Dunston Hill
Community Primary School

Remote Education Plan

September 2020

This document sets out our approach to curriculum delivery and implementation of remote education should the following scenarios occur:

- A small number of pupils need to self-isolate
- A class or year group need to isolate
- Teachers need to isolate whilst pupils remain at school
- A local lockdown requiring all pupils and staff to remain at home

Through this plan we aim to:

- Maintain high levels of communication and contact with pupils and their families.
- Continue to support the mental health and well being of the whole school community.
- Set assignments so that pupils have meaningful work each day in different subjects.
- 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.
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources, videos or live sessions.
- 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.
- 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
- Deliver a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

Our Virtual Learning Environment (VLE) is through Microsoft Teams. We also use our school website, email and Facebook to share tasks and learning with parents.

Flexibility of Learning

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;
- Teachers may be trying to manage their home situation and the learning of their own children;
- Systems may not always function as they should.

An understanding of, and willingness to adapt to, these challenges on all sides is essential for success.

Expectation Management

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, no deadlines will be set. It must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot be considered as optional. Children and parents should consider the arrangements as set out in this document as highly recommended.

Teaching Staff will:

- Share teaching and activities with their class through Office 365 Teams apps, Facebook, school website and email;
- Continue teaching in line with current, extensive planning that is already in place throughout the school;
- Accept the fact that learning remotely will be more challenging, so tasks will be set in smaller steps to allow for this;
- Keep in contact with children through the Office 365 Teams, Reading plus and purple mash apps only and parents through Facebook Messenger or email;
- Reply to messages, set work and give feedback on activities during the normal teaching hours 08.50am – 3.30pm;
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways;
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow.
- If unwell themselves, be covered by another staff member for the sharing of activities. Follow up of messages on the Office 365 Teams apps during this time will not be undertaken until the teacher is fit to work.
- Contact SLT if they are experiencing any difficulties or need additional support

Teaching Assistants will:

- Support pupils who aren't in school with learning remotely
- Deliver packs of work if needed and achievable
- Support teachers in resourcing teaching and learning tasks
- Monitor Facebook and send responses to DHT to post replies
- Deliver intervention sessions such as phonics through Microsoft Teams
- Take part in inspiring learning through video hooks and recording reading stories for children to watch
- Engage in appropriate CPD.
- Support delivery of daily teaching through Teams and manage the chat function where needed
- Contact SLT if they are experiencing any difficulties or need additional support

Subject Leads will:

- Support staff when providing remote learning for their subject.
- Collate evidence for their subjects and regularly update the school website with examples (this will only apply should we go into a significant period of lockdown)

SENDCo / Family Support Worker will:

- SENDCo to provide support to families of children with an EHCP – provide differentiated tasks if needed to support EHCP action plan targets
- SENDCo to maintain communication with parents/carers of children who have an EHCP and those with 'high' SEND needs
- FSW to maintain communication with vulnerable families and offer support and advice through weekly phone calls
- Support families through signposting to external agencies/support (if links not already present)
- Maintain communication with external professionals/agencies who have been providing/can provide support (make referrals where applicable)
- Alert teachers to resources they can use to teach their subject remotely
- Provide any training for staff/pupils in delivering the curriculum remotely
- Ensure meetings happen remotely, such as TAF's

Senior Leaders will:

- Co-ordinate the remote learning approach across the school
- Monitor the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents

- Monitor the security of remote learning systems, including data protection and safeguarding considerations
- Maintain effective communications systems i.e. Facebook, emails, websites

Designated Safeguarding Leads will:

- Contact identified CP families weekly
- Attend relevant safeguarding meetings virtually as and when required

Governors will:

- Monitor the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Parents will:

- Support their child's learning to the best of their ability;
- Encourage their child to access and engage with Office 365 Teams posts or tasks set from their teacher;
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the Office Team 365 apps;
- Know they can continue to contact their class teacher as normal through the school email or Facebook messenger. if they require support of any kind;
- Check and engage with their child's completed work each day and encourage the progress that is being made;
- Be mindful of the mental health and well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax;
- Ensure their child is fully dressed and has a safe space to work online

N.B. In compliance with Copyright Law and regulations governing the use of photocopiable materials parents must note that resources are for viewing online only on our secure class teams. They must not be printed, photocopied or distributed. The school cannot take responsibility for any breach of Copyright Law. Information will be provided on how to access TEAMS. Please note this does not apply to White Rose which we are licenced to print.

Children will:

- Be assured that health and wellbeing is a priority and therefore take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Read daily, either independently or with an adult and where applicable engage with Accelerated Reader; Reading Plus, Lexia, Times Tables Rock Stars as directed by the teacher
- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.

What to expect:

Maths

In school, our teachers use White Rose Maths resources to support them in planning Maths lessons. During the lockdown period when school was closed for most children, White Rose created a number of resources to support

home learning and we are pleased to confirm that they are continuing to produce such resources. These lessons will support children in Years 1 to 6. Every lesson will come with a short video showing you clearly and simply how to help your child complete the activities successfully on paper or in the maths book provided. Using these resources in the case of any further class or school closures will together help us to provide a continuous learning structure. Children will be familiar with the lesson design and the resources on offer and we will be able to direct you to the lessons needed to ensure skills already learnt can be built upon and developed.

To access the resources, you will need to:

1. Go to www.whiterosemaths.com/homelearning/
2. Click on the set of lessons for your child's year group.
3. Watch the video (either on your own or with your child).
4. Find a calm space where your child can work for about 20-30 minutes.
5. Use the video guidance to support your child as they work through a lesson.

If your child is currently in Nursery or Reception (EYFS), White Rose will start their home learning resources from the 28th September. These will be linked to familiar stories and characters and provide ideas of how maths can be brought into everyday activities. The activities proved very popular when school was closed for the Summer term. If we are in the position where any of our EYFS classes have to close prior to the 28th September, class teachers will post suitable maths activities for you to access online.

In addition to using White Rose Maths resources, our children in Years 1 and 2 will have access and logins for the Numbots website and children in Years 3 to 6 will have logins to Times Table Rockstars. As a school we subscribe to these websites in order to support our children's fluency of key number facts and times table knowledge.

Teachers will provide instruction on a a daily basis on what to access.

English

- In all classes, teachers will aim to deliver a short, daily teaching input 'live' on Microsoft Teams for English and then set appropriate tasks related. The lessons will focus on a mixture of: Phonics, SPaG, Reading and Writing throughout the week. Children will be grouped within their class into groups of 15 (maximum) in order to make these 'live' lessons most effective for both delivery, assessment and child interaction. Children will be able, if appropriate to their learning, to hand in assignments (via Teams) to aid teachers with assessment for learning.

- Children who access our RWInc provision within school will receive daily 10-15 minute, 'live' phonics lessons via Microsoft Teams in addition to their English 'live'.

- For those children unable to access the 'live' session daily instructions will be given via email and Facebook post.

- In addition to these 'live' daily English lessons and RWInc lessons, children in Year 3 – 6 who do not access our RWInc provision will be assigned weekly 5x 15 minute Reading lessons using Reading Plus. This will be monitored daily by staff and feedback given via the messenger app on Reading Plus used by staff to communicate with children. Children already use this for homework and have access to all passwords in their reading diary. Additionally, they have had training in class this academic year and there is a parental guide to Reading Plus video on our school website homepage to further inform parents of expectations and troubleshooting issues. Link to access is on our school website home page.

- Children who are accessing our RWInc provision will access LEXIA 5 x 15 minutes per week.

- Accelerated Reader will continue as normal in that children will be able to quiz on completion of books and accrue points towards their half termly target. Accelerated Reader will be monitored weekly by class teacher.

- As a school we subscribe to the LEXIA and Reading Plus websites in order to support our children's decoding, reading fluency and comprehension. In addition, we subscribe to Accelerated Reader website in order to encourage children to read and to ensure the texts they are accessing are at an appropriately matched level to the child's needs.

- We will aim to allocate 2 reading books, matched to the child's reading needs, which will be checked out via our Junior Librarian facility. It is expected that these books are returned at the end of the remote learning period and school reserves the right to impose fines for any books that are not returned.

- E-books - Guides for children in Nursery / Reception and Year 1 / Children accessing RWInc provision/ KS2 will be emailed home to show parents how to access additional reading material matched to their child's reading needs using Oxford Owl.

- Some children will be directed to other sites such as purple mash, BBC Bitesize and Oak Academy for activities and tasks to support their learning.

Topic Work

- Afternoon work should follow where possible what children would have been doing in school.

- Activities will be posted via Teams (Facebook and email too) Lesson PowerPoints and smart boards can be used with appropriate task set

- There is no 'live' teaching during the afternoon or live chat

Nursery

- Suggested tasks and activities will be posted on our Facebook page and emailed to parents. Feedback from parents has suggested that this was a successful and effective way of working with the children through the previous lockdown.

- The focus for the activities will be linked to the prime areas of learning with a daily specific focus on Communication and Language and Mathematical Development.

- Children will receive daily video contact from one of the Key Workers in the form of singing, stories or games to play.

What 'remote learning' can I expect? (Reception to Year 6)

We aim to implement remote learning from your child's second day of absence. There are 2 general scenarios outlined below; the first scenario where your child is not permitted to attend school and the second, outlines the actions in the case of a whole bubble not being permitted to attend school.

The government's Oak Academy online lessons can be used for remote learning for every year group, covering a wide range of curriculum objectives.   https://www.thenational.academy/

Scenario	Actions

A small number of pupils are isolating	**The following will be emailed on day 2 of notification of isolation:** **Maths lessons:** The tasks set should continue on/mirroring the maths being covered in the classroom at that time. This may be a combination of white rose maths videos (the scheme used in school), the screens shared in the classroom and resources/worksheets used in the classroom. Answers should be provided for self-marking at home. **English tasks** should follow the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child. **RWI sessions/tasks for KS1** you will be directed to work on the sounds your child will be missing **Topic task(s)** following the lessons being covered in class that week. This may be the screens from the lesson being sent along with resources / worksheets (if appropriate i.e. if the resources required for the lessons are already at home). If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g. maps and atlases) then alternative 'topic' learning will be set which may make use of the Government's 'Oak Academy' lessons.
A whole class or year group is isolating.	**Sessions will begin on the 2nd school day of lockdown** **Maths lessons** uploaded to Teams, following on/mirroring the maths that would have been covered in the classroom at that time. This may be a combination of white rose maths videos (the scheme used in school), the screens shared in the classroom and resources/worksheets used in the classroom. Answers will be provided for self-marking at home. **English tasks** will include a live session from the class teacher or year group teacher following the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child. Some/all of these will be 'handed in' to your child's class teacher on Teams. This will include spelling, grammar, writing and reading. **Small group video learning** which will look different depending on the age of the children. This may be guided reading sessions, maths sessions or writing sessions delivered by the class teacher*. Live sessions will be in the mornings with times shared. The frequency of when your child's sessions will occur will be communicated by your child's class teacher via email. All sessions will be set up through Microsoft Teams. **Topic task(s)** will be uploaded to Teams, Facebook and email for children to complete and hand in virtually. They will be lessons your child would have had in class this term which can be most easily adapted to remote learning. **1:1 support** if your child receives 1:1 support and they are isolating; a more bespoke programme of support will be set up. This may include phone calls / video chats with your child's 1:1 support. They will usually be expected to still complete the learning set on Microsoft Teams.

Example daily timetable for Reception & Key Stage 1

9.00 - 9.30   Morning Exercise and log on to Teams

9.30 - 10.30   Group 1 'Live' English session on Teams (15-20 min) followed by associated tasks

                Group 2 Maths accessed via Teams

10.30 - 11.00   Break time

11.00 - 12.00   Group 2 'Live' English session on Teams (15-20 min) followed by associated tasks

Group 1 Maths accessed via Teams

12.00 - 12.15   Phonics group 1 (Teacher) Phonics group 2 (TA)

12.15 - 12.30   Phonics group 3 (Teacher) Phonics group 4 (TA)

12.30 - 1.30   Lunch

1.30 onwards   Suggested afternoon tasks set

Example daily timetable for Key Stage 2

9.00 - 9.30   Morning Exercise and log on to Teams

9.30 - 10.30   Group 1 'Live' English session on Teams (20-30 min) followed by associated tasks

                Group 2 Maths accessed via Teams

10.30 - 11.00   Break time

11.00 - 12.00   Group 2 'Live' English session on Teams (20-30 min) followed by associated tasks

                Group 1 Maths accessed via Teams

12.00 - 1.00   Lunch

1.00 onwards   Suggested afternoon tasks set

Teams –Recording of live lessons

During lockdown class teachers will be delivering live lessons on Teams as we feel that video calls will support the mental health of children during these difficult times.

Some audio/video conferences sessions will be recorded. This means that they will be accessible later, so that all pupils have equality of access and opportunity, should they not be able to access the conference live.

By recording on Teams securely means that recordings may only be accessed by pupils in that specific channel group. Any pre-recorded or live conferences will not be posted on social media and will be deleted after nineteen days.

Parental consent must be obtained before a child can be recorded during live sessions. The cameras of children without consent must not be activated to ensure that it does not compromise the sharing of the recording of the session for others. Those parents who have specifically asked for their child not to be recorded in Live lessons have had their camera disabled in the Teams admin panel to avoid user error by either pupil or teacher.

All one-to-one sessions are recorded and will only be accessible by school staff and the child taking part in the session. The recordings will be deleted after nineteen days.

Parents will:

- Support their child's learning to the best of their ability;

- Encourage their child to access and engage with Office 365 Teams posts or tasks set from their teacher;

- Check and engage with their child's completed work each day and encourage the progress that is being made;

- Be mindful of the mental health and well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax;

Support us to safeguard our children:

- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the Office Team 365 apps;

- Know they can continue to contact their class teacher as normal through the school email, telephone or Facebook messenger. if they require support or to raise a safeguarding concern;

- Ensure their child is fully dressed, has a safe space to work online with as little distractions as possible and an appropriate background;

- Encourage their child not to eat or snack during the lessons as we are trying to create the best possible environment for teaching and learning and this can be very distracting;

- Be mindful about what family activities would potentially be heard during the pupils' use of video conferencing

- Not take part in audio/video conferencing unless invited to do so

- Support my child to understand the importance of not sharing passwords and other forms of online safety

- Any breaches of the points above will result in pupils being immediately removed from the audio/video conference, and potentially banned from all future audio/video conferencing

- Visit the school's Internet Safety page for further guidance on how to keep my child safe online as required - http://www.dunstonhillcps.co.uk/children/internet-safety/

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Children will:

- Be assured that health and wellbeing is a priority and therefore take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;

- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;

- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;

- Read daily, either independently or with an adult and where applicable engage with Accelerated Reader; Reading Plus, Lexia, Times Tables Rock Stars as directed by the teacher;

- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.

- Be aware that the same rules of conduct and behaviour will apply as apply in the classroom. Pupils should be polite and respectful at all times.

This policy is part of our commitment to safeguarding children. It should be read in conjunction with our other safeguarding policies and procedures which promote safeguarding such as our Safeguarding and our Behaviour Policy. All our policies are available on the school website or hard copies are available upon request.