

Trustees have taken all necessary measures to ensure that ATLP schools comply with the [guidance](#) issued. The mitigations taken, in order to minimise the possibility of transmission and the enforcement of protective measures are detailed in the Trust risk assessment with additional, contextual, school based information in the school opening plans shared with stakeholders and reviewed weekly.

In the unlikely event of not being able to enforce any of the protective measures (eg staff absence leads to not being able to maintain the enhanced cleaning routines) that bring the safety of staff and children into question, local decisions may be needed to fully/partly close individual schools. In such cases, an extra ordinary meeting of Trustees would be called to make their decision based on the information provided.

Remote Learning protocols.

ATLP supports all schools to engage with the Oak National Academy resources. Trustees acknowledge that these do require some local input and, therefore, such work should be supplemented by additional resources.

When teaching pupils remotely, Trustees 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 and/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

Local governing bodies and Trustees will continue to monitor, where applicable, the quality of remote learning.