



St Mary's Primary School

Remote Learning Contingency Plan - Autumn 2020

Background

The Department for Education (DfE) has produced guidance for schools on supporting remote learning where necessary. A summary of Key Points is set out below.

- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- 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.
- 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 schools to have the capacity to offer immediate remote education. In developing these contingency plans, we expect schools to:
 - 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.

Our Contingency Plan

Below we set out our plan for Remote Learning for small groups and for whole year group/bubbles or full school closure, based on our previous experiences and the feedback that has been provided to us from parents.

This information is to be used as a general guide and parents can expect further details of remote learning for their child, as and when it is required.

Families who do not have access to laptops or internet are asked to inform the school.

If a child is ill, we would not expect them to complete remote learning. With rest, they are more likely to have a speedy recovery and be able to return to school more quickly.

Individual Pupils or Small Groups Self-isolating

Work Provision

- Remote Learning will be available within 24 hours of the school being informed that a pupil is self-isolating as advised by Public Health England or NHS test and trace.
- Remote Learning will be accessed via the school website or Google Classroom
- Pupils will be set tasks each day which match the medium term planning for their year group. Tasks will be a mixture of digital based and non-digital based activity. They will reflect the broad curriculum that pupils receive when at school.
- The work set will focus on the objectives that are being covered with the pupils in attendance at school to support self isolating pupils with transitioning back into school.
- Class teachers will make use of White Rose Maths Resources, 'Busy Things', Mathletics & TTRS, Numbots, 'Oak National Academy' and 'BBC Bitesize' to provide pupils with activities and video supports for their learning.
- Where possible, teachers will set differentiated challenges or extension tasks in order to match individual pupils' confidence levels.
- For KS1, class teachers will indicate possible steps (which may include an indication of timings) that parents might take to support their child with their learning.

Feedback

- Class teachers will provide regular feedback to pupils via Google classroom or class email.
- Class teachers will call pupils who are self-isolating once a week, if they are needing to isolate for a week or more, to motivate and encourage them.
- Class email accounts will be used for parents to contact teachers with questions or concerns. Class teachers will endeavour to respond to questions or concerns during the same school day whenever possible.

Partial (whole year group or bubble) Closure or Full School Closure

Work Provision

- Pupils will be set tasks each day which match the medium term planning for their year group. Tasks will be a mixture of digital based and non-digital based activity. They will reflect the broad curriculum that pupils receive when at school.
- Remote Learning will be accessed via Google Classroom.
- Class teachers will provide an introduction to the learning each week.
- Class teachers will plan 'live' teaching sessions each week via 'Google Meet' (which will also be recorded in case pupils cannot join).
- Class teachers will direct to other pre-recorded support, which may be created by the class teacher or from one of the resources listed below.
- Class teachers will make use of White Rose Maths Resources, 'Busy Things', Mathletics & TTRS, Numbots, 'Oak National Academy' and 'BBC Bitesize' to provide pupils with activities and other support for their learning.
- Where possible, teachers will set differentiated challenges: to provide access to different work depending on children's confidence levels.
- For KS1, class teachers will indicate possible steps (which may include an indication of timings) that parents might take to support their child with their learning.

Feedback

- Class teachers will provide regular feedback to children via Google classroom or class email.
- Class email accounts will be used for parents to contact teachers with questions or concerns. Class teachers will be available to answer questions in two sessions daily: Morning 9am – 12pm; Afternoon 1pm – 3:30pm and will endeavour to respond to

questions or concerns by the end of the session that it was sent in, e.g. by the end of the morning if sent at 10am.

Attendance and Completion of Remote Learning

- Remote Learning is compulsory. Pupils are expected to log into Google Classroom everyday and to submit the work indicated by the class teacher.
- If a pupil is unwell and unable to complete any learning on a particular day while self-isolating, parents must report their child's absence via office@stmarys.rbksch.org by 9:30am so that their child is recorded as 'absent from learning' and the class teacher will not expect a piece of work submitted on that day.
- We have asked all families to contact the school office if they are unable to access online learning and the school will look at what support it can provide

EYFS

We are very aware that our Nursery and Reception children will require frequent parental support and intervention and that many activities they enjoy at home offer valuable learning opportunities; shopping, playing games, cooking and gardening are all excellent ways to enjoy learning.

The provision for our Early Years classes will be as follows

Class teachers will share the story of the week via Google Classroom, with activities related to the story as appropriate, including at least

- One writing or literacy based task
- One mathematics activity
- One exploratory or investigative activity
- One creative activity

The activities set will be a combination of digital and non-digital based tasks.

Children in reception will have two phonics lessons a week to introduce new sounds to practise.

Teachers will make use of White Rose Maths resources, Numbots, BusyThings, EYFS Home, Hungry Little Minds, BBC Tiny Happy People

In addition, children are expected to read daily and to practice writing their names focusing on letter formation.

Class email accounts are monitored daily and parents can use these to contact teachers with any questions or concerns.

Class teachers will contact families weekly during any period of full or partial school closure