



## Covid-19 Remote Learning – Curriculum Continuity Offer Updated January 2021

This document outlines our contingency plans for remote education, should pupils need to access this due to needing to self-isolate in the event of a positive Covid result, bubble or whole-school closure. It is our intention during the Autumn Term and Spring Term to ensure pupils and families are equipped in order to easily transition into remote learning, should this become necessary.

Previous actions (All completed)	<ul style="list-style-type: none"> <li>• A parent / guardian for each child will sign the Trust home user agreement in order to have these in place prior to a bubble closure or whole school closure. ✓</li> <li>• All teachers to group their classes into 5 remote learning groups that remain for the same for English, Maths and Curriculum. ✓</li> <li>• Phase leaders to have these electronically in the event that a bubble closes the office can provide parents with the timetable and expectations as part of the communication process. ✓</li> <li>• All new children to be signed up to class Dojo and any parents who were disconnected or did not connect supported to join. ✓</li> <li>• Teachers to spend time demonstrating the use of Class Dojo and Microsoft Teams for any children who are unsure. Where appropriate and possible, use of these resources should be integrated into normal learning in school. ✓</li> <li>• Vice Principals to identify any families who lack access to IT equipment and liaise with TMET. Devices will be allocated as necessary ahead of time. ✓</li> </ul>
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### Process

The following 6 scenarios are those which could happen at some point in 2020-21. Please see the actions we have agreed for each scenario.

Please note this applies to children in Reception to Year 6.

Scenarios	Remote learning action
1. A child remains off-school as the family are awaiting the outcomes of a Covid test.	No action during waiting period.
2. Child returns a positive test or has been in close contact with a positive case outside of school. (14-day isolation).	See <b>Section A</b> (Teacher work pack) <b>THIS DOES NOT APPLY IN 04.01-18.01 period as face to face teaching is offered.</b>
3. Class bubble is closed due to a positive case being identified. (14-day isolation).	See <b>Section B</b> (Class bubble closure)
4. Class bubble closed and COVID related anxieties 04.01-18.01.2021	See Section C <b>THIS ONLY APPLYS IN THE TIMEFRAME 04.01-18.01</b>
5. The whole-school is closed due to a Covid outbreak or government decision.	See <b>Section C</b> (Whole-school closure/KWV provision)
6. A child is off school for a longer period of time than stated above. (individual circumstances).	See <b>Section D</b> (Meeting with VP to arrange longer-term remote learning)

### **Section A**

*Child returns a positive test or has been in close contact with a positive case outside of school.  
(14-day isolation).*

Children will receive an electronic work pack at the beginning of their isolation. This will be sent to them by the school office (Saved on the S: drive). Work packs are made by teachers during PPA and will cover a 14-day period.

There are clear expectations outlined on the work packs that children will need to engage. If we haven't heard from children/parents for three days, they will be contacted by a Vice Principal.

### **Years R – 1**

Video led sessions teaching children key concepts or revisiting learning – x4

Improve counting and understanding number sequences – x2

Apply current or mastered learning in a practical way – x4

Reading/phonics focus taken from English planning – x6

Spellings/sight words/ common exception words – x3

Letter formation work/ fine motor skills – x2

Topic Challenges – x2

Sticky words – x2

Science – x2

PE x3

Reciprocity

### **Years 2 - 6**

Video led sessions teaching children key concepts or revisiting learning – x4

Improve counting and understanding number sequences – x2

Apply current or mastered learning in a practical way – x4

Reading focus taken from English planning – continuation of learning to be uploaded to Dojo – x2

Home reading – x2

Grammar punctuation and spelling expectations– video led sessions linked to in school planning – x4

Writing focus from English planning – creative writing from prompt using toolkit (not related to in school writing) – x2

Topic Challenges x2

Sticky Words x2

Science x2

PE x3

Reciprocity

Children are expected to upload these do Dojo on a daily basis and teachers will respond to the work uploaded every 48 hours.

## Section B

*Class bubble is closed due to a positive case being identified. (14-day isolation). Or whole school closure.*

**Expectations for parents and staff:** *(NB this may change if the teacher becomes unwell)*

Sessions for EYFS follow the start times but may be shorter as developmentally appropriate.

Timetable- Monday- Thursday			Timetable – Friday
8.30-8.40	Post Class Dojo tasks	Not to be completed until after live session	<b>3 Dojo challenges set by teachers</b>  8.30 – Fitness Friday zoom link for all 9am - Assembly via zoom for infants 9.30am – Assembly via zoom for juniors  9.30-11 pastoral teacher drop ins (phone calls) including non-engagement. All others to be on a rota to be spoken to every month.  11-11.30 Class Golden time!! Children choose a session -Session 1. Class shout outs will be done in this session.  11.30-12 Class Golden time!! Children choose a session -Session 2. Class shout outs will be done in this session.  <b>PM – Teacher PPA including updating virtual register for the week.</b>
8.40 – 9.10	Session 1 English	9.10-9.20 teacher respond to group 1 questions/Dojo	
9.25-9.55	Session 2 English	9.55-10.05 teacher respond to group 2 questions/Dojo	
10.10 – 10.40	Session 3 English	10.40-10.50 teacher respond to group 3 questions/Dojo	
10.55-11.25	Session 1 Maths	11.25-11.35 teacher respond to group 1 questions/Dojo	
11.40-12.10	Session 2 Maths	12.10-12.20 teacher respond to group 2 questions/Dojo	
12.25-12.55	Session 3 Maths	12.55-1.05 teacher respond to group 3 questions/Dojo	
1.05-1.45		LUNCH	
1.45-2.15	Topic	Session 1 (ch can chose session- class channel) Including daily EYFS class shout outs	
2.15-2.45		Session 2 (ch can chose session- class channel) Including daily EYFS class shout outs	
2.45-3.30		Teacher to respond to Dojo	

### Expectations of staff

- In the event of a bubble closure, teachers and children will use Class Dojo and Microsoft Teams.
- Class Dojo - Teachers (who are self-isolating) will set three challenges per day: MAKE CLEAR THAT THESE ARE NOT TO BE COMPLETED UNTIL AFTER THE TEAMS INPUT. An English challenge, a maths challenge and a curiosity challenge (sticky curriculum and wider curriculum). The curriculum subjects which are being covered in school will continue wherever possible.
- The challenges set will be in-line with the curriculum that would be taught in school and link to their live learning session. Examples and modelling will be provided through live learning on TEAMS in order to make tasks explicitly clear to pupils and parents so that children can be supported in the best way possible. Follow up activities will be provided via dojo for independent learning, these should be posted onto Dojo by all children.
- For English and Maths, teachers will run 3x small group coaching sessions via Teams with up to 10 children at a time each session will last 30 minutes and 4x 20 minute smaller group sessions for the EYFS. This is to ensure all children, especially those with English as an Additional Language, receive tuition in a group with minimal interruption and maximum teacher time. For the afternoon Topic session, the class teacher will run a 30-40 minute whole class input session. *NB this offer could change if the teacher becomes unwell.*
- Teachers will give live feedback on tasks via Teams during each session after each task in line with our daily home learning timetable. Any additional tasks uploaded will be approved by the teacher but may not be commented on by the class teacher. Comments on class Dojo learning posts will be specific and a stretch or a probing misconception question given (one per child per day).
- A daily 'Story Session' will be shared as a pre-recorded video via Class Dojo at 3:10pm. This responsibility will be shared amongst the year group team and a rota created.
- A tracking grid for engagement and participation will be maintained, overseen by the VPs.

- Keep a register daily as per the live engagement on the spreadsheet. Class Dojo updates to be completed daily and reviewed at the end of the week for any cluster uploaders.
- Attend staff meetings weekly via Zoom as per the usual meeting schedule

**Expectations of parents:**

- Log on to dojo each morning by 8:30 to view the challenges for the day and to stay in touch with school updates starting on the 1<sup>st</sup> day of self-isolation/closure.
- Support your child to log on to teams to access remote learning sessions.
- Contact school if your child tests positive for COVID.
- Make the school aware if your access to devices and/or internet is limited and you need additional support.

**Section C – 05.01.2021-18.01.2021 only – partial closure**

Online provision ST for all bubbles that are closed and none attenders:

- N- Mrs Bale
- R- Miss Hill
- 1 -Mrs Vanmali
- 2- Mrs Goulding
- 3- Miss Thomas and Mrs Pickering
- 4 – Mr Davis/Miss Hafiji
- 5 – Miss Bowe
- 6 – Miss Rowe

8.30 LOs and independent activities posted on dojo

9am-9.45- English input for all (including phonics where required) Children then complete work independently (EYFS will do 2 smaller groups one at 9-9.20 and the second at 9.20-9.45 - invites will follow for this)

10.30 - 11 - Maths input for all. Children then complete work independently

11-12 teachers start responding to AM dojo posts

1-1.30 - topic input for all. Children then complete work independently

2- 2.30 - story time (video posted)

2.30-4 teachers respond to dojo posts

This will feel less interactive on teams but still interactive through class dojo. Emma and Amanda please let teachers know how to do a year group teams group to then share that information with me to add to my letter to parents. I want to send around midday if possible. After this letter has gone, virtual teacher please introduce yourself on your year group dojo and reshape the info and timetable for the rest of the week.

The timetable will be Monday – Friday AM Maths and English and Mon-Thursday PM session. There is no live learning on a Friday afternoon.

**Key worker provision for closed classes will be run by:**

Sarla, Rekha, Trupti (N,R, 1)

Aisha + Kat and Claire – children in Year 3/4

Leah – children in Year 5

## Section D

*The whole-school is closed due to a Covid outbreak or government decision.*

### If the school has to close:

In the event of a whole-school closure, teachers and children will revert to using class Dojo and Microsoft Teams (**following the approach detailed in SECTION B**).

In addition:

We will make provision for Key Worker and Vulnerable children; they will follow the same learning plan as they would do at home, using school iPads to access Teams and Dojo. The adults in charge of this will support with uploading work to Dojo. This will be staffed by HLTAs/TAs and overseen by Dan Hansen.

*\*It may be necessary for the school to close for a short period of time to undertake a deep-clean. If this is the case then the above may not happen and this decision will be made by the Principal.*

VPs will identify all children entitled to this provision, with a final list being created 48 hours after the school's closure. VPs will generate this list based on those accessing the provision in 2019/20 and understanding of the current needs of children and families in school.

An additional capture of those who may be entitled to this provision either because they are new or due to a change in circumstances will be organised immediately following the school's closure. This data will be collected by email.

## **Section D**

*A child is off school for a longer period of time than stated above. (individual circumstances).*

There are a number of individual circumstances affecting individual families and children. Where this is the case, a telephone discussion will take place with the Vice Principal to determine the most appropriate way of the child/ren continuing their remote learning.

As these cases are based on individual circumstances, the details for each case will be discussed with the VP.

### **DfE guidance on remote education: summary of key points**

- 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 activities**.

Remote education: overarching principles

- **Curricular alignment:** remote plans follow precisely the same sequence as face-to-face enactment of the curriculum
- **High quality resources** that mirror those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps (avoiding long-term project type tasks). This includes the use of videos
- **Feedback and assessment of learning** should remain regular, in line with normal curriculum expectations