



This document outlines our contingency plans for remote learning. It sets out the plans in place for children to continue with their learning should they need to self-isolate. It distinguishes between:

- Tier 1: implemented for individuals and small groups of students needing to self-isolate
- Tier 4: triggered in the event of a partial or full closure, including the closure of a class bubble.

Both of these plans are underpinned by the moral imperative to equip our children with powerful knowledge. They serve to ensure that there is absolute alignment between face-to-face and remote education, so that, should children need to self-isolate, they can transition smoothly back into the classroom having followed a similar curriculum sequence as their in-school peers. This blend of face-to-face and remote education will aim to ensure that no child falls behind.

With so many options available to support remote education, one of the most important decisions schools are making is to keep it simple, making sure pupils, parents, carers and teachers know what is being asked of them.

**Our remote learning offer must be high-quality, safe and align as closely as possible with in-school provision.**

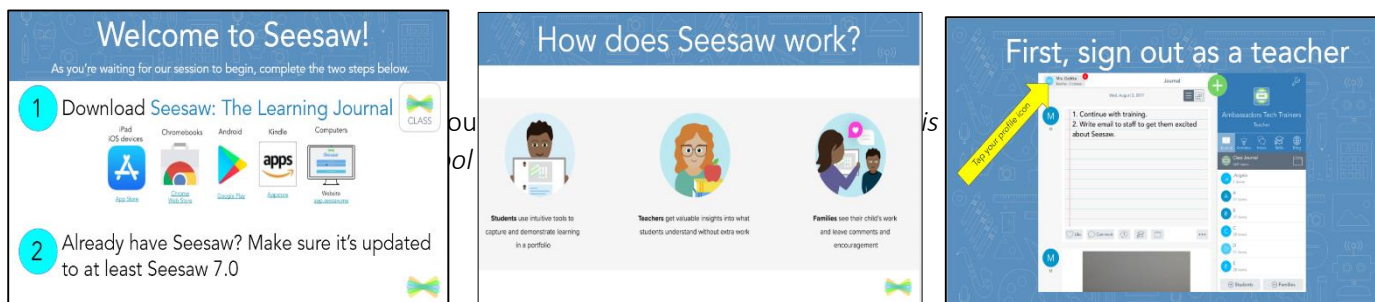
On **September 17<sup>th</sup> 2020** the DfE issued updated guidance to schools, in which clear expectations were set out. The guidance says it expects schools to:

- 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.

At our school the key principles of remote learning follow our model for teaching and learning and as such the fundamentals remain the same; **revisiting** prior learning, giving a **clear purpose**, **direct instruction** through teacher **explanation** and **demonstration**, **guided practice** through **modelling/scaffolding**, **independent practice** and feedback.

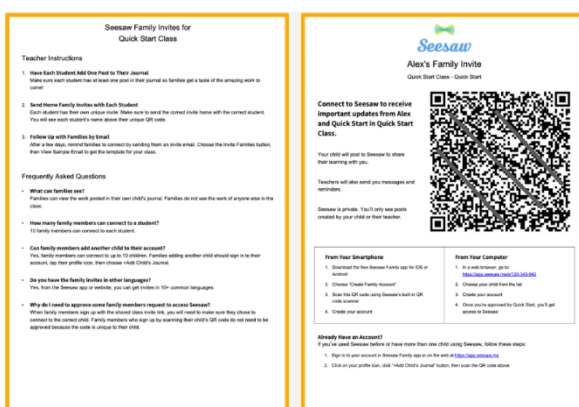
## Staff Training

All staff have been provided with relevant links to training videos to enable them to set up their classes. Computing lead works closely with members of staff to troubleshoot when needed. Remote learning is an item on weekly staff meetings. Staff support each other when needed with training and upskilling.



Exemplar slides (staff training)

### Accessing Seesaw at home:



A step by step guide has been made available to parents, pupils and staff to support the operating of Seesaw.

In some classes, videos were made and uploaded to demonstrate how to use Seesaw.

Teachers give telephone support to parents and respond to issues via the family access when needed, and further staff reach out to disengaged families to offer support.

A paper instruction guide has also been emailed to all parents.

### Tier 1: Remote learning for individuals or small groups of pupils isolating. *This may be due to positive Covid-19 results within the household or pupils identified as close contacts to an infected case.*

<p>Pupils who are self-isolating follow a curriculum closely matched to the curriculum covered in the classroom.</p>	<ul style="list-style-type: none"> <li>• Reading, writing and maths are priorities and will be shared daily, with a range of other subjects.</li> <li>• During what would normally be outdoor/physical activity, children should get active at home. Teachers may direct families further with more specific activities.</li> </ul>
<p>All children have additional online programmes that can be accessed from home.</p>	<ul style="list-style-type: none"> <li>• All children to know their login details and how to access various programmes such as Lexia, TT Rockstars, Spelling Shed as well as Seesaw.</li> <li>• Log in details have been sent home so that parents can support their children to engage in these learning tasks.</li> </ul>
<p>Resources will support <b>guided and independent practice</b>, focusing on <b>effective self-study</b></p>	<ul style="list-style-type: none"> <li>• Resources will reflect the learning focus in class, containing a blend of information for pupils to read and tasks to be completed.</li> <li>• Tasks should be clear to promote effective self-study, where age appropriate.</li> </ul>

**Tier 4:** Remote learning for larger groups, whole classes or whole school. *This may be due to partial school closure or in the event of whole school closures.*

	<ul style="list-style-type: none"> <li>All children will be sent a weekly timetable to include hyperlinks.</li> </ul>
Teachers should provide work that follows the <b>remote learning checklist</b> (see below)	<ul style="list-style-type: none"> <li>At least 30 minutes of work for ALL lessons scheduled for that day, where age appropriate.</li> <li>This is to be assigned and scheduled to appear on the day the lesson would usually be timetabled.</li> </ul>
Teachers should use their professional judgement as to how much of the teaching should be assigned <b>to review and consolidate</b> and how much can be given over to the <b>introduction of new content</b> .	<ul style="list-style-type: none"> <li>Follow the key principles of teaching and learning outlined previously.</li> <li>Balance between review of previous knowledge and introduction of new.</li> <li>Resources provided as necessary in a range of forms including videos via hyperlinks, audible powerpoint presentations, White Rose links and maths sheets etc.</li> <li>Age appropriate activities planned</li> </ul>
All resources will be accessible via <b>Seesaw</b> and pupils and families notified of this.	<ul style="list-style-type: none"> <li>All children to know their Seesaw login details and how to access their remote learning platform.</li> <li>Other logins needed are also shared i.e. Lexia (see above)</li> </ul>

### Remote Learning Checklist

Immediate identification of absent pupils requiring remote learning with clear communications shared with relevant staff.

Communication between parent/carers to clarify expectations of remote learning, and signposting to relevant documentation. (Documentation to include remote learning policy, relevant log in codes, instructions and termly plans.)

### What will the curriculum look like?

The curriculum will reflect the termly plans and newsletters sent out to parents at the start of each term.

There will be daily reading, writing and maths tasks

For pupils in Reception, year 1 and Year 2 a daily phonics task

Maths tasks will be utilising White Rose Maths Videos, RM videos and premium worksheets.

English – an age appropriate activity with be posted daily.

In addition, there will be a range of RE, either History or Geography and Science tasks

KS 2 History/Geography will be supported by slides and PowerPoint resources closely matched to ones used in class. KS 1 linked to termly plans.

Science– there will be a topic focus information and signposts to learning sites to include bite size etc and will match the follow the class plans already shared with parents and carers.

Art / Music we will aim to follow the plans in place, but careful consideration will be taken related to resources needed.

PE – Teachers will share a range of resources/video links and ideas for physical activity at home.

### Staff will be required to:

Upload tasks to Seesaw, whilst ensuring that they maintain a good work-life balance

Follow a timetable to support learning at home that follows that of the classroom

Monitor engagement of learning

Track progress

Mark work and plan activities that will enable progress

These activities will:

- be well-structured with clear instructions and success criteria
- introduce / highlight key vocabulary – with explanations when needed
- clearly set out and organised for ease of access by the children
- include examples and explanations to support understanding

and new information will be presented in bite-size chunks.

Differentiate for children where needed, with support from teaching assistants

Direct children to suitable reading activities

Communicate with parents as necessary via Seesaw.

It is expected that remote learning will follow current school programmes and utilise curriculum materials already prepared in individual year groups:

### Maths using White Rose Resources :

A video link is posted in the hyperlink on the timetable.

The continued use of Time Table Rockstars should be expected where applicable.

### Subject teaching slides in Key Stage 2 for History and Geography:

In most cases slides should need little doing to them to make them suitable for accessing from home.

Some changes such as **adding a text box to the quick recap** page to allow for pupil responses will be appropriate.

You may also choose to **include video links** to support explanations and understanding.

It may be necessary to **add a slide to enable pupils to complete activity**. In some case activities may need adapting for ease of completion via Google classroom platform.

In the event of whole class closure – **recorded teacher voice overs** may be appropriate.

### A day in the life of Stone Age man

Things to consider about Stone Age man...
What was their home like?
What were their tools and weapons made from?
What were their clothes made from?
What did they eat?
How were animals hunted?
What kind of food was gathered?
Why did Stone Age man need to move from place to place?
What did Stone Age man believe?
Was life easy for Stone Age man?

## English:

English planning continues to follow the model used in school and the National Curriculum and yearly plans as introduced to our children from September. This is a sequence that should be maintained as far as possible with remote learning. It remains essential that the content to be delivered is adapted and presented in a way that makes them work via Seesaw and that their focus matches what you would have been working on in class normally and where pupils are with their curriculum coverage. A range of resources will support learning.

As we plan going forward, the format of the units, with worked examples and very clear instructions should be applied when you are planning units to deliver in class. This will support teachers to cope with work-life balance and children working at home, particularly in Tier 1.

**Reading/ vocabulary/ SPAG** activities should be included as normal. **Daily reading** should be encouraged.

In Reception, Y1 and Y2, it is essential that every effort is made to ensure pupils do not fall behind with their **phonics**, and as a consequence there will be a particular focus on this area of learning.

**Religious Education:** The delivery of RE through the Come and See programme will continue.

**Physical Activity:** Children should be encouraged to take some daily exercise and fresh air in line with the timetable shared with them. Links to websites such as PE with Joe will be available to motivate pupils to stay active at home.

**PHSE:** activities will be provided to consider the wellbeing of pupils at home.

**Wider curriculum** areas such as **Art/Design/Music** will be included in the timetable as normal. Such activities could be photographed and returned to school if appropriate.

Please note, it is not necessary for absolutely everything to be recorded on Seesaw. Common practices such as note taking, drawing ideas and the use of pen and paper are essential skills to continue to reinforce with pupils. Pupils should be directed to carry out such activities often to inform final work. In some cases, it may not be possible for every detail to be recorded via the online platform, and we will direct children to record their work in the exercise book sent home and then their work could be uploaded with support from parents and carers.

### *The Department for Education Guidance says...*

*"Where a class, group or small number of pupils needs to self isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education."*

*Schools must "develop remote education so that it is **integrated into school curriculum planning**. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress."*

*Schools must also "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**."*

In the event of **full closure**, including the closure of a full class bubble the following will apply:

- Pupils will be sent home with an exercise book and any relevant equipment or resources they are likely to need during the time school is closed to them
- logins will be sent to individual pupils and parents will be directed to communications and instructional videos where needed,

**Leaders will:**

- Communicate with staff about roles and meet regularly to agree next steps.
- Communicate with families through newsletters and social media, as appropriate.
- Work with teachers to ensure home learning tasks set reflect the high standard typical of year group expectations.
- Monitor telephone call logs to ensure all families are contacted regularly and issues are addressed swiftly.
- Monitor the engagement of pupils learning
- Promote positive wellbeing of staff, pupil and parents.

**Class teachers will:**

- Follow usual planning for all subjects, making amendments as necessary for emailed packs, website resources and Seesaw.
- Follow usual timetable of learning, including opportunities for worship. Schedule work to reflect the expectations of the working day.
- Provide recorded remote lessons, as appropriate, to introduce new learning, explain concepts and ensure pupils understand their learning tasks.
- Ensure pupils with SEND have work to match their level of need.
- Provide timely feedback to pupils on their 'handed in' work. Provide additional personalised support or explanations via telephone calls or recorded video messages, as needed.
- Speak with all pupils at least fortnightly.
- Monitor daily engagement of pupils and contact families of those pupils not engaging to offer support.
- Log any safeguarding concerns on a note of concern and swiftly update and liaise with safeguarding leads.

**NB: If a class teacher is ill, this will be communicated with parents and carers and alternative arrangements may need to be arranged.**

**Teaching assistants will:**

- Support the class teacher and pupils in your class by monitoring work, offering explanations and guidance and providing feedback to pupils as agreed with class teacher.
- Offer additional support to SEN pupils and help prepare relevant work and resources.
- Make telephone calls to pupils as needed to check on wellbeing and progress with home learning.
- Log any safeguarding concerns on a note of concern and swiftly update and liaise with safeguarding leads.

**Pupils will (where age appropriate):**

- Log on to Seesaw each day, as stated on the class timetable and follow the activities scheduled for that day.
- Follow the instructions provided by the class teacher or teaching assistant and return a task when it is fully completed. Put full effort into the completion of all work.
- Use correct English, including spelling and punctuation when typing.
- Continue to access online learning platforms such as TT Rockstars and Lexia, as advised by school.

**Parents will:**

- Set clear routines for their child using the timetable shared by school.
- Support their children to access remote learning, support children to return work to their teacher via Seesaw.
- Liaise with school regarding any issues with remote learning, ensuring courtesy and politeness to all staff members within any communication.