



## **Remote Learning Plan - 2020/2021**

### **Specific Aims**

- To outline our approach for pupils who will not be attending school, as a result of government guidance or the closure of a class bubble
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils.

### **Who is the plan applicable to?**

Every child is expected to attend school from September 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19 or are self-isolating because of a positive result in their family or they have been identified as a close contact from the NHS Test and Trace.

This plan outlines expectations for class bubble or partial school closure, rather than individual cases. Individual pupils who are isolating due to health issues (based on government advice) and choose not return to school in September will be supported on a case by case basis.

### **Remote learning for pupils**

We will provide links to appropriate remote learning for pupils who are not able to attend school so that no-one needs fall behind. In the following protocol, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

Morton CE Primary School has used research from the Educational Endowment Foundation as a basis for our approach to remote learning.

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supportingstudents-to-learn-remotely/>

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

### **Curriculum**

Morton CE Primary School knows that there has been much disruption to children's education, therefore, is committed to ensuring that all children continue to receive a quality education should the need for remote learning arise.

Our approach includes a blend of online learning including virtual face-to-face sessions through MS Teams and resources available through online learning platforms such as:

- BBC Bitesize
- White Rose Maths
- Purple Mash
- Online phonics content (eg. Phonics Bug)
- Range of online reading books
- Times Tables Rockstars

The remote learning set for children will be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the main aspects of the curriculum plan; this includes Relationship and Health Education.

Morton CE Primary School values community spirit and ethos, therefore whole school curriculum projects will continue to be included in the remote learning delivery.

The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year and keep up. Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

The governors and senior leadership team at Morton CE Primary School are fully aware that these are exceptional times and each family is unique, because of this will approach remote learning in way which suits their individual needs. We realise that the circumstances that cause our school to close will affect families in a number of ways.

In our planning and expectations, we are aware of the need for flexibility from all sides:

- parents may be trying to work from home so access to technology as a family may be limited;
- parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation.

### **Teacher expectations**

Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for home learners. Should remote learning need to be set for a class or bubble, the work for the week in English, Maths and other subjects will be posted on the class's MSTeams Channel / Padlet (Y2-6) / Tapestry page (N -Y1).

The information will contain all website links needed to access home learning resources along with clear information about the learning for that day. This will include reference to daily tasks for relevant subjects,

- a curriculum map which details home learning for subjects other than English and maths
- Regular live sessions or pre-recorded sessions with staff. This could be a live phonics, whole class reading, Mathematics input, Writing input or PSHE time with the class. (Care will be taken to develop a timetable which allows families with limited access to technology to plan their day).
- Links to daily English lessons - a mixture of readily available resources and the school's own curriculum plans.
- Links to daily Maths lessons - these will predominately be linked to the White Rose Maths curriculum however teachers may provide further resources and guidance.
- Printed input to accompany lessons will be available to download or for parents to collect from the school office in a socially distant way.

Staff will add these resources to Teams/Tapestry electronically and it will be the responsibility of families to print/use these resources at home (or contact the school to ask for a 'paper pack')

- Teachers will respond promptly, within reason, to requests for support from families at home. This should be done via the MSTeams channel/Tapestry.
- Teachers will receive training and guidance so that they are confident in using the remote learning resources. This approach was developed and used in Morton CE Primary School, during the school closure between March and July.
- Teachers will make sure all children and parents have access to logins by recording them in the child's reading record book.

### **Family (pupil/parent/carers):**

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. We recommend that each 'school day' maintains structure. A suggested timetable will be made available on the relevant class web page as a guide. This includes regular bedtimes and daily reading for pleasure.
- If a class bubble is isolated, the children will be sent home with their home reading book in addition to their English and maths books; this is so that work that children complete at home can be kept safe, ideally in their exercise books, and can be brought back to school when safe to do so.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the links provided or by contacting the school office. They should make clear which year group and subject the question relates to.
- We encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work, loan of iPads etc.). These will be discussed on case-to-case basis with support prioritised for those children who are eligible for Pupil Premium.

To help parents to feel confident when helping their child to access remote learning, teachers and leaders will signpost to MSharepoint website.

### **Remote teaching for staff who are self-isolating**

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this.

If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- It is expected that staff get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating, and if able to do so, non-teaching staff will be given an individual project to work on which is in line with whole school improvement priorities or asked to support with the online learning provision for their year group. These projects will be communicated by the HoS or EHT and will be allocated on a case-by-case basis.
- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.

	Scenario	Time absent from school	Planned Provision	Pupil Premium Additional Support/ Use of Funding
<b>Tier One</b>	Pupil is required to take a test for COVID due to displaying symptoms.	Approx. 72 hours	If pupil were unwell then we would not expect work to be completed (as per any other illness). A 'Home Learning' pack will still be sent (see below) and would be advised to be used should the child feel well enough to complete it.	Class teacher to directly contact family via Tapestry/ Parentmail
	Pupil is required to shield while a member of the household or someone they have been in close contact with waits for a test result.	Approx. 72 hours	<p>Child provided with a 'Home Learning' pack which will be delivered by hand through the post box by lunchtime on the day of calling into school. Packs are individual to year groups and provide three days worth of work. Alternatively a curriculum is to be supplied via Parentmail/Tapestry.</p> <p>Work is varied to maintain a broad and balanced curriculum. It contains English and maths tasks, which cover key objectives being covered in school. Topic linked tasks run alongside those planned in school as does RE work. Tasks are paper based with links to online activities. Work is returned to school and marked by teachers in line with marking policy. Parents can access class teacher via MSTEams/ Tapestry with any questions. Parents encouraged to post photos of work or practical tasks completed on tapestry (EYFS) or on Padlet Portfolio (KS1+2).</p>	

<p style="text-align: center;">Tier Two</p>	<p>Pupil is required to shield for 14 days due to a member of the household or someone they have been in close contact with receiving a positive test result.</p>	<p>14 days</p>	<p>Home learning pack (exercise book, writing materials, additional reading books) sent home to household/ supplied via Parentmail/ Tapestry . In this scenario the child will complete the SAME work as their peers. Class teachers will add individualised work to the packs to ensure children maintain learning alongside class. MSTEams links will be sent to the child for them to join in with whole school and class worship. Class teacher will send links to online activities via Parentmail/Tapestry. We will try and involve children at home with planned events in school by sending additional resources home e.g. wow days and special activities. Parents can contact class teachers and share photographs and videos of work using Tapestry or Padlet Portfolio where house points can be rewarded, as they would be in school. On return to school, all work will be marked in accordance with our marking policy.</p>	<p>PP child provided with meal from school (usually in the form of a food parcel with 5 days of provision). Parcel to be delivered by school team.</p>
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Tier Three

	Pupil tests positive for COVID resulting in a bubble closure.	10 days for individual/14 days for all others in contact with individual	<p>Remote learning timetable becomes active:            Daily session (Live using MS Teams) to include a WCR/ phonics/maths input with follow up task being introduced. Teacher to deliver session from home. Class TA to be present during session to register children, monitor behaviour of child and others in the background to ensure all keep to agreed regulations/guidelines. Children then complete follow up tasks (one for maths and one for English/phonics).</p> <p>Worship: Children invited to join the whole school worship on Monday/Wednesday/Friday via MSTEams.</p>	<p>PP pupils to be provided with meals delivered to doorstep for the duration of the closure.</p> <p>All pupils to receive a home learning basic pack (book, pencil, reading books These packs which will be delivered to children on day one of closure. Packs also include whiteboard and pen to use as 'show me' boards for phonics and other tasks.</p>
	Class teacher tests positive for COVID resulting in bubble closure	10 days for individual/14 days for all others in contact with individual	The provision will run to the same standard as above. If the class teacher is physically unwell then the HoS will lead sessions with the support of the TA.	
	Teaching Assistant tests positive for COVID resulting in bubble closure	10 days for individual/14 days for all others in contact with individual	Class teacher to lead sessions with an additional adult in school logging onto the live sessions to monitor and register the children.	
Tier Four	Whole school closure as a result of multiple positive cases of COVID	14 days	Whole school to revert to remote/blended learning expectations as described in Tier Three. Live sessions to be staggered to ensure	Meals to be provided to PP children and



			<p>that families with more than one child could access the live session at any one time. Whole school timetable with timings of session would be shared on MStems . Class teachers, head teacher and admin team available to answer direct messages during school hours.</p>	<p>delivered by team to doorstep.</p> <p>Additional material packs e.g. craft packs to be delivered alongside meals to ensure children have access to the things they need to carry out tasks.</p> <p>Wellbeing check with individual families carried out by the team and logged on CPOMS.</p>
	<p>Local/National Lockdown in which closure is enforced but where keyworker children attend school (as in previous lockdown)</p>	<p>Unknown</p>	<p>Full blended learning package on offer as above. With Sessions in school for keyworker children being shared via MStems for children at home to access.</p> <p>In addition to timetable, head will host additional optional live events such as story time, quizzes, cook-along sessions etc to keep children motivated and wellbeing in check. An additional adult will always be present during these session to help monitor the screen.</p>	

Next Phase of Planning:

We are now looking at creating intervention packs so that groups of pupils can access their provision should a whole class closure occur. It is likely these will be run by the

class TA at time offset by the whole class live teaching sessions. They would run via MS Teams. Budget has been allocated to allow for further packs of physical resources to be made available.

Extending device access:

We have a small number of laptops and class Ipads which could be loaned out to families should they express a need. We have also set aside money in our catch up budget to purchase dongles for families who find they cannot afford the data requirements needed to access the live teaching sessions.