



Little Plumstead CE VA Primary School

Remote Learning Plan



This remote learning plan is written in order to ensure that learning is continued in the event of lockdown, closure of bubbles or individual pupil isolation/shielding. This plan sets out Little Plumstead Primary School's intentions for remote learning whilst also acknowledging that some households have limited access to technology and will require hard-copies of work and resources. This plan also reflects the practicalities of teachers having a full time teaching commitment in the classroom while also supporting individual pupils to maintain their progress while learning at home.

This plan will be applied in the following instances:

1. An individual pupil is self-isolating because someone in their household is symptomatic or tests positive
2. An individual is required to self-isolate for a longer period of time (e.g. if required to shield due to extreme clinical vulnerability)
3. A group of children are self-isolating because of a case of coronavirus in school requiring the closure of a class bubble

N.B. If children themselves are too ill to attend school then they should not be expected to engage in home learning.

Aims of our provision:

- To meet the requirement and principles outlined in the DfE document [Guidance for Full Opening of Schools](#)
The Secretary of State has given a temporary continuity direction in order to require schools to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This will come into effect from Thursday 22 October 2020. Read the [remote education temporary continuity direction explanatory note](#) for more information.
- To ensure that pupils' learning continues in the event of lockdown, closure of bubbles and self-isolation.
- To enable pupils to continue to feel connected with their teachers and peers while learning from home.
- To be mindful of families' differing access to technology at home and provide learning in a format which is accessible to all.
- To provide remote learning in a way which meets safeguarding requirements.

Principles of planning for this provision:

- When planning curriculum content for each week, teachers will give due consideration to the possibility of needing to move their plans to remote learning.
- Planning will be carried out in line with our current curriculum mapping (adjusted to reflect teachers' formative assessment of pupils on return from lockdown).
- As a part of regular planning, teachers will consider how learning objectives to be taught can be supplemented by high-quality online resources such as those from the Oak National Academy and White Rose Maths.
- Other familiar resources such as Sumdog, Times Table Rockstars, Phonics Play and Charanga will also be used.
- These resources will be used in school as well as for remote learning in order to increase pupils' familiarity with them.

Software and online platforms

- At the start of the year remote learning will be provided via the class email accounts while the school implements plans to complete the setting up of access to Microsoft Classrooms for all pupils.
- During the Autumn term staff will be working in school to increase children's familiarity and confidence with using Microsoft Classrooms and a range of other software to complete learning tasks.
- This will include moving to setting homework via the Microsoft classroom platform so that children gain confidence in accessing the platform at home as well as in school (paper copies of homework will still be provided to those without access).
- Teachers will be receiving training during October in using this platform to provide remote learning and feedback on that learning.
- Children will be able to remain in contact with their teachers (and peers) through MS Teams and through class email accounts.
- *N.B. for the youngest children in Reception and Year 1, Tapestry will be the primary method of sharing remote learning as parents are already familiar with this platform and pupils have not yet developed the technical skills to make effective use of an online learning platform. Microsoft Classroom elements may be introduced later in the school year where appropriate.*

Access to technology

- The school acknowledges that some families do not have access to the technology required to access remote learning.
- A survey has been conducted to ensure that teachers know what each family has available in order to enable them to set learning which will be accessible.
- Where necessary, paper resources and learning packs will be provided and support given via phone calls rather than online meetings.
- The school is able to access technology to support pupils in certain circumstances and will order laptops for those eligible if a bubble is required to close. <https://get-help-with-tech.education.gov.uk/devices/how-to-order>

Expectations of Parents

- Parents are not expected to become children's full time teachers – however, given the age of our pupils there will be some parental support for learning required. This will especially be the case for younger pupils who are less able access learning independently.
- In the event of any form of isolation and loss of learning caused by coronavirus, parents must understand that **engagement in home learning is compulsory**, as is the expectations that the school make learning provision available and accessible to all. However, if children themselves are too ill to attend school then they should not be expected to engage in home learning.

Role of Designated Safeguarding Leads

- [Keeping Children Safe in Education 2020](#) sets out the requirement for Designated Safeguarding Leads to “help promote educational outcomes” for pupils.
- Engagement with learning, both in school and remotely when required, will form a regular part of discussions at DSL meetings.
- Designated Safeguarding Leads will explore barriers and offer support to families where children are not engaging with remote learning when it is provided.

Provision in each of the possible scenarios where remote learning is required:

If one child is isolating (short term absence either until a test result is received or full 14 days) while rest of class are still in school.	
Provision for learning	Safeguarding
<p>First day of absence:</p> <ul style="list-style-type: none"> • Child sent pre-prepared pack of core skills work linked to term on a page documents and curriculum maps for the current half term (this could include current spelling focus, Sumdog challenge etc). Packs should include sufficient differentiation to meet the needs of the majority of the class (e.g. through the three challenge levels used in classrooms). Teachers should prepare separate materials for any pupils requiring more specific differentiation to meet their SEND needs. • Child sent a timetable to structure their day which includes breaks of a comparable length to those in school, lesson times, collective worship, silent reading times etc. • In the short term, this will be saved on the server and can be emailed to parents as soon as first day absence is reported. For families with no access to the internet this will need to be delivered to the home by a member of staff by 1pm (following safety measures to prevent possible contact with Covid). • Once greater familiarity with Microsoft Classroom is established this will be able to be quickly sent to families by teachers through the online platform. • Class teachers will make contact with the family no later than 5pm on the first day of absence to discuss arrangements for the remainder of the period of isolation. <p>From second day of absence:</p> <ul style="list-style-type: none"> • Each day, children will receive from the class teacher work which is in line with the learning taking place in the classroom. • Work will be sent the day before to allow parents to see the learning materials prior to supporting their child. • The learning should include teaching of concepts being developed in classroom learning that day (especially for core subjects). This could be through a short teacher-recorded video or through an online lesson from Oak Academy, BBC, White Rose etc. which covers the same learning objectives. • Children will be provided with tasks to complete independently, linked to the concept taught. • Work should be returned to the teacher by email or Microsoft Classroom no later than 3:30pm so that it can be reviewed by the class teacher as part of regular end of day feedback and assessment. Ideally families will send work for each lesson as it is completed throughout the day rather than waiting to return it all at the end of the day. • Every child will receive daily feedback on their work in line with the school's marking and feedback policy. This could be a comment sent by email or added to a Microsoft Classroom document or uploaded to Tapestry (feedback could be written or an audio recording of verbal feedback) • Teachers will provide face-to-face contact via Teams with children twice a week. If children cannot access Teams at home this will be a telephone call. 	<ul style="list-style-type: none"> • School office to contact parents to ensure that a test has been accessed (or parents know how to access testing). • Parents encouraged to share the result of a test with the school as soon as possible. • If a child is entitled to benefit-related FSM – school to ensure that food is made available through the school kitchen. • If a child is vulnerable in any way, a DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks to be made via telephone call (recorded on CPOMS) <ul style="list-style-type: none"> • If a child does not engage with learning, class-teacher to initially contact parents to discuss obstacles and support. • If child continues to not engage, DSLs will contact the parent to offer support.

If one child is shielding (longer term absence due to clinical vulnerability) while rest of class are still in school.

Provision for learning

First day of absence:

- As for individual child isolating.

From second day of absence:

- As for individual child isolating.
- Teacher face-to-face video calls or telephone contact will increase to three times per week
- Use of Microsoft Classroom to provide online collaboration

Safeguarding

- As for one child isolating.

If whole bubble is required to close due to a positive case (length to be determined by external agencies advising – up to 14 days)

Provision for learning

First day of absence:

- As for one-child isolating.

In addition...

- Teachers will schedule a MS Teams meeting for all children and parents for some time during this day. In this meeting the teacher will discuss the remote learning arrangements and expectations. Reception and Year 1 will share a Zoom or Teams link via Tapestry. Paper packs of work will be prepared and distributed to children without access to technology.

From second day of absence:

- As for one-child isolating.

In addition...

- Teachers will host a daily Teams meeting at 9am for all children to attend – during this meeting the teaching will share the timetable for the days learning and outline the activities for the day.
- Teachers will place a greater focus when all children in their class are isolating on providing videos of their own modelling of concepts or live teaching of groups via Teams. Some use will still be made of external high quality online teaching resources.
- Teachers will be accessible to children through Teams during timetabled lesson times so that any issues or queries can be addressed. Teaching assistants (when available and not preparing resources for pupils without access to technology) will also access the Teams live lessons so that they can support children should this be required.
- Children will be encouraged to return their work at the end of each lesson for review and feedback.
- Teachers will schedule small group Teams meetings throughout the week to support those children needing additional input.
- There will be an additional end of day Teams meeting so that the Classteacher or TA can complete the reading for pleasure session.
- Children should be supported to access Collective Worship including joining the whole school Celebration Assembly and receiving Well Done Awards for their work.

Safeguarding

- As for individual child isolating.
- The school will apply for laptops etc from government for families who are eligible.

Additional support for pupils with SEND:

- Some pupils with SEND may need a greater level of differentiation for their learning at home.
- These pupils may rely more heavily on adult support in school and therefore are likely to need more support from parents with home learning.
- Teachers should aim to set learning which can be completed with some degree of independence.
- Where parental support will be required for home learning teachers should provide information to support parents which is clear and helpful to parents who are not trained educators (e.g. pronunciation videos for phonic sounds, instructions for precision teaching activities)
- Remote learning for pupils with SEND should reflect the children's current LSP targets and promote continued progress towards these.