

Federation of Grewelthorpe and Fountains C of E Primary Schools Remote Education Plan September 2020

In September 2020, all our classes returned to full-time education following the Covid 19 closure in March. Although we hope that the majority of our children will now have an uninterrupted experience, there is the possibility that an individual child, a class bubble, or the whole school, will need to self-isolate for a period of time. We have therefore put in place a plan for remote learning so that all children can continue with their education.

As cases of Covid 19 are rising across the country, we are following the guidance from the DfE, Public Health England and North Yorkshire County Council Health and Safety team in the days and weeks ahead. It is important to recognise that our staff are fulfilling a wide range of extra duties at this time including cleaning and additional supervision roles, planning and teaching for absent colleagues etc. Our Federation recognises this great commitment by our staff and is committed to making their working arrangements as manageable as possible in these unique circumstances. We will review our guidance regularly and make any necessary updates as circumstances and government advice changes.

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

Scenario 1: A child/staff member tests positive for Covid 19:

- Class/group bubble self-isolates for 14 days – includes all children and staff who have been working in that bubble and any child/staff member who has had more than 15 mins contact within a 2m distance with the person who has tested positive during the last 48 hours.
- All members of the family living with the child/adult who test positive must self-isolate for 14 days.
- Within 48 hours the school will provide remote learning for the class of children self-isolating at home. This may be a balance of online learning and home learning packs (hard copies or emailed resources)
- If the class teacher is well this may include some virtual teaching in maths and English that the school has agreed from its evaluation of last academic year's home learning during school closure.
- Where possible 1:1 learning feedback will be provided through telephone calls/Teams/email at least once per week.
- All children self-isolating must not leave home and must not attend the school site.
- Children with FSM who are self-isolating will be provided with weekly a 'hamper' by school.
- Children to be marked as self-isolating on the school's attendance registers – code X

Scenario 2: Child/Parent self-isolating because they are clinically extremely vulnerable:

- Headteacher must discuss with parent the reason for self-isolating, asking the parent to talk to their paediatric specialist, consultant or GP for advice.
- If advice from the health professionals is that the child should self-isolate, then the child will be coded as X in the attendance register.
- Within 48 hours of the child being absent from school the school will provide home learning for the child. This may be a balance of online learning and home learning packs (hard copies or emailed resources)
- If the rest of the child's class are not self-isolating, then the class teacher will not be able to provide virtual lessons. Every effort will be made by the class teacher to signpost the child to online resources such as Oak Academy, BBC Bitesize, White Rose Maths Hub, Timestable Rock Stars, and Reading Plus, where the child can engage with online teaching resources.
- If the child is in receipt of FSM a weekly hamper will be provided by the school.
- Class teacher will hold a 'keeping in touch' phone call each week

Scenario 3: Parents choose to keep their child at home because they are anxious that children in other classes/ bubbles have tested positive/or are being tested for Covid 19:

- The parents will be informed that they are choosing to keep their child/ren at home when they have not been advised by Public Health England that it is necessary for the children to self-isolate, and are therefore not following the government guidance that schools have to adhere to at this time.
- Parents will be advised that the school wants to work with the family to reassure them that the school environment is as safe as possible and it is important that the children don't miss school.
- Regular 'keeping in touch' phone calls will take place and where appropriate school leaders will encourage parents to agree to their children attending school on a part time basis, for a short period of time, to build confidence to return to full time schooling.
- If parents choose to keep their children at home, then the child's absence will be recorded as unauthorised in the attendance register in line with DfE guidance.
- Parents will be advised that in these circumstances the school cannot provide personalised home learning for their child but can only signpost the parents to online learning opportunities such as Oak Academy, BBC Bitesize, White Rose Maths Hub, Timestable Rock Stars, and Reading Plus etc.
- If the child is in receipt of FSM a weekly hamper will be provided by the school.

Recovery Curriculum

Tier 1

First week of term:

- Class teachers to focus on settling the children back into school
- Reading with individual children and one to one reading/phonics assessments to begin.
- Review of children's knowledge of instant recall facts/timetables knowledge in maths.
- PE curriculum to begin to support children's health and well-being.

Week two:

- Continuation of Reading with individual children and one to one reading and phonics assessments.
- Teachers in Y1-6 to begin to carry out assessments in reading and maths from the end of the previous year's curriculum (Hodder).
- Continuation of focused review of children's knowledge of instant recall facts/timetables.
- Short sessions in the afternoons to tackle/diagnose children's learning gaps in reading, writing and maths from the previous year's curriculum in the afternoon.
- Contrasting practical foundation subjects including PE to be taught in the afternoon/ A full curriculum to be taught taking account of the school's risk assessments.

Week three:

- Teachers in Y1-6 to begin to carry out assessments in reading and maths from the end of the previous year's curriculum (Hodder). These diagnostic assessments to be used to identify gaps in learning (either for whole groups or individuals) and to inform future planning and the school's catch-up strategy.
- EYFS to start to complete CEM Baseline assessments.
- Contrasting practical foundation subjects including PE to be taught in the afternoon/ A full curriculum to be taught taking account of the school's risk assessments

Week four onwards:

- Class teachers to use information gathered through diagnostic assessments and informal formative assessments such as quizzes, multiple choice activities written by teachers to gauge recall of essential knowledge etc in order to plan teaching and learning over the coming weeks. This will involve a range of approaches such as:
 - Revising prior learning.
 - Daily basic skills practice.
 - Planning new learning which takes account of any 'missing essential knowledge' from the previous year.
 - Targeted group planning to focus on missing essential knowledge from previous year's curriculum.
 - Organised sequences of teaching provision for groups to ensure "catch up".
 - Using foundation subjects to support and practice basic skill development such as specific reading objectives (fluency, comprehension, SPAG, vocabulary development, handwriting etc).
 - Continuing to use short sessions in the afternoon to tackle children's learning loss in reading, writing and maths from the previous year's curriculum.
- Contrasting practical foundation subjects including PE to be taught in the afternoon/ A full curriculum to be taught taking account of the school's risk assessments

Tier 2

These children are entitled to a curriculum which mirrors as closely as possible the learning taking place within the class.

Class teachers will create a remote learning plan alongside their weekly planning. This will be uploaded onto the class pages of the school website at the beginning of each week so children can access it at any point as required.

The remote learning plan will include:

- Links to English and Maths lessons on BBC Bitesize, the Oak National Academy or White Rose Maths. The objectives will be the same as those being covered in class that week.
- As far as possible, science, history, geography/chosen foundation subjects will also link to what the children would have been learning in class. The knowledge organisers for each 'topic' will support parents/ children with some of the key knowledge and vocabulary. The remote learning plan will include objectives and also specific activities the children can carry out.
- Where appropriate, paper copies of the tasks will be available for children without access to a suitable electronic device or connectivity. All children, regardless of access to IT, will be provided with a 'Home Learning' exercise book. In the event of a short absence, children will be able to

bring their work back into school with them for feedback. In a more prolonged absence, some children may be able to submit some of their work via the class email address and can also bring in their work- book on their return to school. This will help class teachers to judge the child's engagement in learning and identify any areas where a child may need extra support on their return to school.

- It will not be possible for teachers to provide live lessons for these children as they will be teaching the children who are in school.

Tier 3

If it is necessary to close a bubble then the children will be provided with a two-week unit of work. This will link to the child's year group national curriculum expectations. Any tasks set will be meaningful, ambitious and sequenced in such a way that enables the children to develop skills and knowledge incrementally and will include clear objectives for each subject in the unit of work. As a minimum the units of work will include:

- Daily English and Maths learning and links to video lessons where appropriate.
- Teachers will send links to video lessons in English and Maths from the Oak National Academy, BBC Bitesize and White Rose Maths. Objectives will be from the child's year group national curriculum expectations but not necessarily linked to their current learning.
- English should include reading, writing, SPAG and handwriting.
- Maths work should include arithmetic, mental maths, fluency, problem-solving and reasoning.
- A weekly Science lesson
- Topic work- where possible, linked to the children's current learning and building on skills and knowledge already taught. This learning will include clear objectives and links to quality resources. Where possible, these will link to the children's current learning.
- Physical activity (ideas for how to stay active during their time at home)
- Where possible, and if the class teacher is well, the teacher will organise a time for children to discuss their work, receive support and feedback and ask any questions they might have. This may be via a phone call, email communication or small-group Teams meetings. In preparation for this, all parents will be expected to confirm that they have read and agreed to the school's agreed protocols for these sessions.

Tier 4

In the first instance, the same approach will be taken as in the collapse of a bubble.

This will be reviewed, taking into account the length of the closure, to possibly include some live lessons delivered by the class teacher and/or pre-recorded film clips

Throughout the coming months of uncertainty and possible on-going disruption to learning for some pupils, the following fundamental principles will apply.

- Strong teaching remains the single most important factor in addressing learning gaps and improving outcomes for our pupils.
- Clear explanations, explicit instruction, scaffolding of learning, flexible groupings in class to take account of different learning needs are key strategies used within the classroom.
- Detailed on-going assessment (diagnostic/standardised assessments and low-stakes assessments such as quizzes, questioning and daily interactions etc) of children's learning to ascertain what has been forgotten or what has not previously been securely learnt due to school closure or extended on-going absences due to self-isolation.
- A broad and balanced curriculum, with a focus on literacy and numeracy (including across the curriculum) is an entitlement for all pupils.
- Communication and engagement with parents will be a priority. Curriculum information, meet the teacher events and parent teacher consultations will continue, using technology and one to one conversations as appropriate.
- Interventions and 'catch up' will be planned to meet the on-going needs of pupils throughout the year. This will take account of lost learning during lockdown and any on-going lost learning for individuals and groups as a result of self-isolation and will include support for social, emotional and behavioural aspects of learning.
- CPD for staff will be a priority, and will be focused on individual need as well as on whole school priorities identified through feedback.

The expectation of lessons will be:

- Morning maths session
- Daily maths lesson
- Daily English lesson
- Daily phonics lesson (Foundation Stage and Key Stage 1)
- Daily spelling lesson (Key Stage 2)
- Daily reading
- Each day there will be a lesson for one of the foundation subjects (science, history, geography, music, computing, art)

Parents are asked to give as much notice as possible of a child's absence to allow the class teacher to prepare the resources for home learning. In some cases, lessons may be sent out a day in arrears to allow the class teacher to video/record the actual lesson taught in school if this will be more beneficial to the child at home.

Subject	Weblink	Details
Morning maths	https://grantleyfountains.co.uk https://grewelthorpeschool.co.uk	For individual children, bubbles or whole school isolations, teachers will set a number of arithmetic questions each day. These will be aimed at providing deliberate practice to develop fluency.
Daily Maths lesson	https://whiterosemaths.com/homelearning/ https://trockstars.com https://play.numbots.com/#/intro	White Rose Maths are publishing home learning videos and resources that link to the same sequence of lessons being used in school. In the event of a partial or full closure, or a child self-isolating because of the closure of a bubble, the teacher will upload learning videos/notebooks/powerpoints to communicate lesson objectives, provide modelled examples and will include resources/activities

		<p>Where necessary, teachers may provide additional resources to support children's individual needs.</p> <p>Children in Years 1-6 should also spend 10 minutes each day practising Times Tables using Times Table Rockstars.</p> <p>Children in Reception, Years 1 and 2 may also want to use NUMBOTS to secure maths skills.</p>
Daily phonics lesson (Reception and Year 1)	https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K - niWw/featured?disable_polymer=1	<p>In the event of a full or partial closure teachers will either record a video of the daily phonics lesson for children to watch at home, or direct parents to the appropriate English Hub Letters and Sounds video.</p> <p>In the case of an individual child self-isolating the teacher will inform parents which of the English Hub Letters and Sounds videos are the relevant ones to use.</p>
Daily English Lesson	https://grantleyfountains.co.uk https://grewelthorpeschool.co.uk https://www.pobble365.com	<p>In the event of a full school or bubble closure, teachers will provide an input to the English focus each day. This may be written instructions, a video introduction or a voice recording.</p> <p>For individual children isolating, lessons will have a grammar focus using Pobble 365 resources.</p>
Daily Spelling (Years 2 – 6)	https://spellingframe.co.uk	<p>In the event of a full or partial closure and for individual children who are isolating, teachers will provide spellings for the children to work on.</p>

		Children can also access spelling frame to play games to support their spellings work.
Daily reading	https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/ https://wordsforlife.org.uk/virtual-school-library/ https://www.readanybook.com/genre/children-10 https://www.getepic.com	<p>In the event of full or partial closure, children in Reception and Year 1 will be given 3/4 phonically decodable books at the relevant level.</p> <p>Children in Years 2-6 will have their own reading books and can also access free online books on the websites listed. They will also be able to access AR quizzes.</p>
Foundation subjects	https://grantleyfountains.co.uk https://grewelthorpeschool.co.uk https://www.thenational.academy https://www.bbc.co.uk/bitesize/this-terms-topics	<p>In the event of a full or partial closure and for individual children who are isolating a foundation subject lesson will be provided each day. This may be a lesson delivered by the class teacher, with an input given in writing, through verbal instructions or via video. If a lesson related to the topic being taught in school is available on the Oak National Academy, your child will be directed to this resource.</p>

Contact with Teachers

In the event of a whole school or bubble closure, teachers will be in contact with students daily to offer feedback via the class email system. Teachers will hold weekly live sessions on Microsoft Teams at the start of the week to summarise the learning for that week. Timings for the sessions for each class will be staggered to support families with access to only one device.

Access to Technology at Home

If a child does not have access to a computer/laptop and/or the internet, the school will do all it can to support children and will provide paper packs of learning. Where funding can be accessed, remote devices (eg, laptops) and/or 4G connections will be sought, particularly for disadvantaged children.

Logins to Online Learning Platforms

The school subscribes to a number of online learning resources which can be accessed at home. It is essential that children and parents have access to all the relevant login details so that they are immediately available in the event of a closure of self-isolation. The login details will be stuck into children's workbooks/reading records.

Login details that will be included are:

- Microsoft Teams
- Purple Mash
- Times Tables Rockstars (KS2)
- SumDog

Monitoring Engagement with Remote Education

It is important that children engage with the remote education provided so that they don't fall back with their learning, however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or limited access to technology amongst other factors.

Communication is essential and we would ask that if there are circumstances that mean a child cannot engage at least partially with the remote education that their parent speaks to the teacher. We can then work together to find a means of providing remote education that works for that family's circumstances.

Parental User Agreement for Remote Learning

This agreement outlines the conditions which will apply should we provide online face-to-face sessions to further enhance our provision.

To facilitate online conferencing during school full or partial closure, parents should support pupils by:

- providing children with a workspace that is quiet, safe and free from distractions with an adult nearby
- making sure your children are dressed appropriately (school uniform is not necessary)
- ensuring that face-to-face communication via Teams is timetabled in advance
- Parents may not record, share or comment on public forums about individual teachers or pupils.

By allowing your child to log on, you are accepting this agreement and acknowledge that you have shared this document and discussed Face-to-Face Learning with your child.