



# Wood Ley Community Primary School

## Our Vision

*Inspire, Encourage, Believe*

### Remote Learning – Contingency Plans September 2020

This document outlines our contingency plans for remote learning, should students need to access this due to needing to self-isolate. It distinguishes between

**Tier 1**- the default plan to be implemented for individuals and small groups of students needing to self-isolate,

**Tier 2** - which would be triggered in the event of a partial or full closure.

Both of these plans serve to ensure that there is alignment between face-to-face and remote education, so that, should students need to self-isolate, they can transition back into the classroom having followed a similar curriculum sequence as their in-school peers.

#### DfE guidance on remote education: summary of key points

- Remote education, where needed, is **high quality and aligns as closely as possible with in-school provision**: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- Develop remote education so that it is **integrated into school curriculum planning**: remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.
- 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**. In developing these contingency plans, we expect schools to:
  - Use a curriculum sequence that allows access to high-quality online and offline resources and that is linked to the school's curriculum expectations
  - Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback
  - Provide **printed resources**, for pupils who do not have suitable online access
  - 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.
  - Set assignments so **that pupils have meaningful and ambitious work each day** in a number of different subjects
  - Provide **frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos**
  - 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**

- Plan a programme that is of **equivalent length to the core teaching pupils would receive in school**, ideally including at least weekly contact with teachers. Foundation and KS1 children will receive up to 3 hours of remote learning, KS2 children will receive up to 4 hours of remote learning.
- There will be a balance of activities planned in addition to maths and English, including foundation topics geography, history, PE, design technology, art and science.

### Remote education: overarching principles

- **Curricular alignment:** remote plans follow a similar sequence as face-to-face enactment of the curriculum.
- **High quality resources** that mirror those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps (avoiding long-term project type tasks). This includes the use of videos and **nationally produced resources such as the Oak Academy resources**.
- **Feedback and assessment of learning** should remain regular, in line with normal curriculum expectations,

### Tier 1: remote learning for a small number of students who are self-isolating

#### Summary

A. Students who are self-isolating **follow a normal timetable each day**

B. All resources will be accessible on **\*MS Teams**, ( Dojo / DB Primary ) or **emailed** to the student in advance.

C. Resources will support guided and independent practice, focussing on **effective self-study** (with students using exercise books and/or booklets) and will normally include either a **PowerPoint, worksheet or booklet**.

**\*MS TEAMS has successfully been set up for pupils utilising the government support programme.**

#### Further information

Element of Tier 1	Notes
A. Students who are self-isolating <b>follow their normal timetable each day</b>	All students need an up to date copy of their normal timetable.
B. All resources will be accessible on <b>*MS Teams</b> , ( Dojo /DB Primary) and/or <b>emailed</b> to students.	All students need to know their login details and how to access their email and MS Teams. The details have been sent out to families on a log in sticker via parent mail. All students have been placed into their class TEAM.
C. Resources will support guided and independent practice, (with students using exercise books and/or booklets)	Resources will mirror those used in class, containing a blend of information for students to read and tasks for them to complete to allow them to practise applying the knowledge they acquire.

## Tier 2: remote learning for larger groups, such as in the event of a partial or full closure

*The assumption here is that in cases of larger groups needing to self-isolate, and/or in the event of a partial or full closure, not all staff would be in school. When not in school, teachers would be expected to create teaching resources as outlined in the checklist below.*

### Summary

A. Students who are self-isolating **follow their normal timetable each day**

B. Teachers should provide work that follows this **checklist**:

Work for the lesson is clearly laid out : Task 1,2,3 etc, and is labelled with subject, day and lesson, e.g. Science Monday lesson 3.

- The PowerPoint is clearly labelled and the message on first slide has the title of the topic and lesson number.

- The lesson may be shorter than a typical hour, up to 30 minutes of work , bearing in mind students take longer to complete the work when on their own. Where necessary, teachers should adjust the length of the lesson using feedback from students.

- Instructions are very clear throughout the lesson.

There is a review of prior learning.

At the start of the lesson the students are told the purpose of the lesson and given clear success criteria.

I do – new information is presented in bite-size chunks.

PowerPoints have been adapted with audio recordings or videos with clear explanations. These are clearly signalled to the students.

Key vocabulary has been included and explained.

We do – worked examples are included before students do the question – support prompts and scaffolding are provided to offer plenty of guided practice.

The work is differentiated, either by amount of scaffolding, or extension activities to stretch and challenge.

You do – independent practice – students have the opportunity to put the learning into practice, this could be exam questions, a quiz, essay writing,

Adequate feedback is given, this might be whole class message on the class TEAMS page or Dojo messaging, or DB Primary messaging to individuals, or via Teams meetings with targeted groups of students. Feedback will provided via TEAMS assignments when pupils upload their work into work drop assignments.

Teachers will provide additional support and feedback during weekly meetings set on TEAMS class calendar. All pupils have been assigned to a weekly meeting group and this is advertised on the class TEAMS post page.

C. Teachers should use their professional judgement as to how much of the face-to-face teaching ought to be assigned to **review and consolidate** and how much can be given over to the **introduction of**

**new content.** New content maybe delivered live on MS Teams as short episodes to help improve student understanding.

D. All resources will be accessible on **MS Teams** and/Dojo, DB Primary and/or **emailed to students.** The preferred method is via MS TEAMS.

E. Older students may be given the opportunity to join live **MS TEAMS** lessons and attend additional catch up sessions where appropriate.

F. All pupils have the opportunity to join a weekly feedback and check in session with their teacher via **MS TEAMS**

**Further information**

Element of Tier	Notes
A. Students who are self-isolating <b>follow their normal timetable each day</b>	All students need an up to date copy of their normal timetable.
B. Teachers should provide work that follows the remote learning <b>checklist</b>	Foundation and KS1 students will have 3 hours remote learning timetabled daily. KS2 students will have 4 hours remote learning timetabled daily. Work should be set to appear on the day of the lesson, with a same day deadline. Completed work should be uploaded into work drop assignments.
C. Teachers should use their professional judgement as to how much of the face-to-face teaching ought to be assigned to <b>review and consolidate</b> and how much can be given over to the <b>introduction of new content</b>	Teachers will refer students for additional support where they will be invited to attend a weekly catch up lesson.
D. All resources will be accessible on <b>MS Teams</b> and/ and Dojo, DB Primary /or <b>emailed to students</b>	All students need to know their login details and how to access their email. Log in details have been sent to all families via parent mail
E. Older students may be given the opportunity to join a <b>MS Teams live lessons</b> with their teacher	Students in UKS2 may need to know how to respond to an MS Teams invite and how to join a Teams meeting. Guidance will be provided to help students.
F. All students will be invited to attend weekly feedback and check in sessions with their teacher via <b>MS TEAMS calendar invite</b>	Support to parents to help with log ins and attending meetings is available by contacting school directly and through posted powerpoint demonstrations. Additional remote devices have been issued to families requesting support with MS Teams already installed and logged in.