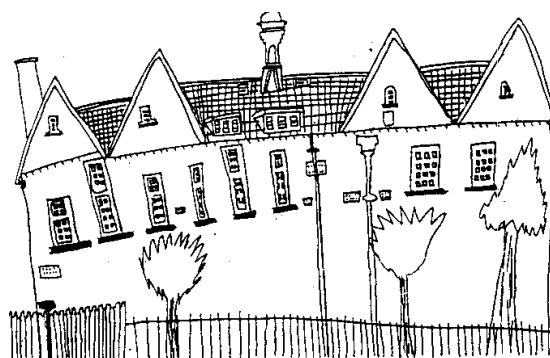# Contingency Plan for Remote Learning at Letchmore Infants and Nursery School

January 2021

DFE **GUIDENCE** STATES THAT –

Remote education support

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. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

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
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- 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

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources 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

- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a program that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

At Letchmore Infants and Nursery school we have created a plan to ensure that all children can access learning at all times.

- We have planned to ensure that children can maintain remote contact with their class teacher and friends when possible to ensure social needs are met
- We have ensured that we can maintain communication with all our families using Parentmail, website, Google Classroom and telephone
- We have unique plans for each year group, taking into account the age of the children and appropriateness of the resources
- We will be continuing to support our families by signposting them to relevant external agencies
- We will aim to support families who cannot access electronic devices by providing paper packs when necessary
- We will ensure our families know that the work is available to be completed as long as the child and their family are fit and well enough to do so.
- We will offer appropriate training to our staff to ensure they have the knowledge and skills to deliver remote learning.

Nursery

Remote learning for individuals who are self-isolating will consist of –

- Home learning for the week will be uploaded to the school website or Google classroom on a Monday to ensure that self-isolating families can plan for the whole week ahead
- There will be a PowerPoint that explains the weekly activities and any associated links to web pages
- Daily activities will include a Daily Challenge and a group activity that will be linked to the work in school
- Links to any sites to provide appropriate material for the children – for example Oak Academy
- Identified SEND children will be contacted by either the class teacher or the Head of Inclusion to discuss personalised learning

Remote learning for the whole year group in the event of Nursery closure will _also_ include –

- Videoed story recorded for the children from a staff member
- Personal phone call from a practitioner once in a 2 week period (if possible)

Reception

Remote learning for individuals who are self-isolating will consist of –

- Home learning is uploaded to Google Classroom on a Monday to ensure that the self-isolating families can plan for the whole week ahead
- There will be a PowerPoint that explains the activities and any associated links to web pages
- Additional PowerPoints will be uploaded to support the individual lessons
- Daily activities will include a Maths, Phonics and Literacy task and weekly music, PE, PSHE and Forestry School activity
- Home reading texts will be set via Bug Club at the children's individual level
- Identified SEND children will be contacted by either the class teacher or the Head of Inclusion to discuss personalised learning

Remote learning for the whole year group in the event of Reception closure will <u>also</u> include –

- Daily G Meet session with the class teacher for all to introduce the days learning activities, review the previous day and aid virtual social interaction with peers
- Learning opportunities shared via Google classroom that can be submitted back to the teacher via email or Google Classroom
- Level appropriate reading books allocated to children on Bug Club
- Activities on Purple Mash/Mini Mash set for children to complete remotely
- Videoed story recorded for the children from a staff member or shared on G Meet
- Personal phone call from their class teacher once a week (if possible) for the children who are not accessing the G Meet sessions

Year One

Remote learning for individuals who are self-isolating will consist of –
- Home learning is uploaded to Google Classroom on a Monday to ensure that the self-isolating families can plan for the whole week ahead
- There will be a PowerPoint that explains the activities and any associated links to web pages
- Additional PowerPoints will be uploaded to support the individual lessons
- At least 4 task will be set for each day which will include, Maths, English, Phonics, Topic, PE and PSHE
- Identified SEND children will be contacted by either the class teacher or the Head of Inclusion to discuss personalised learning

Remote learning for the whole year group in the event of Year One closure will also include –

- Daily G Meet session with the class teacher for all to introduce the days learning activities, review the previous day and aid virtual social interaction with peers
- Learning opportunities shared via Google classroom that can be submitted back to the teacher via email or Google Classroom
- Level appropriate reading books allocated to children on Bug Club
- Activities on Purple Mash set for children to complete remotely
- Videoed story recorded for the children from a staff member or shared on G Meet
- Personal phone call from their class teacher once a week (if possible) for the children who are not accessing the G Meet sessions

Year Two

Remote learning for individuals who are self-isolating will consist of –

- Home learning is uploaded to Google Classroom on a Monday to ensure that the self-isolating families can plan for the whole week ahead
- There will be a PowerPoint that explains the activities and any associated links to web pages
- Additional PowerPoints will be uploaded to support the individual lessons
- At least 5 task will be set for each day which will include, Maths, English, Phonics PE and Topic,
- Reading comprehension activity
- Identified SEND children will be contacted by either the class teacher or the Head of Inclusion to discuss personalised learning

Remote learning for the whole year group in the event of Year Two closure will <u>also</u> include –

- Daily G Meet session with the class teacher for all to introduce the days learning activities, review the previous day and aid virtual social interaction with peers
- Learning opportunities shared via Google classroom that can be submitted back to the teacher via email or Google Classroom
- Level appropriate reading books allocated to children on Bug Club
- Activities on Purple Mash set for children to complete remotely
- Videoed story recorded for the children from a staff member or shared on G Meet
- Personal phone call from their class teacher once a week (if possible) for the children who are not accessing the G Meet sessions

Remote education provision: information for parents – FAQ

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see page 10.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. We will be uploading work weekly for any children needing to self-isolate so there will always be work available or the children to complete from day one of remote education.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, we may have resources in school that parents may not have access to at home – science resources, PE equipment. On these occasions, adaptations will be made to ensure the same objectives can be achieved at home.

How long can I expect work set by the school to take my child each day?

Remote leaning for infant children should take your child approximately 3 hours a day to complete. This may be split into different sessions and can include a variety of activities including reading and learning through planned play depending on the child's age.

How will my child access any online remote education you are providing?

All of the children can access their remote learning via their Google Classroom page.

If my child does not have digital or online access at home, how will you support them to access remote education?

We are happy to provide paper copies to parents if they have no way of printing.

How will my child be taught remotely?

(Please see the contingency plan above)

We may use a combination of the following approaches to teach pupils remotely:

- live teaching (online lessons via G Meet)

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- printed paper packs produced by teachers

- Online learning resources such as Purple Mash, Espresso, Phonics Play, Monster Phonics

- reading books pupils have at home or can access via Bug Club

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We would hope for all children to engage daily in the remote learning we set and due to the age of our children, they will need support to access the learning. Many of the activities set will be able to be completed independently once initially started with parental support.

We fully appreciate that many parents are trying to work from home as well as supporting their children. We believe that the happiness and wellbeing of parents and children is the main priority during these challenging times and we ask parents to contact us if they are having any difficulties

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

We will be taking daily registers during the G Meet session to ensure we are making regular contact with all children. If we do not see a child present during the G Meet and we have not been notified, we will contact the parents to offer support.

How will you assess my child's work and progress?

Formative assessment will take place during the daily G Meet sessions via questioning. The teachers will also recap the previous days learning during the daily G Meet to ensure understanding and progress.

Parents are asked to submit the children's learning via class emails and will receive a response.

Teachers will access digital platforms to monitor online engagement.

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils.

Our Head of Inclusion or class Teacher will contact families to discuss how we can best meet individual needs.

Class teachers will ensure that the work is appropriate for the child's ability and source learning from other year groups if appropriate.

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups? (This is due to the challenges of teaching pupils both at home and in school).

We will ensure that if the school is open to all pupils, home learning will still be uploaded weekly to ensure that any child who has to self-isolate will still be able to access remote learning. The learning uploaded will mirror what is happening in school. All parents have access to class email addresses where they can ask questions and submit work directly to the teachers.