

Remote Learning Plan for Capenhurst CE Primary School



From 22 October, schools must provide immediate access to remote learning to any pupils who can't attend school due to coronavirus (COVID-19). This includes where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home.

Taken from DfE guidance (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>)

The guidance states that for individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). In the event of a local outbreak, the PHE health protection team or local authority may advise school to close temporarily to help control transmission. Schools will also need a plan should there be a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.

In developing these contingency plans, the DfE places a series of expectations on schools in terms of content, delivery, monitoring engagements and accessibility for the whole school community. From that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. They also have a range of specialist content for pupils with SEND that parents can be directed to as appropriate.

This document will outline our response to the need for remote education in such eventualities as noted - in case of self-isolation, class lockdown, school lockdown or localised lockdown.

| Scenario | Expectations where a whole class and their teacher need to isolate or in the event of a full lockdown | Expectations if children need to isolate due to a positive test in their household or through 'test and trace' | If children are isolating whilst waiting for test results |
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| English, Maths expectations and other subjects expectations | <p>In this scenario teachers will provide the following:</p> <ul style="list-style-type: none"> • Work will be set daily with an English, maths and science/foundation subject activity for each day. • Work will be a combination of online lessons from The Oak National Academy (https://www.thenational.academy/) and similar (e.g. White Rose - https://whiterosemaths.com/homelearning/) or pages from a set of CGP books. • Work will match, as closely as possible, that intended to be covered in class. | <p>In this scenario teachers will provide the following:</p> <ul style="list-style-type: none"> • Work will be set in weekly blocks (5 days) with an English, maths and science/foundation subject activity for each day. • Work will be a combination of online lessons from The Oak National Academy (https://www.thenational.academy/) and similar (e.g. White Rose - https://whiterosemaths.com/homelearning/) or pages from a set of CGP books. | <p>Teachers will have prepared a pack containing at least 2 days' worth of work which can be found on the child's Google classroom. This can be accessed immediately for families who have a child isolating whilst waiting for a test result. Families will be directed to this when they notify school of their child's absence.</p> |

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| | <ul style="list-style-type: none"> Phonics sessions from https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw will be selected to support pupils in EYFS/KS1 <p>Work will be set by the teacher using Google classrooms and children will return it using Google classrooms.</p> <p>Each morning, at an allocated time, the class teacher will meet with their class using zoom. They will explain the plan for the day, talk through any common successes or misconceptions if appropriate and share general news, e.g. celebrate a birthday or similar as they would if in school.</p> | <ul style="list-style-type: none"> Work will match, as closely as possible, that being covered in class. Phonics sessions from https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw will be selected to support pupils in EYFS/KS1 | |
| How are we ensuring families can access the work? | Class teacher would check with families that they can access the work. Where this is not possible, the school will attempt to support with technology. If families do not have access to the internet, a paper pack will be provided. Teachers should have a pack of work ready for these families so that they can have 2 weeks of age appropriate work in this scenario. | Class teacher would check with families that they can access the work. Where this is not possible, the school will attempt to support with technology. If families do not have access to the internet, a paper pack will be provided. Teachers should have a pack of work ready for these families so that they can have 2 weeks of age appropriate work in this scenario. | If families do not have technology then they can collect a pack of printed work or have it delivered. |
| How will we support pupils with SEND? | Where children have additional needs that would normally be supported by a teaching assistant, e.g. EHCP/top up funding, we will provide additional support from support staff remotely if appropriate and necessary. | Where children have additional needs that would normally be supported by a teaching assistant, e.g. EHCP/top up funding, we will provide additional support from support staff remotely if appropriate and necessary. | Where children have additional needs that would normally be supported by a teaching assistant, e.g. EHCP/top up funding, we will provide additional support from support staff remotely if appropriate and necessary. |
| How will we support the Early Years? | Appropriate learning and tasks provided by EYFS staff and posted on Class 1's Google classroom. Parents can respond and upload work/photos using Google classrooms. Packs of work will also be provided – named for children which can be collected from school. Phonics support will be accessed using - https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw) Support, feedback and submission of work will be as for other year groups. | Appropriate learning and tasks provided by EYFS staff and posted on Class 1's Google classroom. Parents can respond and upload work/photos using Google classrooms. Packs of work will also be provided – named for children which can be collected from school. Phonics support will be accessed using - https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw) Support, feedback and submission of work will be as for other year groups. | Appropriate learning and tasks provided by EYFS staff and posted on Class 1's Google classroom. Parents can respond and upload work/photos using Google classrooms. Packs of work will also be provided – named for children which can be collected from school. |

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| <p>How are we ensuring sequential learning?</p> | <p>The work that is provided on Google classrooms will be planned to be sequential and to be as close as possible to the intended learning that would have taken place in school during the same time period.</p> | <p>On their return to school, school children will be invited to a session where staff will go through their work and check understanding. Any identified gaps or misconceptions can be addressed appropriately within the capacity of staff available in school.</p> | <p>Work set in these days will be open-ended and cover previous learning to provide opportunities for over-learning and consolidation. The work will not be directly linked to the learning taking place in class on the days the pupil is absent in order to manage workload for staff in school who will be present teaching the class. On return teacher/support staff will work with children to ensure catch up on any missed learning.</p> |
| <p>How will this be delivered if the regular teacher is ill?</p> | <p>Another member of teaching staff would pick up this work. In this case there may be a delay in the work being available from the first day of absence.</p> | <p>Another member of teaching staff would pick up this work. In this case there may be a delay in the work being available from the first day of absence.</p> | <p>Work will be available as soon as possible. Staff will review which children have accessed the work and change the learning pack as required. If necessary, another member of teaching staff would pick up this work.</p> |
| <p>How are we able to feedback to pupils?</p> | <p>Teachers will feedback via Google classrooms and give general comments and praise during the morning zoom chat. Children are to ensure that work is turned in before 2.30pm on the day it is set to give the teacher time to review it before setting the following day's work. Any work turned in after this time may not be reviewed on that day.</p> | <p>Staff (not necessarily teacher) will speak to pupil or parent (by telephone) at start of confirmed absence to explain work. Then again at the start of the next block of learning. Feedback on submitted work will be provided using Google classrooms at the end of each 5-day block of learning. Child's understanding will be checked on return to school.</p> | <p>Work will be checked on return to school.</p> |
| <p>How do we ensure that pupils are provided with frequent, clear explanations of new content?</p> | <p>Teachers will meet with their class at an allocated time in the morning of each day. They will then be able to provide feedback and comments via Google classrooms as work is submitted by the children.</p> | <p>Staff (not necessarily teacher) will speak to pupil or parent (by telephone) at start of confirmed absence to explain work. Then again at the start of the next block of learning.</p> | <p>Work will be short notice and pupils will be able to access either independently or with adult explanation.</p> |