



ALFORD PRIMARY SCHOOL REMOTE LEARNING PLAN

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Alford Primary School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources. We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects where remote delivery may be difficult.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in the Bubble;
3. A whole school is self-isolating because of an outbreak of coronavirus or local/national lockdown.

Minimum Expectations

We expect that remote education (including live teaching and independent work/activities) will take pupils broadly the following number of hours each day:

EYFS and Key Stage 1	Minimum of 3 hours (Less for EYFS)
Key Stage 2	Minimum of 4 hours

Software and Online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by nationally recognised resources e.g. White Rose Maths, Power Maths, Oak Academy; EYFS only – Wandleenglish hub Letters and Sounds, NCETM Numberblocks support materials

In Year 1- 6, Power Maths and White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources. TT Rockstars will also be utilised to support the acquisition and retention of basic core skills in year groups that use this program.

Children will remain in contact with their class teacher through Tapestry (EYFS only), MS Teams and year group email accounts. We provide teacher taught sessions via MS Teams video facility and live drop-in sessions to support children with independent work. The school and teachers will also use Parent Hub to communicate with families.

In Year 1-6, MS Teams will support the school in offering true online learning with the opportunity for the children to communicate with their teacher through live video sessions. Often this will be used to set the scene for the day and so children can 'drop-in' to receive further support after accessing other online resources/videos.

In EYFS, MS Teams will be used to provide daily teacher taught differentiated live phonics sessions, daily live story sessions as well as the opportunity for the children to communicate with their teacher. Daily Home Learning tasks will be shared via the EYFS ParentHub channel and Tapestry.

Year group emails will remain in use as the communication element has already proved to be invaluable. Teachers and parents will be able to message one another using this email system.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Alford Primary School makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

In preparation for home-learning, parents and children have received logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- MS Teams (Whole School)
- TT Rockstars (Year 3-6)
- Tapestry (EYFS only)

It is essential that all parents have access to ParentHub as this is the main method of whole-school communication. Any parents who do not have access must inform the school so that alternative arrangements can be made.

Worksheets and Practical Resources

If a child is isolated from school i.e. a child is sent home from school to either receive a test, or self-isolate as someone in the household is being tested, they will either have already received/or will leave school with a pack of work and their own stationery pack. Children will have immediate opportunity to continue their learning.

The work packs will be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading, writing (with a visual prompt) and handwriting.

In the event of a lockdown, stationery and work packs will be available for weekly collection to all children who need them. Resources (rulers, mirrors, white boards and pens etc.) will be available if the unit of work requires them.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials alongside their class stationery pack (this might need to be collected or emailed).

In the case of whole cohort isolation, resources will be uploaded to MS Teams, Parent Hub or Tapestry (EYFS only) and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

The tables below detail our provision in three different scenarios:

1. An individual is self-isolating because of a positive test within the household	
Ongoing Support	Safeguarding/SEN
<p>Day 1 - Initial work and stationery pack will be sent with child(ren) either before isolation or at time of isolation.</p> <p>On Day 2, and subsequent days of isolation, using MS TEAMS/email, the class teacher will upload/send work the day before/before 9am in the morning (or for several days in advance if possible) to allow parents time to see the work material prior to supporting their child. The teacher will decide on the most appropriate work for the child.</p> <p>In EYFS, a weekly learning overview will be sent via parent email / Parent Hub. EYFS team will be available via email and Tapestry.</p> <p>The teacher/TA will then contact the parent and child before 11am to ensure the child understands the work.</p> <p>The teacher will signpost/provide links to teaching support videos – E.g Oak Academy/White Rose if they decide this is necessary to further support the child.</p> <p>Parents will be expected to upload completed work to TEAMS/email regularly (daily if possible) for the teacher to review before further work is set. In EYFS, parents will upload learning via Tapestry daily.</p>	<p>School office will contact parents to ensure a test has been taken and to make sure that the parents know to contact school via email primaryschool@alford.lincs.sch.uk or, if work related via the year group email/MS teams</p> <p>If the child is entitled to FSM, the office will contact the parent to confirm if a food parcel is required and organise delivery/collection.</p> <p>If a child is vulnerable in any way, the DSL/SLT or parent liaison will contact the family via phone call at least weekly. They will notify any relevant agencies and record these communications on CPOMS.</p> <p>Those not engaging with home learning will receive a phone call from the team leader to discuss obstacles and support. SLT will contact parents if this continues.</p> <p>Work set will be appropriately differentiated and supported for children with SEN. Where possible, SEN interventions can continue via TEAMS, e.g., precision teaching, phonics support, 1:1 reading.</p>

Children with an EHCP will receive face-to-face TEAMS sessions throughout the day with their adult support, where short, appropriate tasks will be set, and feedback given.

2. A class of children (including teacher) are self-isolating because of a case of coronavirus in their Bubble

Ongoing Support	Safeguarding/SEN
<p>Day 1 - Initial work and stationery pack will be sent with child(ren) either before isolation or at time of isolation.</p> <p>Day 2 - The teacher will send a parent hub scheduling an initial Ms Teams meeting with parents to explain the procedures for work. In EYFS, staff will use Parent Hub to share a video link/MS TEAMS to explain suggested daily routines and EYFS home learning procedures.</p> <p>Using MS TEAMS, the class teacher will upload work the day before, or before 9am (or for several days in advance if possible) to allow parents time to see the work material prior to supporting their child. The teacher will decide on the most appropriate work for the child.</p> <p>In EYFS, the weekly learning overview will be sent via parent email / Parent Hub. EYFS team will be available via email and Tapestry.</p> <p>Work packs will be printed by staff on site and available for collection for parents without internet access. In EYFS, work packs are not necessary, due to practical nature of learning. In Year 1, the pack will also include a range of practical tasks reflect the younger age of the pupils.</p> <p>The teacher/TA will then contact the parent and child at least weekly to ensure the children understand the work.</p> <p>The teacher will signpost/provide links to teaching support videos – E.g Oak Academy/White Rose if they decide this is necessary to further support the child. Teachers will also deliver lessons using MS teams. This will include as a minimum:</p> <ul style="list-style-type: none"> • Morning lesson intros (English and Maths) – Between 9am -12pm (staggered wherever possible for different year groups); • KS2 - Afternoon lessons intro (non-core subject or science) – 12.30pm - 1.30pm (staggered for different year groups) 	<p>School office will contact parents to ensure that they know what symptoms to look out for and how to arrange a test if needed.</p> <p>If the child is entitled to FSM, the office will contact the parents to confirm if a food parcel is required and collection arrangements.</p> <p>If a child is vulnerable in any way, the DSL/SLT or parent liaison will contact the family via phone call at least weekly. They will notify any relevant agencies and record these communications on CPOMS.</p> <p>Those not engaging with home learning will receive a phone call from the team leader to discuss obstacles and support. SLT will contact parents if this continues.</p> <p>SENCO will maintain regular contact (weekly in the event of a class/fortnightly if more than one class isolating) with SEND children and liaise with SEND agencies</p> <p>1:1 Teaching Assistants will contact families daily via MS Teams to support work.</p>

<ul style="list-style-type: none"> • KS1 -Reading for pleasure session to finish the day. (Teaching Assistants may deliver or pre-record these) <p>In EYFS, an example of daily provision is below: 8.45am – Daily Home Learning tasks shared via EYFS ParentHub channel 10.15am – Teacher taught live phonics session via MS Teams guest access 12.40pm - Additional phonics intervention session via MS Teams guest access 2.15pm – Reading for Pleasure – live video via MS Teams guest access</p> <p>Attendance at these sessions will be expected and monitored. Teachers will be accessible via email or TEAMS to support learning throughout the day. Children/Parents will be expected to upload completed work to TEAMS/email regularly (daily if possible) for the teacher to review.</p> <p>Teachers and Teaching assistants will mark the online work and report to Team leaders/SLT those children not accessing/regularly completing work</p> <p>In the event of a teacher being ill, the responsibility for providing work will fall to the year group teacher supported by the team leader.</p>	<p>Work set will be appropriately differentiated and supported for children with SEN. Where possible, SEN interventions can continue via TEAMS, e.g., precision teaching, phonics support, 1:1 reading.</p> <p>Children with an EHCP will receive face-to-face TEAMS sessions throughout the day with their adult support, where short, appropriate tasks will be set, and feedback given.</p>
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3. A whole school is self-isolating because of an outbreak of coronavirus or lockdown	
Ongoing Support	Safeguarding/SEN
<p>Day 1 - Initial work and stationery pack will be sent with child(ren).</p> <p>Teacher to send a parent hub scheduling an initial Ms Teams meeting with parents to explain the procedures for work. In EYFS, staff will use Parent Hub to share a video link to explain suggested daily routines and EYFS home learning procedures.</p> <p>Using MS TEAMS the class teacher will upload work the day before, before 9am (or for several days in advance if possible) to allow parents time to see the work material prior to supporting their child. The teacher will decide on the most appropriate work for the child.</p> <p>In EYFS, the weekly learning overview will be sent via parent email / Parent Hub.</p> <p>Work packs will be printed by staff on site and available for collection for parents without internet access.</p>	<p>School office will contact parents to ensure that they know what symptoms to look out for and how to arrange a test if needed.</p> <p>If the child is entitled to FSM, the office will contact the parents to confirm if a food package is required and collection arrangements</p> <p>If a child is vulnerable in any way, the DSL/SLT or parent liaison will contact the family via phone call at least weekly. They will notify any</p>

The teacher/TA will then contact the parent and child at least weekly to ensure the children understand the work. This could be via interaction in live lessons, or via a wellbeing call,

The teacher will signpost/provide links to teaching support videos – E.g Oak Academy/White Rose if they decide this is necessary to further support the child.

Teachers will also deliver lessons using MS teams. This will include as a minimum:

- Morning lesson intros (English and Maths) – Between 9am -12pm (staggered wherever possible for different year groups);
- KS2 - Afternoon lessons intro (non-core subject or science) – 12.30pm - 1.30pm (staggered for different year groups)
- KS1 -Reading for pleasure session to finish the day. (Teaching Assistants may deliver or pre-record these)

In EYFS, an example of daily provision is below:

8.45am – Daily Home Learning tasks shared via EYFS ParentHub channel

10.15am – Teacher taught live phonics session via MS Teams guest access

12.40pm - Additional phonics intervention session via MS Teams guest access

2.15pm – Reading for Pleasure – live video via MS Teams guest access

Attendance at these sessions will be expected and monitored. Teachers will be accessible via email or TEAMS to support learning throughout the day. Children/Parents will be expected to upload completed work to TEAMS/email regularly (daily if possible) for the teacher to review.

Teachers and Teaching assistants will mark the online work and report to Team leaders/SLT those children not accessing/regularly completing work

In the event of a teacher being ill, the responsibility for providing work will fall to the year group teacher supported by the team leader.

relevant agencies and record these communications on CPOMS

Those not engaging with home learning will receive a phone call from the team leader to discuss obstacles and support. SLT will contact parents if this continues.

SENCO will maintain regular contact (weekly in the event of a class/fortnightly if more than one class isolating) with SEND children and liaise with SEND agencies

1:1 Teaching Assistants will contact families daily via MS Teams to support work.

Work set will be appropriately differentiated and supported for children with SEN. Where possible, SEN interventions can continue via TEAMS, e.g., precision teaching, phonics support, 1:1 reading.

Children with an EHCP will receive face-to-face TEAMS sessions throughout the day with their adult support, where short, appropriate tasks will be set, and feedback given.

ELSA TAs will call focus families weekly.

Engagement and Feedback

It is expected that children will engage with remote learning. Engagement and participation will be monitored daily by staff and recorded using MS TEAMS. The school will record whether children are completing written work and attendance at live sessions. Any child not engaging will be a priority for wellbeing calls.

Feedback will be provided for work completed via MS TEAMS (or Tapestry in EYFS) and verbally via wellbeing calls.

Parents are expected to support the school in delivering remote learning by encouraging good routines for their children, contacting the school if they require support and encouraging their children to check and complete independent work.

If engagement is a concern, a wellbeing call from year group staff will be made. If engagement does not improve, further contact will be made by the team leader or senior leaders.

Additional support for pupils with particular needs

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 in the following ways:

- If available, children with an EHCP will be invited into school as a priority. If they choose not to accept this place, they will receive daily 'live' interactions from their 1:1 support staff member and work will be differentiated to support their individual learning targets.
- Where children with special educational needs are working at a significantly different level to their peers, children with special educational needs will have differentiated work or tasks that enables them to succeed.
- Individual or group interventions will take place via TEAMS if possible, to maintain consistency of support.
- SENCO will oversee provision and communicate regularly with families.