



## Remote Learning Plan

### Version iii 5.1.2021

This remote learning plan has been devised to ensure continuity of learning for any pupils in self-isolation or in the event of a local or national lockdown. This plan covers three possible scenarios (see below). This plan offers remote learning opportunities using a range of online resources and our preferred digital platform - MS Teams. Where it is required and if resources are available the Academy will provide families with devices (iPads). If devices are unavailable or a family is unable to access one, the school will provide hard copies of any resources.

This plan will be applied in the following instances:

1. Individuals are self-isolating because of a positive test or symptoms within the household; they are demonstrating symptoms (if the child is feeling well enough); they have been identified as a contact by NHS Test & Trace.
2. A class bubble is self-isolating because of a positive case within a bubble.
3. There is a local or national lockdown where the school is closed to all pupils except key workers and vulnerable pupils.

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#) and is guided by the following principles.

The principles for delivery will be as follows:

- Children will receive learning opportunities for a range of subjects each day
- Learning will be aligned with our current curriculum
- High quality explanations will be made by the teacher using video recordings on MS Teams and Oak National Academy content
- Work will be checked through uploads to MS Teams
- Learning activities set will be **at least** 3 hours (in line with Gov.uk guidance for Primary Schools)
- Adapted/differentiated resources will be provided to support pupils with additional needs – using content created by the school and supplemented with Oak National content, where appropriate

### Digital Platforms

Within all three scenarios outlined below, teachers will set appropriate work in-line with our current curriculum, using a range of platforms. Work will be set on MS Teams, Mathletics, Bedrock Vocabulary, Times Tables Rockstars, Spag.com, Espresso and Tapestry for EYFS pupils. Oak National Academy and BBC Bitesize can provide some useful additional support, where appropriate, particularly in supporting pupils with SEND.

## **Provision Outline:**

Pre-recorded videos may be used for teaching input and to explain content to pupils. These may either be videos recorded by the class teacher, or from the Oak National Academy, dependent on the circumstance. Written descriptions of the task may also be given, in the event of a partial bubble closure, where individual children are self-isolating, because of a positive test or symptoms within the home, for example.

Daily provision will be:

Daily Maths activity

Daily English activity

Daily Phonics activity (Foundation, Year 1 and Year 2 where appropriate)

In addition to Mathematics and English, each day there will be provision for at least one of the other subjects taught in school (Science, Religious Education, Art and Design, Computing and IT, Design and Technology, Languages, Geography, History, Music and Physical Education)

For EYFS and Year 1, these expectations will be met flexibly, in order that remote learning can reflect the learning in school, as much as possible with other teaching commitments.

The Academy will expect the following daily activities to continue for any child who is required to be at home (as an individual or as part of a bubble)

- Daily Reading – using books brought home from school or books from home.
- Engagement with the teacher through MS Teams or Tapestry

## **Content for Maths and English**

This will be linked to planned curriculum and will take the form of content prepared by the teacher. This may be through a video modelling the learning and/or explaining the activity (Teacher or Oak National Academy) or a written description of the task, available through MS Teams.

## **Content for Phonics (Reception, Year 1 and Year 2)**

- A daily phonics activity will be provided which matches the sequence of learning in school. This will take one or more of the following forms:
  - An input from a member of school staff through MS Teams
  - Links to any online activities and games

## **Contact with Staff**

Where individual children are required to self-isolate, a member of staff (secretary) will make contact by phone on the first day of absence. During the phone call the following areas will be discussed:

- Check in with the child and parent to confirm the context of the self-isolation and ensure that school procedures and Government guidance are followed
- Check that child and parent are able to access the remote learning resources (including access to passwords and logins) and explain the expectations

- To identify any barriers to learning (access to online resources, equipment etc)

In the event of any level of closure or pupil isolation, a paper-based work pack will be provided for day 1. This is possible when the children are sent home during a school day. Where children are unable to come into school, the Academy will provide activities via the school office email. This will be a generic set of resources, appropriate to the age and stage of the children.

### **Communicating plans to parents including ‘how to’ guides of using different technology**

Information will be available, containing information about each of the different online learning platforms/resources that we use to ensure that parents are able to support their child to access each site. Support will be offered where necessary. MS Teams was used previously, so most parents are already familiar with the platform.

### **Printed Resources**

We will provide workbooks and/or printed lesson plans and worksheets, appropriate to the age of the child, for any parents who do not have access to online resources. Where possible, this will link directly to the daily lessons but may also include some more general resources (such as CGP books).

### **Staff CPD**

It is essential that all staff are confident in all aspects of this Remote Education Plan. Therefore, we will continue to support all staff to develop the skills needed to deliver the plan. This will include whatever is required dependent on teacher need.

### **Monitoring Engagement with Remote Education**

It is important that children engage with the remote education provided to prevent falling further back with their learning. However, we do acknowledge that each family’s home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or limited access to technology amongst other factors.

Communication is essential and we will ask parents to make contact with us if there are circumstances which create a barrier to learning. We can then work together to find a means of providing remote education that works for that family’s circumstances.

If we notice that a family is not engaging, we will make phone calls home to offer support and guidance to any barriers that they may have.

### **Remote Learning Plan**

<b>Scenario 1 - Individuals are self-isolating because of a positive test or symptoms within the household; they are demonstrating symptoms (and feel well enough to learn); they have been identified as a contact by NHS Test &amp; Trace (maximum two-week period)</b>	
<b>Ongoing Support</b>	<b>Safeguarding/SEND</b>
<b>Day 1</b> – activities will be set for the child/children and documents will be sent as soon as possible through the <a href="mailto:office@upa.education">office@upa.education</a> email address. This may be using Oak Academy resources,	School office to contact parents to ensure a test has been taken and to make sure that parents know to

<p>tasks already on our Academy website – specifically signposted by the teacher, or resources that are being used during that school day.</p> <p>Teachers/staff will make contact with the affected families and discuss their personal situation. Can they support learning? Do the activities need to be independent? Would the parent like any PowerPoints that have been made for the day to be sent to them to assist their child’s learning?</p> <p><b>Day 2/3</b> - Post conversation with parents, teachers will send out the relevant documents/tasks that are linked to the learning in class as much as possible.</p> <p>If the isolation continues after 3 days (hopefully there will be a negative test), then the learning provided may be different. This will be bespoke – will depend on the circumstances of the family. Some feedback on the learning at home will need to be provided. This could be through a phone call/email or MS Teams, depending on the family’s preference.</p>	<p>communicate test results to office@upa.education</p> <p>If any children are entitled to FSM ensure food made available through TDET food parcels</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular check-ins via a phone call from an identified key adult within the school (record on MyConcern).</p> <p>If a child does not engage, the class-teacher will call the parents to discuss obstacles and support.</p>
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<b>Scenario 2 - A class or year group bubble are self-isolating because of a positive case within a bubble (maximum two-week period)</b>	
<b>Ongoing Support</b>	<b>Safeguarding/SEND</b>
<p>Daily resources and links uploaded to MS Teams by 9am.</p> <p>The curriculum will be broad and ambitious with a range of experiences planned for the pupils.</p> <p>Daily Teaching:</p> <ul style="list-style-type: none"> <li>Videos for the subjects outlined in this plan</li> </ul> <p>Teachers available via MS Teams to answer any queries, address any misconceptions and offer feedback once children have uploaded their work.</p> <p>Times that teachers have PPA will be shared with parents via MS Teams. During this time, teachers will not be available on MS Teams for prompt responses. Oak National Academy can be used for any teaching content, or previously recorded videos.</p> <p>In the event of teachers becoming ill, the SLT will communicate with parents and signpost them to Oak National Academy until MS teams is available.</p>	<p>School office to contact parents know to communicate test results to office@upa.education</p> <p>If any children are entitled to FSM ensure food made available through TDET</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular check-ins via a phone call from an identified key adult within the school (record on MyConcern).</p> <p>Those not engaging with home learning will receive a phone call from a member of staff to discuss the</p>

obstacles and the support needed by the family.

**Scenario 3 - There is a local or national lockdown where the school is closed for all pupils except key workers and vulnerable pupils. (Possibly longer than two weeks)**

**Ongoing Support**

Key workers and vulnerable children will continue coming to school – staff within the academy will be on a rota to support key workers/vulnerable pupils at school. There may be an opportunity to join together with Warboys Primary Academy (in TDET) to provide provision for KW or V children. This will be decided at Trust level.

The content and plan for remote learning will mirror scenario 2. This will begin as soon as relevant resources are ordered and received. Teachers will set other activities via MS Teams during transition time.

Parental feedback will be sought through phone calls or MS Forms to ensure the remote learning plan is effective. The SLT will meet regularly to discuss any feedback and adapt this policy where necessary.

Further physical resources will be offered to families at various points, relevant to requests and need. This will be carried out following Government guidelines for social distancing and face coverings etc. Please see the Academy risk assessment for further details.

The SLT will keep up to date with National training offers to support remote learning and adapt the remote learning policy where needed. This process will be organic.

**Safeguarding/SEND**

Parents notified so they know to communicate test results to [office@upa.education](mailto:office@upa.education)

If any children are entitled to FSM ensure food made available through TDET

If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular check-ins via a phone call from an identified key adult within the school (record on MyConcern).

Those not engaging with home learning will receive a phone call from a member of staff to discuss the obstacles and the support needed by the family.

Where children would normally receive additional support from SEND agencies, the SENDCo will make arrangements for those to continue via Zoom if there is engagement from the agencies.