



Spaldwick Community Primary School

Remote Learning Policy
Outbreaks and Closures Autumn 2020

This document is intended to be read alongside the Government guidance [Contingency planning for Outbreaks](#) (Section 5 of guidance for full opening: schools). The guidance and information contained in this document is intended to support schools in adopting a clear and robust remote learning policy, minimising disruption to learning caused by future lockdowns or periods of self-isolation, whether impacting on small or large numbers of pupils and staff.

The Government has identified that:

‘Being in nursery, school and college is vital for children and young people’s education and wellbeing. It is also important that parents and carers are able to return to work, and having access to childcare will allow that to happen.’

The Government guidance, focusses on content, delivery and assessment to maintain high standards and a programme of education which is as broad and equivalent in length to the core teaching pupils would receive in school. This inevitably looks very different depending on the key stage pupils are working within.

The DfE have stated that, in developing these contingency plans, they expect schools to:

DfE Expectations	Our Response
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> We will continue to provide daily, live maths and English lessons. For children in Reception, Year 1 & 2 this will include a daily phonics session. Morning sessions will focus on Maths and English and afternoon sessions will be linked to the class theme. Parents will be sign posted to Oak Academy for Music, French and PE.
<ul style="list-style-type: none"> Give access to high quality remote education resources 	<p>Years 1-6</p> <ul style="list-style-type: none"> Teachers and children will use Teams to access daily live teaching and independent work. Children will have access to TTRS, My Maths and Purple Mash. <p>Reception</p> <ul style="list-style-type: none"> Teachers will provide small group live lessons on Teams and structured play activities on Tapestry.
<ul style="list-style-type: none"> 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 	<p>Years 1-6</p> <ul style="list-style-type: none"> All children will complete computing lessons to ensure they can access assignments and submit work using Teams Staff will receive training to ensure they can use Teams effectively Teachers will enable the ‘chat’ feature within posts on Teams to interact with children during the school day and ensure it is disabled at the end of the school day Teachers will set deadlines for assignments to be submitted and follow up where work is not submitted Work will be adapted to ensure it can be accessed remotely Ongoing assessment will identify children who require same day interventions Planning will be adapted based on AFL <p>Reception</p> <ul style="list-style-type: none"> Parents will upload completed work Tapestry Teachers will comment on the submitted work and adapt planning based on AFL
<ul style="list-style-type: none"> Provide printed resources, such as 	<ul style="list-style-type: none"> We will carry out a survey to identify Wi-Fi and device requirements.

textbooks and workbooks, for pupils who do not have suitable online access	<ul style="list-style-type: none"> Printed resources will be provided for families without access to Wi-Fi. We will apply for laptops for children who do not have access to a suitable device. We will loan iPads to children who do not have access to a suitable device. Teachers will ensure assignments are adapted to enable children to access them remotely without the need for printing.
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Children not attending school, with SEND will have additional 1-1 Teams meetings and allocated support. We will ensure the SENDCo makes weekly contact with the families of children with EHCPs not attending school and liaise with class teachers to ensure children with SEND have the support they need to access the curriculum.

When teaching pupils remotely, the DfE expect schools to:

DfE Expectations	Our Response
<ul style="list-style-type: none"> Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects 	<ul style="list-style-type: none"> Each morning, Teachers will set assignments for Maths and English. In Reception, Year 1 & 2 this will include a daily phonics lesson. Afternoon sessions will include, PSHE, History, Geography, Science and Computing. Music. Parents will be signposted to Oak Academy for PE and MFL.
<ul style="list-style-type: none"> 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 practised in each subject 	<ul style="list-style-type: none"> Learning will continue in the same sequence as pre-lockdown. Teachers will set independent work on Friday afternoons to facilitate a 'screen free' afternoon for children and to enable teachers to have PPA.
<ul style="list-style-type: none"> Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos 	<ul style="list-style-type: none"> Teachers will start each day with a Teams meeting to complete a register and introduce the day's timetable including, what work needs to be completed, when it needs to be submitted, the times for group work and break times. Teachers will provide daily, live lessons for Maths, English and non-core subjects through theme lessons. Teachers and TAs will contact children who do not attend the morning meeting. Teachers will check work as it is submitted and plan interventions when necessary. Teachers will be available on Teams 'chat' throughout the day to ensure children can discuss difficulties
<ul style="list-style-type: none"> Gauge how well pupils are progressing through the curriculum, using questions and other 	<ul style="list-style-type: none"> Teachers will use regular checking to ensure all children are submitting assignments Teachers and TAs will follow up on all children not attending daily meetings

<p>suitable tasks and set a clear expectation on how regularly teachers will check work</p>	<ul style="list-style-type: none"> • Ongoing assessments will identify children who require interventions
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Teachers will enable the 'chat' feature on posts within Teams to interact with children during the school day and discuss any difficulties • Ongoing assessments will identify children who require interventions • Planning will be adapted based on AFL • Teachers will set independent work on Friday afternoons to facilitate a 'screen free' afternoon for children and to enable teachers to have PPA.
<ul style="list-style-type: none"> • plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers 	<ul style="list-style-type: none"> • Teachers will provide three or four live whole class meetings per day • In Reception, Year 1 & Year 2, Teachers will provide a daily live phonics lessons. • Teachers will be available on Teams 'chat' during the school day

Our contingency plan will be implemented for any **lockdown or as a result of an outbreak** following our response to the DfE expectations.

For non-attending children as a result of clinical vulnerability we will:

- Provide printed materials.
- Signpost children to White Rose Maths video in line with the lessons taught in school.
- Signpost children to the Oak National Academy.
- Where appropriate, set up Teams calls so children can join in with lessons in the classroom.

In the event of a **lockdown** we will initiate a blended curriculum offer for vulnerable children who continue to attend school:

- Where staffing permits, children will be grouped in R/KS1, Lower KS2 and Upper KS2 bubbles.
- Teaching Assistants (TAs) will lead the groups.
- TAs will support children to access the remote learning offer available to children working at home and ensure children join in with all virtual sessions.
- TAs will support children to complete and submit assignments.
- Children will have access to interventions with the class teacher.

Useful links

Department For Education- Links to support learning during coronavirus For parents

- [Guidance for parents and carers helping children learn from home](https://www.gov.uk/guidance/supporting-your-childrens-education-duringcoronavirus-covid-19)
(<https://www.gov.uk/guidance/supporting-your-childrens-education-duringcoronavirus-covid-19>)
- [Find resources to support home learning](https://www.gov.uk/government/publications/coronavirus-covid-19-onlineeducation-resources)
(<https://www.gov.uk/government/publications/coronavirus-covid-19-onlineeducation-resources>)

For teachers and leaders

- [Guidance for teaching children online](https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19)
(<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>)
- [Shared practice for schools teaching remotely](https://www.gov.uk/guidance/remote-education-practice-for-schools-duringcoronavirus-covid-19)
(<https://www.gov.uk/guidance/remote-education-practice-for-schools-duringcoronavirus-covid-19>)
- [Remote education resources for teachers](https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19#remote-education-resources-for-teachers)
(<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19#remote-education-resources-for-teachers>)
- [Teaching mathematics in primary schools](https://www.gov.uk/government/publications/teaching-mathematics-in-primaryschools)
<https://www.gov.uk/government/publications/teaching-mathematics-in-primaryschools>
- [Best practice videos](https://www.youtube.com/user/educationgovuk)
<https://www.youtube.com/user/educationgovuk>