

# REMOTE EDUCATION SUPPORT PLAN



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. 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, a cohort or class has to isolate or there is another lockdown scenario.

## This plan has been updated with particular reference to the National Lockdown January 2021:

The DfE have published the requirements for schools to provide a Remote Learning Plan to cater for the education of children of primary school age, whilst providing school places for Critical workers and our vulnerable children. The expectations are different to those of Lockdown (March – June 2020), which was focused on educate. Schools are to provide lessons both online and in school, which are of high quality and sequential. The DfE guidance states that the remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

To ensure the highest quality remote learning for our children, whilst maintaining in-school education for critical worker families and our vulnerable children we will enable class teachers to work from home on a rota basis, to focus on remote learning activities, whilst their year group colleagues support the learning of those children in school. Activities being delivered in school and remotely will be the same to ensure parity of educational experience.

### UHPS Expectations:

If a teacher is unwell and absent from work, but children are in school	School will cover the absence internally by year group colleagues and lessons will continue as normal.
Should a whole class / cohort have to self-isolate	The class teacher will follow the Remote Learning Plan and will provide lessons and activities via Seesaw or Tapestry.
Should a whole class or cohort have to self-isolate and the teacher is unwell	There will be a limited offer of activities, these will be led by the teacher partner in the year group, but responses to activities will be more limited.
Should a small number of children be absent from school because they have to self - isolate, due to a member of their household being COVID positive or awaiting for a test and the class are still in school	There will be a limited ability to have whole lessons, but activities will be shared via Seesaw / Tapestry, or work will be sent home in a pack.
Should classes / cohorts have to be sent home to self-isolate or be educated from home	School will provide age appropriate workbooks, access to Seesaw / Tapestry to aid lessons and activities and communication. An individual pack of books, and resources to support the children at home and a planned project that can be used should there be technical issues, or a lack of ability to engage with online learning activities.

Should there be a further lockdown and schools have to remain open for Key worker families and vulnerable children	School will provide planned virtual sessions via Seesaw or Tapestry linked to their medium and long term plans. Lessons will be pre-recorded or activities will be posted and feedback to learning will be provided for individual, group or whole classes to support the childrens' learning. Teachers will also provide Powerpoint presentations, with video support, explanation instructions and sign post families to useful websites to support learning.
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Schools are expected to:	Actions to meet these expectations:
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"> <li>- Teachers will be providing daily learning sessions using Tapestry and Seesaw, linked to their planned curriculum.</li> <li>- Reception and Key Stage 1 sessions will have a focus on developing Speaking and listening, Phonics, writing and number work and lots of practical activities for families to engage with together. Key Stage 1 children will also have activities linked to other subject areas and their current Topic / Theme, as detailed by the Knowledge Organiser that will be posted on the school website.</li> <li>- Key Stage 2 children: activities will focus on English and Maths especially developing writing skills, including spelling. 'A mix of Science, Geography, History, Art or other subject area activities will be shared on Seesaw/Tapestry linked to the current Topic/theme for that term (see the Knowledge Organiser on the website).</li> </ul>
Give access to high quality remote education resources	<ul style="list-style-type: none"> <li>- Teacher videos and posts will be further supplemented by other online resources. Teachers will share these with you linked directly to the aspect of the subject that they are teaching at that time.</li> <li>- White Rose Maths (full access purchased last school year)</li> <li>- BBC Bitesize (<a href="https://www.bbc.co.uk/bitesize/articles/zvqgsk7">https://www.bbc.co.uk/bitesize/articles/zvqgsk7</a>)</li> <li>- Oak Academy (<a href="https://www.thenational.academy/">https://www.thenational.academy/</a>)</li> <li>- TTRS and NumBots accounts</li> <li>- PurpleMash access from home (password cards to be sent home).</li> <li>- Oxford Reading Owl (<a href="https://home.oxfordowl.co.uk/reading/">https://home.oxfordowl.co.uk/reading/</a>)</li> </ul>
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><b>Seesaw for Y1-6</b>  <b>Tapestry for EYFS and Y1</b> this term we will begin to use Seesaw for Year 1 children.  Both platforms can be used to:</p> <ul style="list-style-type: none"> <li>- communicate with families</li> <li>- give feedback for tasks</li> <li>- assess learning</li> </ul>
Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access	<ul style="list-style-type: none"> <li>- <b>CGP books</b> for vulnerable children in each year group (ordered and shared by CR).</li> <li>- <b>Resource packs</b> to be produced with basic level of resources to aid learning (e.g. Y1 sent home 10 frame, number line, part-whole model, number formation sheet, A-Z and a-z handwriting sheet, copy of Anima Phonics sound board, Rainbow words...).</li> <li>- Various staff did print off resources and <b>post through letterboxes</b> of vulnerable families / those known to not have a printer or online access.</li> </ul>

	<ul style="list-style-type: none"> <li>- Some <b>school laptops</b> were loaned to vulnerable families.</li> <li>- School has also now applied for laptops from the DfE, to support our vulnerable families should they be required.</li> <li>- Teachers will avoid asking families to print off resources as much as possible. School will support all families with requests if they can.</li> </ul>
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"> <li>- Ensure that all activities are age / ability appropriate – challenge / simplify where appropriate</li> <li>- Separate / additional activities shared with SEND children across all year groups.</li> <li>- Teachers will provide guidance about the methodology of their teaching when introducing new concepts to ensure a consistent approach and support families.</li> </ul>
<b>When teaching remotely, schools are expected to:</b>	<b>What have we got in place?</b>
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	<p>Teachers will</p> <ul style="list-style-type: none"> <li>- provide a suggested timetable for the day / week.</li> <li>- ensure curriculum coverage.</li> <li>- Use a mix of closed and open ended tasks.</li> <li>- Provide at least 3 tasks each day (Maths, English and Topic)</li> <li>- Encourage children to also: <ul style="list-style-type: none"> <li>- READ (age appropriate – 5-15 mins per day)</li> <li>- PHONICS / SPELLING</li> <li>- practise KEY SKILLS (times tables, handwriting...)</li> </ul> </li> </ul> <p>Live sessions will be used <b>on occasions</b>: initially we will deliver or schedule whole class welcomes / introductions for the day and/or whole class reading of the class novel. These will also be recorded to enable those children who are not able to access the live session at that time, the opportunity to view at a convenient time.</p>
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"> <li>- <b>Knowledge Organisers</b> to be created, shared and used for each half term (regardless of in-school or remote education).</li> </ul> <p>Teachers will use their Pathways to Writing and Pathways to Reading planning to deliver sequential lessons in English and their Maths Mastery approach to teaching Mathematics using our White Rose Maths curriculum.</p>
Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos	<p>Teachers will provide clear explanations of new concepts using a variety of methods: They will:</p> <ul style="list-style-type: none"> <li>- Use of Oak National Academy resources</li> <li>- White Rose Maths</li> <li>- Pathways information</li> <li>- Videos</li> <li>- Use of Seesaw and Tapestry, updating website pages another good way to share work completed and use Twitter and Facebook to celebrate work and share outcomes.</li> <li>- Feedback to learning will be provided by teachers and support staff in the Year group being taught, as all colleagues are working and planning together, in school and virtually.</li> </ul>
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	<p>Various 'quiz' resources will be made available – such as Microsoft forms</p> <p>Expectations:</p> <ul style="list-style-type: none"> <li>- Teachers aim to give feedback to tasks within 24 hours, although longer writing tasks may take more time to respond to.</li> <li>- Continue to build in revisit / revision opportunities within teaching.</li> </ul>

	<p>Knowledge Organisers and quizzes.  Regular testing of spellings and tables / Use TimesTables Rock Stars and Numbots.  Feedback to learning</p>
<p>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</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Review and recap sessions for specific children.</li> <li>- Have revision materials planned and prepped.</li> <li>- Use of drama / presentations from the children to ascertain knowledge and understanding.</li> <li>- Set additional tasks / targeted questions to individual / groups of children if required.</li> </ul>
<p>Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</p>	<p>Teachers should provide:</p> <ul style="list-style-type: none"> <li>- Planned activities should last for 3 hours for Key Stage 1 children (Years 1 and 2) and 4 hours for Key Stage 2 children (Year 3 – 6) Children in Reception are not required to do the same amount of time.</li> <li>- Regular contact with class could include: <ul style="list-style-type: none"> <li>- Daily / weekly video / audio messages (Stars of the Week on Fri)</li> <li>- Read them a story (Seesaw - record voice over images of the book pages or a video of you reading a picture book)</li> </ul> </li> <li>- Possible move towards live sessions for this type of activity. <ul style="list-style-type: none"> <li>- Maintain daily contact and a full curriculum coverage, such as Art sessions / music? History / Geography easier.</li> <li>- School will have a weekly collective worship opportunity and we will also record a celebration worship on a Friday to celebrate our Stars of the Week.</li> </ul> </li> </ul>

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