All Saints C of E Primary School Remote Education Support Contingency Plan Revised January 2021. National Lockdown began 5th January 2021

It is our intention to provide as much daily support as possible to all pupils should the need arise for remote education at home. Keeping in regular contact with families is key to the support and success of remote learning. Ensuring that we have the current contact details and the means of contacting families is also crucial in keeping access to teaching and learning as available and as inclusive as possible.

We appreciate that the home situation of every pupil and family is different and that learning at home may be already set up for some families using a variety of different resources whereas for others limited resources and access to the internet may prove a barrier to remote learning. Ensuring pupils can access resources and work and practise skills, as independently as possible, is essential for successful and enjoyable home-learning.

We realise that educational activities may need to be created in a range of formats, so that they are accessible to all, reducing the risk of pupils being left behind. Pupils are more likely to have access to mobile phones than laptops or computers, so we need to consider using formats (like PDFs) that can be viewed on mobile devices and can improve access to resources. Approaches and support will need to be tailored to individual needs and this is particularly important for vulnerable children who might have further barriers to learning in their home environment.

When delivering remote learning we are mindful that with children spending more time online, it's important that we consider online safety as we plan and design their teaching activities. It is crucial that the pupils keep their email address for school use only as it is monitored by school staff. Parental permission is required for the child to access Google Classroom (see our website for the permission document provided by Google Classroom).

We have been using some of the advice guidance listed below which is available to all schools for delivering remote education safely.

- Safe remote learning, published by SWGfL
- Online safety and safeguarding, published by LGfL, which covers safe remote learning
- The National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely
- Safeguarding and remote education during coronavirus (COVID-19), published by DfE
- annex C of keeping children safe in education KCSIE.

Keeping a focus on effective teaching practices
All the research shows that teachers will have a good understanding of what effective teaching practice looks like in a classroom setting. These same practices will often be more difficult to maintain when teaching remotely. Some teaching practices may need additional planning to work well. This might include providing pupils with different ways of explaining concepts or identifying any likely misconceptions in advance to help pupils manage if they get stuck or need extra support to access a key fact or skill.

"In principle, the fundamentals of teaching a remote lesson are the same as teaching a classroom lesson," explained Steve Smith of HISP Research School at Thornden. "Revisiting prior learning, chunking up new knowledge, teacher explanations or modelling, scaffolding, pupil practice, learning checks, to name a few."
"However, a normal classroom lesson would be dialogue-rich with lots of questioning and the teacher getting feed-back all of the time," he continued. "This amount of feedback isn't as readily available in an online lesson, therefore teacher explanations need to be planned more thoroughly. Many teachers are finding that they have initially been too ambitious about what can be achieved in a remote lesson compared to a normal classroom lesson."

Making plans for Remote Learning as advised by the DfE and Government
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 to have the capacity to offer immediate remote education via Google Classroom. We

aim to consider how to continue to improve the quality of our existing offer using remote education should the school lockdown or have large numbers of pupils at home self-isolating. We will also review the Department's guidance about planning for local restrictions including Tier Restrictions and Local Lockdown.

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching.

For example:

ensuring pupils receive clear explanations, supporting growth in confidence with new material through scaffolded practice, application of new knowledge or skills, enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). It is important that we consider how to transfer into remote education what we already know about effective teaching in the live classroom.

Access to appropriate devices and connectivity is essential for technology-led approaches to remote education. However, we realise that securing access for all pupils is a significant challenge in many contexts.

We aim to, as far as possible;

- maintain an up-to-date record of which pupils and families do not have device or internet access
- consider how school technology resources could be used in future to support pupils without sufficient remote facilities.
- ensure that any equipment obtained under the department's DFE Get help with technology programme is clearly identified and ready to be re-distributed for a similar purpose

Linking Google Classroom to applications

We aim to include mini-retrieval tasks and quizzes as an important part of effective teaching which can be easily created to precede or follow teaching sequences.

When teaching, it is possible for teachers to question individual pupils and for pupils to pose questions to teachers or peers, for example using the 'Chat' function. By using the Google forms, teachers can plan for rapid feedback and allow live marking.

We aim to use a range of media to continue to deliver most of our normal planned curriculum, and, where available and relevant, texts and worksheets (both 'hard copy' and electronic) may be issued for pupils to use at home to complement and support lessons.

Where lessons and teaching a skill or knowledge are recorded, they can be accessed later by pupils, making flexible use possible in the context of limited or shared device access. The platform can make it easier for teachers to monitor pupils' progress because work can be viewed or submitted through a single system. This in turn may make it easier for teachers to adapt work in the light of pupils' progress.

Continuing the planned curriculum

We realise that continuing to teach all or most of the normal planned curriculum in the remote environment is important. Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom, for example sciences, music, PE, Art or technology. However, in these and

other cases, video demonstrations (and there are many ready-to-use examples linked to the curriculum available on platforms such as YouTube, Oak Academy, link schools and local clusters) can substitute well for practical work, particularly if accompanied by the teachers' explanation, commentary and a text/worksheet or electronic resource.

When teaching pupils remotely, as far as is possible, we expect to communicate on adaily basis as well as to:

- set activities and tasks so that pupils have meaningful and ambitious work each day in a number of different subjects which they can access and do as independently as possible
- teach a planned and well-sequenced curriculum in each year group class linked to their overviews 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
- use teaching resources that can be easily printed and collected by adults at school for pupils who are unable to access online learning. Pupils using hard copies have sometimes been asked to submit work by taking photos on their phones and texting or emailing them to their teachers. Teachers are then able to make phone calls home to provide formative feedback.
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources 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
- enable teachers to 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
- take into account that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so we will work with families to deliver a broad and ambitious curriculum. We aim to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We plan to avoid an over-reliance on long-term projects or internet research activities.
- use Tapestry in Year R to deliver a more Early Years Based Curriculum which involves a range of activities for indoors and outdoors and is linked to active play.
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers. Current regulations advise daily remote education to total four hours for KS2 pupils and three hours for KS1 pupils.

Organising structured remote teaching suitable for younger pupils

It is recognised that vounger children are likely to have particular needs which cannot easily be met in some of the ways described above. For such pupils, it is likely that the priority will be progress in **early reading.** We will ensure continued access to appropriate reading books and resources for early readers as part of our contingency planning. ***Bug Club*** will be used where books are assigned to pupils to read at home and sometimes to an adult back in school. Teachers will monitor and track reading progress through the different colours and stages.

Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of **phonics** content, is another important part of our planning for children at this stage. Live or videoed lessons will be made accessible on Tapestry or Google Classroom to support children and parents at home. Counting tasks and exploring number will also be added to daily tasks when appropriate. Other content for these pupils is likely to include providing guidance for the supervising adults to ensure that time is used as productively and developmentally as possible.

Pupils having difficulties submitting work

The Google Platform allows for the sending of most kinds of work for review and feedback and screenshots can be taken and emailed as attachments. Additionally, smartphones can be used to photograph work which is difficult to submit in other ways. Work can also be emailed to the school adminoffice@allsaints-pri.hants.sch.uk. It could also be dropped off at the school office to encourage the return of work done at home by the pupils.

Teacher will prepare pupils in advance for the return of key tasks on set days, especially written work which will be used to inform assessment, planning and progress.

Keeping pupils motivated and engagement

We aim to monitor pupil engagement with remote education provision. By keeping a log of participation and motivation levels and feedback to parents, either individually or formally through regular reports. We may also contact parents by telephone to explore ways to secure re-engagement in the home learning.

Worships will be uploaded onto the stream as will the celebration worships to celebrate success, effort and support with the different learning tasks.

Physical education

Physical education is a difficult subject to teach remotely. Some aspects may be able to be delivered using video demonstrations and the *Physical Challenges* resources. At the same time, taking account of any restrictions and pupils' age and living circumstances, pupils should be encouraged to take regular physical exercise to maintain daily fitness.

Assessing pupils' progress with the set activities

Daily attendance to online lessons, meetings, the use of the chat bar and the completion of set tasks will be monitored and tracked by all teachers. The Inclusion Manager will monitor attendance and participation in learning and make contact with pupils and families who rarely access online or complete work packs. Vulnerable pupils will be offered a school provision if appropriate to address learning needs and disadvantage.

Using the features of Google Classroom teachers can create regular, pre and post-lesson quizzes and encourage posting questions and queries in the chat bar. Consideration will be given to ensuring availability to learning tasks for pupils without ready online access, including through the distribution of hard-copy versions via the School Office.

Feedback/Daily communications

Opportunities will be planned in for teachers and learning support assistants in school to meet with pupils one to one in Google Classroom to discuss tasks, learning and to read and engage in *book talk.*. A daily class catch up will be scheduled to give all pupils and staff the opportunity to see each other virtually and share news etc. Maintaining contact with pupils who are not in school is beneficial to pupils' well-being.

ELSA

When possible, the Home School Child and Family Worker will hold virtual ELSA sessions with the agreement of parents and senior leaders. They will also arrange phone calls with parents to discuss issues and offer support if necessary.

Catch-up Premium support

We plan to spend some of the *Catch up* Premium on staffing for supporting groups or individual pupils and as contingency planning for remote education, for example providing copies of texts and worksheets. LSAs will also be preparing booster resources/sessions and providing reading practice and feedback for individual or groups of pupils.

Safeguarding and safe internet use

We need to carefully consider the context of our own setting and appropriate use of live lessons; consider whether other options might be more suitable in some contexts – for example, using audio only, pre-recorded lessons or existing online resources. We need to be mindful of keeping online use and virtual learning to a safe and productive level.

Staff and pupils will be expected to follow guidance to ensure the safe use and access of Google Classroom and Tapestry. PSHE themes will be used to revise safety online and emotional support and well-being. The following rules will also need to be considered and followed by staff:

- adhere to the establishment's policies and have high expectations of behaviour, the code of conduct and work online
- be dressed appropriately and expect pupils to be appropriately dressed and ready to access live lessons
- ensure materials being used from other sites are suitable and age appropriate
- report concerns to leaders if there are any unnecessary interruptions, comments or disruptions caused by adults and siblings during live lessons.
- report concerns to the DSL about pupils' behaviour or comments online, if they are deemed inappropriate
- ensure that a senior member of staff is aware that the live lesson/meeting is taking place and for what purpose and within the normal school operating times
- only record a lesson or online meeting with a pupil where this has been agreed with the headteacher and the pupil and their parent/carer have given explicit written consent to do so

Recommended Resources

Digital education platforms: We are making use of the government-funded digital education platform: Google for Education.

Other resources for supporting teachers' in creating online content We are advised to use resources such as Oak National Academy to offer lessons in most school subjects. Oak delivers a sequenced curriculum, with some elements of choice or to complement other parts of our remote provision.

SEND extra support We realise that many educational platforms that are commonly used include a wide range of free accessibility features. For example, voice-to-text and text-to-speech conversion, or different viewing formats to support pupils with dyslexia and other special educational needs which teachers will need to make use of when planning and designing their teaching.
We will also make use of the **Oak National Academy** specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy.

We also know that The British Educational Suppliers Association's LendED platform, for instance, provides a searchable list of resources for remote education.

EdTech Demonstrator programme

We may also draw on the expertise of a network of schools and colleges for help and support on the effective use of tech for remote education that can be accessed through the EdTech Demonstrator Programme.

Laptops, tablets and 4G wireless routers
Following pupils returning to school in the autumn term, the government advised schools that laptops and tablets will be distributed directly to schools affected by a local coronavirus (COVID-19) outbreak. These will be available for disadvantaged pupils in years 3 to 11 and clinically extremely vulnerable children from all year groups unable to attend school. These devices will be owned by the school. We will allocate new laptops to pupils who will benefit from using them at home to access remote education.

Hampshire Inspection and Advisory Service Remote Learning Curriculum and Blended Learning Plans

Where appropriate, we intend to use the Curriculum advice and support packs provided by our Local Authority, Hampshire Advisory Service. See details below.

Rationale:

The planning and packs have been devised to: support specific Key Stages, will enable children to work independently and will focus on an overarching theme with **o**ne or two foundation subjects per pack.

Guidance

The Remote Learning Curriculum Pack provides support for Primary schools with remote learning in KS1, lower KS2 and upper KS2.

The packs are intended to support pupils at home during the first few days of any isolation period and will supplement any English and maths work given by schools. New curriculum packs, for each age range, will be made available every month. The content will change over the school year to reflect curriculum progression.

It is a creative resource of different activities based on a variety of foundation subjects and linked to the National Curriculum. They will build on existing skills whilst encouraging pupils to demonstrate appropriate independence. Each Key Stage pack will have an overarching theme and the activities are intended to support a short period (1-2 days) of emergency curriculum content whilst schools adapt their current curriculum for remote teaching for the remainder of the period of isolation.

Although suitable for specific Key Stages, the activities can be adapted for the needs of all children.

As many of the activities are practical, feedback can be given using email or photographs as appropriate.

Wifi hotspots

In addition to 4G routers provided to local authorities and academy trusts, DfE is working in partnership with BT to offer free access to BT wifi hotspots for disadvantaged pupils. They are also working with the major telecommunications companies to expand this offer and provide access to free additional data to families who rely on a mobile internet connection while the response to coronavirus (COVID-19) requires pupils to learn from home and access social care services online. More information on increasing internet access for vulnerable and disadvantaged children is available.

EEF Covid-19 Support Guide

The latest DFE GUIDANCE COVID-19

Parts of this plan may change according to the latest DFE and Government advice and guidance.