

**Wibsey Primary School**

**Remote Learning Plan**

In order to ensure that learning is continued, irrespective of full closure, partial closure, bubble closure or self-isolation, Wibsey Primary School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices.

This plan will be applied in the following instances:

1. An individual / number of children are self-isolating because of a positive test within the household or are displaying symptoms;
2. A whole bubble is self-isolating because of an outbreak of coronavirus;
3. Short term whole school closure except for childcare provision for key worker and vulnerable children.

This plan complies with the expectations and principles outlined in the DFE document Guidance for Full Opening for Schools.

Rationale

At Wibsey Primary School we intend to provide children who are self-isolating with a planned and well-sequenced curriculum so that knowledge and skills are taught incrementally and that aligns, as closely as possible, with what is being taught in the classroom and which supports the school’s ambitious and broad curriculum. There will be a consistent approach within, and across, each year group.

We understand the necessity of children having regular contact with the adults in their class and there are steps put in place to ensure that this happens. Children and parents are able to contact their Class Teacher via the APP as a check-in point and to share learning.

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

Remote Learning

We teach the same curriculum remotely as we do in school whenever possible and appropriate. However, we may need to make some adaptations in some subjects for example when learning is more practical.

Remote teaching approaches are being developed and vary according to age, stage of development or special educational needs:

* Work packs are sent home via the APP for pupils;
* Recorded teaching by the class teacher and also Oak National Academy lessons;
* Use of commercially available websites;
* Development of live teaching (online lessons).

Software and online platforms

Teachers will provide work for their own class via GSuite and deliver lessons via Microsoft Teams. In addition, the following are used across school:

*Lower School (EYFS and Year 1)*

Phonics Bloom, Oak Academy, ICT Games, Top Marks, RWI Phonics – online – all pupils to have online access, Mathletics (Y1 only) and Purple Mash (Y1 only).

*Middle School (Years 2 and 3)*

RWI Phonics – all pupils to have online access, Mathletics, Times Table Rock Stars, Purple Mash and Oak Academy.

*Upper School (Years 4-6)*

Mathletics, Times Table Rock Stars, Oak Academy, White Rose Maths, Accelerated Reader, Purple Mash (Year 4 only) and STEM (Year 6).

Accessing remote education

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support these pupils to overcome barriers and access remote education:

Parents of pupils who do not have suitable online access should contact their child’s class teacher.

The school has allocated £15,000 to the purchase of Ipads, tablets, dongles to loan to families who do not have online access. The Head Teacher allocates according to need.

Laptops acquired via the government scheme have been allocated according to criteria and need.

Bids are put in for resources as they become available, subject to the school meeting the eligibility criteria.

Engagement

Pupils’ engagement with remote learning is compulsory and it is expected that parents will support the this by setting routines that support this at home e.g. providing a quiet place for their child to work.

Teachers will monitor check pupil’s engagement daily and pupils who are not engaging with remote learning will be followed up by teachers and, if needed, SMLT.

Remote Learning overview

During periods of self-isolation (individual pupils, partial or full cohorts) and whole school closures and national lockdowns:

|  |
| --- |
| **Pupil needs to isolate because someone in their household is symptomatic or tests positive** |
| *Ongoing support* | *Safeguarding / SEND* |
| Until Test results are received* Class teacher prepared initial work pack is sent home the same day via the APP. This will include English, Maths, Science and thematic work for that week and would be relevant at any stage of the child’s school year. This will enable children to have immediate opportunity to continue their learning at home.
* EYFS and KS1: RWI online Phonics bespoke to the individual’s stage sent out.
* Children use Purple Mash and Times Table Rock Stars to complete independent learning.

*Children and parents can contact Class Teacher via the APP, who will respond accordingly. Teachers will access the APP daily.*When a positive test result is received and the child needs to isolate for up to 10 days* Contact with the child / parent after the test result has been received to check in regarding well-being, learning and any electronic device needs.
* Check daily whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.
 | * If a child is entitled to benefit-related FSM ensure food bags are made available.
* If an absent child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and the next steps agreed.
* SENCO advises and monitors the provision provided by the class teacher and ensures provision is in place as documented in their EHCP or SEN support plan. SENCO is in weekly contact with the parents and child.
* If a child has 1:1 support, the support member of staff to contact the child / family daily to provide support and learning updates.
* If a SEND child (not with a 1:1) does not engage with home learning SENCO to make contact and discuss potential barriers.
 |
| **A whole bubble / cohort of pupils is isolating because of an outbreak of coronavirus** |
| *Ongoing support* | *Safeguarding / SEND* |
| * Class teacher prepared initial work pack is sent home via Google Classroom, the APP and uploaded on the website. This will include English, Maths, Science and thematic work for that week.
* Minimum offer is three hours a day for EYFS and KS1 and four hours for KS2 – this minimum offer will develop over time dependent on how many children in the class are isolating.
* Teachers select from the initial work pack what should be covered in the initial two days
* EYFS and KS1: RWI online Phonics bespoke to the individual’s stage sent out.
* Children use Purple Mash, Mathletics and Times Table Rock Stars to complete independent learning.
* Independent reading.

*Children and parents can contact Class Teacher via the APP, who will respond accordingly. Teachers will access the APP daily.**.* After the second day * Contact with the child / parent to check in regarding well-being, learning and any electronic device needs.
* Check daily whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.

If the whole class is isolating* Class teacher to prepare weekly timetable of learning to reflect the school timetable and the broad and balanced provision.
* Minimum offer is three hours a day for EYFS and KS1 and four hours for KS2.
* Recorded lessons and live lessons delivered according to timetable.
* Recorded reading sessions.
* Class teachers access uploaded work on GSuite (8:30-3:45) and provide feedback and support.
* Check daily whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.
* Class teachers access APP daily to monitor correspondence and respond. Concerns should be reported via CPOMS with SMLT alerted.
* Teachers will contact all absent pupils once during the 10 days isolation. Pupil premium pupils and vulnerable pupils are prioritised for more frequent contact.
* Phase Leaders contact pupils, and parents of pupils, who are not engaging with the on-line learning.
 | * If a child is entitled to benefit-related FSM ensure food bags are made available.
* If an absent child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and the next steps agreed.
* SENCO advises and monitors the provision provided by the class teacher and ensures provision is in place as documented in their EHCP or SEN support plan. SENCO is in weekly contact with the parents and child.
* If a child has 1:1 support, the support member of staff to contact the child / family daily to provide support and learning updates.
* If a SEND child (not with a 1:1) does not engage with home learning SENCO to make contact and discuss potential barriers.

SEND* Work set by teachers is differentiated as would be in class.
* If a SEND child (not with a 1:1) does not engage with home learning class teacher and SENCO to make contact and discuss potential barriers.

EHCP* Individualised work is set by the teacher as would be in class.
* Pupils with 1:1 support will be contacted by the support member of associate staff at least three times a week to provide support and learning updates.

Level 1 support* On line individual reading with pupils

Level 2 support* The child they support to be contacted at least three times a week
* On line IPN / Precision Teaching as required
 |
| **Whole school closure except for childcare provision for key worker children** |
| *Ongoing support* | *Safeguarding / SEND / Vulnerable* |
| On initial lock down* Class teacher prepared initial work pack is sent home via Google Classroom, the APP and uploaded on the website. This will include English, Maths, Science and thematic work for that week.
* Minimum offer is three hours a day for EYFS and KS1 and four hours for KS2 – this minimum offer will develop over time to include recorded and / or live teaching sessions
* Teachers select from the initial work pack what should be covered in the initial two days
* EYFS and KS1: RWI online Phonics bespoke to the individual’s stage sent out.
* Children use Purple Mash, Mathletics and Times Table Rock Stars to complete independent learning.
* Independent reading.

*Children and parents can contact Class Teacher via the**APP, who will respond accordingly. Teachers will access**the APP daily.*After the second day * Contact with the child / parent to check in regarding well-being, learning and any electronic device needs.

Across the weeks of lockdown * Introduce on line registration.
* Class teacher to prepare weekly timetable of learning to reflect the school timetable and the broad and balanced provision.
* Recorded lessons and live lessons delivered according to timetable
* Recorded reading sessions.
* Class teachers access uploaded work on GSuite (8:30-3:45) and provide feedback and support.
* Check daily whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.
* Class teachers access APP daily to monitor correspondence and respond. Concerns should be reported via CPOMS with SMLT alerted.
* During a period of whole school closure teachers will contact with all absent pupils in their class once every two weeks. Prioritise pupil premium pupils and vulnerable pupils for more frequent contact.
* Phase Leaders contact pupils, and parents of pupils, who are not engaging with the on-line learning.
* Dedicated Phonics teacher to provide catch up Phonics as needed
 | * If a child is entitled to benefit-related FSM ensure food bags are made available and services identified to signpost families to.
* If an absent child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and the next steps agreed.
* School devices i.e. tablets, SIM cards, dongles distributed to families according to need.
* Vulnerable children attached to a key worker who will be the point of contact for these children and their families.
* SENCO advises and monitors the provision provided by the class teacher and ensures provision is in place as documented in their EHCP or SEN support plan. SENCO is in weekly contact with the parents and child.

SEND* Work set by teachers is differentiated as would be in class.
* If a SEND child (not with a 1:1) does not engage with home learning class teacher and SENCO to make contact and discuss potential barriers.

EHCP* Individualised work is set by the teacher as would be in class.
* If a child has 1:1 support and is not in school, the support member of staff to contact the child / family at least three times a week to provide support and learning updates.

Level 1 support* In care groups support with learning
* Phonic catch up
* Individual reading

Level 2 support* 1:1 TAs to support these children in the care groups
* When not in school contact the child they support to be contacted at least three times a week
* IPN / Precision Teaching as required

Inclusion Team* Vulnerable pupils allocated a key worker – be the first point of contact for those allocated.
* Twice weekly visits to vulnerable pupils who are not in school
* Twice weekly contact with vulnerable pupils who are in school
* Home visits if required.
 |

SEND

Wibsey Primary School recognises that some pupils will, for example those 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 collaboratively with parents and carers to support in the delivery of an ambitious curriculum appropriate for their level of need.

Younger pupils

It is more difficult for younger pupils (Foundation Stage and Year 1) to engage with remote learning. Learning in EYFS and Year 2 will focus on Communication and Language, PSED and Physical needs as well as addressing gaps in language, early reading, maths, phonics and vocabulary development. The children’s learning needs in these areas will be met through activities to develop gross and fine motor skills, basic everyday skills, language and conversation skills, daily phonics, mark making and number activities.

Read, Write Inc is Wibsey Primary School’s Phonic programme and parents will receive log in details to enable them to use the videos appropriate to their child’s ability. Activities which provide for real life, play-based learning that can be done as a family will help give meaning and context to the children.

Feedback on completed work

Class teachers will monitor the work being completed by pupils in their class and will respond to completed work on GSuite. Feedback will be timely and frequent and may in the form of a mark such as in a spelling test or a comment with next steps.

Where children are not engaging with the work set, teachers will liaise with associate staff and provide appropriate support.

Teacher Absence

When the teacher is isolating and pupils are in school the isolating teacher will teach the full timetable to their class through remote online lessons. Classes will be covered with a Level 3 cover supervisor or supply teacher.

Monitoring

Assistant Headteachers monitor the quality and delivery of remote education across Lower, Middle and Upper school as appropriate.

A named senior leader has overarching responsibility for the quality and delivery of remote education, ensuring that provision meets the expectations of remote education.