



# ELTON CHURCH OF ENGLAND PRIMARY SCHOOL

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FRIENDSHIP

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KOINONIA



OAK  
NATIONAL  
ACADEMY



## Aims

This Remote Education Plan aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources
- Provide clear expectations members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

## What will remote learning look like?

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Elton C of E Primary School has developed this 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.

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 their class;
3. The whole school is self-isolating because of an outbreak of coronavirus

The plan complies with the expectations and principles outlined in the published DFE document:

[Guidance for Full Opening of Schools.](#)

## Software and online platforms

Within all plans, teachers will set appropriate work through Teams and via email, in line with our current curriculum. This will primarily be supplemented by a range of resources provided by Oak Academy and White Rose Maths.

- **Communication** - Class teachers will remain in contact with each child through MS Teams along with email and telephone communication to parents and carers. MS Teams will support school in offering the opportunity for the children to communicate with their teacher and their friends through live video. Often this will be used so children can 'drop-in' to receive further support after accessing their work. The school twitter account will be used, as in lockdown, to support well-being and celebrate the achievements of individual children (birthdays, awards from teachers, certificates and achievements outside of school). Whole school assemblies delivered, by the Headteacher and vicar, on Microsoft teams will promote unity and give a sense of school routine at home. Teams will also be used informally as a chance for classes to "meet" at playtime or eat lunch "together".
- **Oak Academy** has been selected to support remote learning for a number of reasons. The Oak Academy lessons are in line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice of key skills. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and those who may require additional support. Class teachers have already used Oak Academy in class so children are familiar with the platform, and have planned a sequence using the Oak Academy in the event of remote learning.
- **White Rose Maths** resources will be used as they are matched to our current maths curriculum model. Teachers and children already use these resources on a daily basis and are used to the fluency, reasoning and problem-solving approach to learning. Continuing to use the medium term planning from White Rose will ensure that full coverage of ARE is achieved in maths in the event of a prolonged period of remote learning.
- **Spelling Shed** and **TT Rockstars** will be utilised to support the acquisition and retention of basic core skills.
- **Purple Mash** will be used as a resource to supplement activities, and for teachers (particularly in EYFS/KS1) to set work. Children access this regularly in class and the younger children find the "To Do" list set by teachers, more user-friendly than MSTeams.

**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 Elton C of E 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 log-ins and passwords for the following platforms:

- MS Teams
- Spelling Shed
- TT Rockstars (KS2)

These have all been used in class. Additionally, teachers have set homework using Teams, along with a weekly classwork activity, monitored by the Headteacher, so that all children are used to accessing work, turning it in, and accessing teacher feedback. All class teachers (as part of this term's virtual parent conferences) took time to question parents on availability of technology if a period of remote learning were to happen, and as a result know how to tailor approaches to learning to individuals within their class.

## Practical Resources

If a child is isolated from school i.e. the child is sent home from school to either receive a test or to self-isolate as someone in the household is being tested, they will leave school with a pack of work and their own stationery pack. Children will therefore have immediate opportunity to continue their learning. The initial work packs are basic skills work that are relevant at any stage of the year i.e. arithmetic, spelling, reading, writing (with a visual prompt) and handwriting. Remote learning will then follow as soon as the family is ready.

## **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 delivered). This measure will afford teachers a short time to prepare their remote learning resources. In the case of a class or whole school isolation, resources will be uploaded to MS Teams and/or emailed to parents/carers. Those without the necessary technology (information gleaned from parent-teacher conferences) will have packs delivered, including books and resources bought by catch-up funding.

<b>Pupil needs to isolate because someone in their household is symptomatic or tests positive</b>	
<b>Ongoing Support</b>	<b>Safeguarding/SEND</b>
<p>Using MS Teams or email, the class teacher will upload activities and resources by 6pm the day before to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the individual child.</p> <p>If teaching input is required for core lessons, the teacher can either direct the parent to a relevant Oak National or White Rose taught session.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to school.</p> <p>If child is entitled to benefit-related FSM ensure food made available.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL. All phone calls to vulnerable families will be recorded.</p> <p>If a child does not engage, the class teacher is to call the parents to discuss obstacles and offer support.</p>

<b>A group of children are self-isolating because of a case of coronavirus in their class bubble</b>	
<b>Ongoing Support</b>	<b>Safeguarding/SEND</b>
<p>Using MS Teams/Email, the class teacher will upload worksheets by 6pm the day before to allow parents to see the learning materials prior to supporting their child/ren.</p> <p>If teaching input is required for core lessons, the teacher can either direct the parent to a relevant Oak National/ White Rose taught session. MS Teams will be used to communicate with the isolated group of children.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to school.</p> <p>Procedures/updates communicated to other parents within the bubble</p> <p>If children are entitled to benefit-related FSM ensure food made available.</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL, recorded in call log. Physical safe and well check (DSL x2) if no response.</p> <p>Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and support. Some catch-up funding reserved for any additional materials that may need to be purchased in this eventuality.</p>

<b>A whole bubble/cohort of children is isolating because of an outbreak of coronavirus</b>	
<b>Ongoing Support</b>	<b>Safeguarding/SEND</b>
<p>Teachers will schedule a MS Teams meeting with the children and parents for the following day (after isolation). In this meeting the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning – this will consist of core subject lessons, a non-core lesson and a whole class reading session per day.</p> <p>Using MS Teams/Email, the class teacher will upload activities and materials by 6pm the day before, to allow parents to see the learning materials prior to supporting their child/ren.</p> <p>The class teacher will share links to appropriate lessons from White Rose Maths or Oak National lessons through MS Teams/Email. Teachers will then be accessible to children through Teams so that any issues can be discussed.</p> <p>For non-core lessons, resources will be uploaded to MS Teams and where possible web-links to appropriate support materials will be shared. This will often be through Oak National using lessons that link to the Elton curriculum.</p> <p>Time will also be scheduled for the children to watch an assembly delivered by the Headteacher or vicar. This will encourage children to keep working, celebrate successes and promote a togetherness.</p> <p>Completed work should be photographed and uploaded to MS Teams or emailed. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using either Teams or email, depending on the teacher's preference. Those children that need additional support following feedback are to be directed to a Teams meeting.</p> <p>In the event of teachers becoming ill, support staff will be required to 'take over' the MS Teams account</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to school.</p> <p>If any children are entitled to benefit-related FSM ensure food made available.</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL, recorded in call log. Physical safe and well check (DSL x2) if no response.</p> <p>Those not engaging with home learning are to receive a phone call from the class teacher to discuss obstacles and the support needed by the family.</p> <p>Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Teams as long as the agencies are able to engage.</p> <p>The SENDCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.</p>

### **Staff Training**

- All staff have received training from the ICT service regarding the safe use of online learning platforms and are up to date with GDPR regulations.
- All staff have signed the acceptable use policy regarding the safe use of technology
- All staff have discussed online safety and appropriate behaviour at an age-appropriate level with their class
- All staff received basic safeguarding training in September 2020 as part of the INSET days, and are up to date with KCSIE
- All staff (as part of GDPR training) understand how to keep devices secure. On devices that are not encrypted (Windows 10) staff use encrypted memory sticks for any data sensitive information.
- Staff continue to access professional development through remote means to develop pedagogy and curriculum expertise.

### **Provision of Equipment for Remote Learning**

The Headteacher wrote to families asking them to get in touch if they required support with accessing learning via a device. Families who got in touch were then contacted by the class teacher, and devices are secure and ready for these families to access remote learning, if it becomes necessary, with acceptable use agreements in place.