



# Remote Learning Plan 2020- 2021

This document outlines our contingency plans for remote education, should pupils need to access this due to needing to self-isolate due to COVID 19. It is our intention during the Autumn Term to ensure pupils and families are equipped in order to easily transition into remote learning, should this become necessary.

Microsoft Teams will be used as our learning platform for year 1-6. EYFS will continue to use Tapestry, supplemented with Teams.

<b>Everyone in school</b>	<p>Microsoft Teams will to be used in the classroom as a teaching tool in order to familiarise children with how to use it effectively</p> <p>Homework for years 1-6 will be set on Teams</p> <p>Class chat will be available to encourage children to visit and teach online chat etiquette – class teachers will monitor this daily, addressing any misuse as a teaching point.</p>
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<b>First day or two of remote learning.</b>	<p>A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.</p> <p>During this time, pupils will be provided with already have access to reading books, Reading Plus and Purple Mash. Additional activities will be shared as soon as possible.</p>
<b>The curriculum</b>	<p>We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects.</p>
<b>How much work will be set?</b>	<p>This is very much dependent on the age and stage of your child. It is recommended that you provide a structured day that includes breaks.</p> <p>Early Years is very much about learning through play and therefore the work set will be incorporated into your daily activities.</p> <p>KS1 – 3 hours KS2 – 4 hours</p> <p>The above timings are the time it is expected that work set might take for most children.</p> <p>For some children and family circumstances, this amount of learning time may not be appropriate.</p>
<b>Assessment and</b>	<p>Assessment will be gathered from submitted work, quiz scores and other sources.</p>



<b>feedback</b>	Feedback will follow the school's policy and be mainly provided through whole class feedback that will be shared either verbally or in text form. If online quizzes are used these may provide instant feedback.
<b>SEND support</b>	We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils.
<b>Where a child/family has to self-isolate or quarantine</b>	<p><i>Parents are advised that all travel to foreign countries is a risk at present, and that during any absence due to a quarantine imposed following such travel, we will expect children to complete all work assigned by the school.</i></p> <p>A pack will be created by the class teacher/support assistant and will be ready for collection 48 hours after receiving notification that the family will be self-isolating. The work pack may contain the following:</p> <ul style="list-style-type: none"> <li>• Reading books</li> <li>• Handwriting practice materials</li> <li>• Exercise books to complete work at home</li> <li>• Knowledge organisers</li> </ul> <p>Differentiated tasks will be posted on Teams providing learning with the same objectives as those being delivered in the classroom. Programmes used will include: Reading Plus, White Rose Maths, Purple Mash and Oak National Academy.</p> <p>It is expected that children will access video lessons to support learning (eg Oak National Academy). If this is not possible parents and carers should inform school and suitable hard copy materials will be organised to be collected from school.</p> <p>Learning packs should be collected within 24 hours of the school making parents aware that it is ready. It should be collected by a friend or relative of the family who is not isolating.</p> <p>Where possible and appropriate work can be submitted via Teams.</p> <p>To support children with their work and provide feedback either a telephone call or a Teams meeting will be offered. Parents can request additional support which will be considered within the capacity of the school. These sessions may be by a teacher or support assistant. These sessions will only take place if parents have agreed to the online learning, safeguarding agreement in this policy. Any breach of the agreement will result in a termination of sessions.</p> <p>Parents are obliged to return all school items following the child's return to school. These resources will be quarantined for 72 hours before being returned to class.</p>
<b>If a class bubble needs to isolate</b>	In the event of a bubble closure, teachers and children will use Purple Mash, White Rose Maths, Microsoft Teams and Oak National Academy to organise learning.



	<ul style="list-style-type: none"> <li>Teachers (who are self-isolating) will set differentiated challenges each day: a writing challenge, a maths challenge and one of the following: a PE, science, art, RE, geography or history challenge. The afternoon challenge will be dependent on which topic is current in class. The curriculum subjects which are being covered in school will continue wherever possible.</li> <li>The challenges set will be in-line with the curriculum that would be taught in school. Clear explanations will be given (so that it can be translated by parents if necessary) Where possible class sessions will be provided to discuss learning – these may be organised in suitable smaller sized groups if necessary. This offer will be adapted and changed should the teacher become unwell.</li> <li>These sessions will only take place if parents have agreed to the online learning, safeguarding agreement in this policy. Any breach of the agreement will result in a termination of sessions.</li> <li>On a Friday, teachers will phone all parents / guardians of children who are not engaging sufficiently. Non-engagement following this will be referred to a member of the leadership team.</li> <li>A tracking grid for engagement and participation will be maintained.</li> </ul>
<p><b>If the whole school needs to close</b></p>	<p>Home learning will be the same as in the case of a class bubble isolating.</p> <p>If there is a requirement to make provision of key workers and vulnerable children, they will follow the same learning plan as the children at home.</p>

<b>Key Worker Vulnerable provision</b>
<p>In the event of a whole-school closure, we would provide childcare for identified Key Worker/Vulnerable children.</p> <p>This will be staffed by TAs with teachers focusing on providing remote learning.</p> <p>Capture of those who may be entitled to this provision will be organised immediately following the school's closure. This data will be collected by surveying parents and carers.</p>

<b>DfE guidance on remote education: summary of key points</b>
<ul style="list-style-type: none"> <li>Remote education, where needed, is <b>high quality and aligns as closely as possible with in-school provision</b>: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.</li> <li>Develop remote education so that it is <b>integrated into school curriculum planning</b>: 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 <b>are given the support they need to master the curriculum and so make good progress</b>.</li> <li>Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect <b>schools to have the capacity to offer immediate remote education</b>.</li> </ul> <p>In developing these contingency plans, we expect schools to:</p>



- Use a [curriculum sequence that allows access to high-quality online and offline resources](#) and teaching videos, and that is linked to the school's curriculum expectations
- Select the online tools that will be consistently used across the school in order to allow [interaction, assessment and feedback](#)
- Provide [printed resources](#), such as textbooks and workbooks, for pupils who do not have suitable online access
- 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.
- Set assignments so that pupils [have meaningful and ambitious work](#) each day in a number of different subjects
- 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](#)
- Plan a programme that is of [equivalent length to the core teaching pupils would receive in school](#), ideally including [daily contact with teachers](#).
- We expect schools to [avoid an over-reliance on long-term projects or internet research activities](#)

### Keeping Children Safe

Keeping our children safe continues to be our top priority. All staff have a continuing responsibility to promote and welfare of the children and protect them from harm.

This section details the measures and expectations to support remote learning so that children and staff are suitably protected.

### Guiding principles

During this period a number of principles remain the same:

- The best interests of the children come first
- Anyone who has a safeguarding concern must raise their concerns immediately with the Designated Safeguarding Lead (DSL) – Jacqui Palmer, Headteacher - or Deputy DSL – Kirsteen Dixon
- Children should be protected online
- Staff should adhere to the school's policies and ensure that they uphold the professional expectations of the establishment

### School Expectations for online learning

When using video conferencing tools with children to support learning and provide feedback:

- Staff should dress appropriately in line with school code of conduct
- Set appropriate boundaries and behavioural expectations and maintain professional standards
- Correspond professionally in tone and content
- Avoid conducting meetings with only one pupil. Where this is necessary additional adults should be present
- Contact should be through agreed online provider – Microsoft Teams
- Staff should ensure sessions are conducted in school or an open space. Never in a bedroom or personal space.
- Sessions should be within agreed timeframes that have been communicated to families and within



the normal school day.

- Where there are concerns on non-attendance these are followed up by staff and communications are recorded on CPOMs.



# ONLINE LEARNING AGREEMENT

At the start of every session staff will check that pupils are aware and will follow the online learning agreement.

For younger children it is expected that parents and carers will review the agreement with their child.

Times for online face to face sessions will be communicated by teachers to parents and carers.

Wherever possible parents and carers should ensure that children attend their allocated session.

Non-attendance will be followed up by classteachers.

Children will only be able to participate in sessions if parents and carers have provided email consent, sent directly to the classteacher.

If there is a breach of the safeguarding agreement online sessions will be stopped.

## **Child agreement**

1. I will treat others with respect at all times.
2. When online I will treat everyone as if I were talking to them face to face in the classroom
3. Messages that I will send will always be polite and sensible
4. I will not upload or post upsetting materials. If I am concerned about anything, I will report these concerns to my teacher or my parent
5. I will dress appropriately for video sessions
6. I will ensure that there is an adult close by when I am using online learning
7. I will not take photos or recordings of sessions
8. I will use Microsoft Teams or agreed online resources to communicate and submit work
9. I will not have video calls in my bedroom

## **Parent/Carer agreement**

1. I will ensure that my child is fully dressed in appropriate clothing and ready for their online session
2. During sessions I will ensure that all members of the household are aware the call is taking place so that language and behaviour is appropriate
3. I will ensure that an adult is with the child (same room – close vicinity) when online sessions are taking place
4. I will ensure that my child does not take calls in their bedroom and is in a communal part of the home.
5. I will make sure that my child logs off the system and does not use video conferencing inappropriately to communicate with peers
6. I will not take photos or recordings of sessions and ensure my child/children does not.
7. I will ensure that any concerns are communicated to the school.



# Weekly Learning Plan

Week beginning:

Teams will be used for feedback and discussion. Any live sessions will be preceded by an invitation in the team chat.

(Please ensure that you have read the school's online safeguarding agreement)

	<b>Daily Challenges</b>		
	It is expected that remote learning should follow a similar pattern to the school day with learning opportunities accessed in the morning and afternoon. Children should take regular breaks and take time to hydrate.		
	<b>English</b>	<b>Mathematics</b>	<b>Other subject</b>
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Weekly reading challenge	
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This plan provides an overview of daily challenges. More details will be provided each day on Teams.