



Newbottle and Charlton CEVA Remote Education Contingency Plan Jan 2021



Introduction

We have developed the following plan after reading national guidance and analysing the responses to the summer term remote education survey given to parents. 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. There is a national lockdown requiring all children to stay at home apart from keyworkers and vulnerable children.
2. An individual is self-isolating because of a positive test within the household;
3. A group/bubble of children are self-isolating because of a case of coronavirus in the bubble;

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

National Lockdown

What should my child expect from immediate education in the first day or two of pupils being sent home?

Spelling Shed, Sumdog, and TT Rockstars and Reading Eggs will all be utilised to support the acquisition and retention of basic core skills. These are existing learning platforms which support in maths, reading and spelling. Within 24 hours, teachers will post work on our main learning platform- Seesaw (See further information below). This is a new platform adopted in September 2020, which is a more user friendly way of sharing weekly and daily tasks (an alternative to the website which was used March-July). This app gives children a place to complete the work set and communicate directly with their teacher using a computer, laptop, tablets- inc Amazon fire and mobile phones.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects and some topics will need to be paused within these subjects and focussed on when face-to-face teaching can resume as they are more difficult to teach remotely. For example, those subjects that require specialist equipment (e.g. Microbits for computing, instruments in music, various media in art/Dt). Teachers will review their long and short term planning and make reasonable adjustments. Other topics that require more group learning- some areas in PE may also need to be paused/adapted.

At the start of our remote education provision a whole school topic for the first 3-6 weeks which will be sequenced but will allow parents with multiple children to support the learning at home (we usually do 3 a year). If over 6 weeks, the previous topics planned will be taught for each class.

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by the following websites:

- Oak Academy-This has been given funding from the Dfe to produce quality resources to support learning at home and in school for the next year. 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. 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 requiring additional support.
- White Rose Maths- A range of resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources in school.
- BBC Bitesize- They offer engaging and high quality lessons on a range of subjects linked to the national curriculum.

Class teachers are to use the lessons in the classroom so children are familiar with the platform.

How long can I expect work set by school to take my child each day?

From the recent guidance set by the Dfe, we have set work which will broadly take the following number of hours.(Includes Live lessons/demonstrations from teachers/watching educational videos).

Reception- two hours	Year 1/2 – three hours	Year 3-6- four hours
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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 our 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.

How will my child access any online remote education we are providing?

As mentioned above we have subscriptions in the following tools/digital platforms

- Seesaw- delivery/assessment across the whole curriculum

This is a safe and easy to use remote learning platform designed to enable children to continue their learning from home. Lessons and activities will be posted to children's accounts which you can access via the website or app. As parents and carers you can monitor your child's work and progress. Pupils will receive a unique login code/QR code.

Other platforms include:

- TTrockstars- Elm and Birch (Times table practice)
- Sumdog- Maths practice/assessment
- Spelling shed- Spelling practice/assessment
- Reading Eggs- Reading delivery/assessment
- Zoom/Teams- For accessing live lessons

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education.

- Printed materials- worksheets, work-booklets, stationery, blank exercise books will be provided within 72 hours. These will be dropped off at home by a member of staff and won't require printing at home.
- Parents/carers are encouraged to email school if they need to borrow devices to support home learning. A device loan contract will need to be signed and a tablet will be lent to the child (this is subject to availability using existing school supplies or the allocation from the Dfe).
- Pupils can submit their printed work via Seesaw (Post photo onto the child's journal) or can email in to their class teacher. If no internet access, then work can be collected by staff regularly (weekly correspondence by phone will also need to be carried out between teacher and parent to support).

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- Recorded teaching (e.g. Oak National Academy, video/audio recordings made by teachers- these could include teacher input or giving instructions).
- Live Lessons (online- using Teams or Zoom)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets).
- Commercially available websites supporting the teaching of specific subjects- e.g. video clips

Ongoing Learning Support	Other Support
<p>They will access to their accounts for spelling shed, TTRockstars (Elm and Birch), Reading Eggs and Sumdog to continue practising core skills straight away.</p> <p>Children will take home their stationery pack, blank subject book, a mathematics work booklet and some printed work. (this will be delivered if already absent from school within 72 hours)</p> <p>Teachers will post tasks on Seesaw which cover the teaching of core subjects for that week in-line with the national curriculum. The tasks will include an audio or video explanation of the tasks. The activities may include lessons linked to White Rose, BBC Bitesize and Oak National Academy.</p> <p>Teachers will deliver two/three structured live lessons for half an hour either on Mathematics or English (depending on the number of keyworkers/vulnerable children in school) each week. These will be structured in groups so that support can be given more easily and they will have more opportunities to share ideas and opinions. The size of these groups, will depend on the task being set. Follow-up tasks may be set after the live lessons to practice and consolidate learning.</p> <p>‘Zoom’ will be used for Oak and Ash while ‘Teams’ will be used for Elm and Birch (The older children have their own Teams accounts to log-in). For safeguarding purposes, the ‘waiting lobby’ will be present in Zoom so that the teacher can choose who enters the meeting. Parents and children must make themselves easy to identify. We expect children to adhere to the behaviour expectations that we have at school whilst working at home.</p> <p>Children should be muted whilst the teaching is being undertaken but can be unmuted when directed by the class teacher. Adults to stay close-by to support any technical issues. For safeguarding and to help with logistics, two members of staff will always attend every live lesson.</p> <p>Altogether (including the live lessons) five English and five Maths tasks will be set each week. Elm and Birch will have five tasks which may include- PSHE, French, Topic, Computing, RE and Science. Oak and Ash will receive one extra task a week.</p> <p>All children will be given five active tasks to complete through the week.</p> <p>Children will be able to send work through Seesaw, where teachers will respond to their work. The pupil will be able to ask adults questions via Seesaw. Printed work can be photographed and posted to your child’s journal or as a response to a task.</p> <p>Children will be able to access collective worship videos by Mr Smith and Father Matthew which will be posted every day on Seesaw.</p>	<p>If child is Pupil premium and entitled to FSM , we will ensure food is made available.</p> <p>If child is vulnerable in any way, the DSL/SENDco will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from staff. They may be contacted to be invited to attend school- Decision made by HT in consultation with SENDCO.</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 engage.</p> <p>The SENDCO will share appropriate Oak National SEND lessons or other tasks with teachers who will disseminate accordingly if alternative provisions are needed to support IEPs.</p> <p>With support of the SENDCo, HLTAs/TAs may provide 1:1 small group live teaching to support.</p>

What are the expectations for my child's engagement and the support that we as parents and carers should provide at home?

We expect pupils to engage with remote education each day.

We hope that parents/carers will support their children as they are able by, for example, setting routines to support your child's education.

Parents/carers should endeavour to support pupils' remote learning by creating a positive environment for their child to learn, for example:

- Distinguish between weekdays and weekends, to separate school life and home life
- At the end of the day, have a clear cut-off to signal school time is over
- Provide the correct equipment in order for your child to complete the work given
- Designate a working space if possible
- Make time for exercise and breaks throughout the day to keep your child active
- Reinforce the importance of children staying safe online
- Encourage your child to work to the best of their ability and praise their efforts
- Be aware of what your child is being asked to do, including: sites they will be asked to use and the school staff your child will interact with
- Emphasise the importance of a safe online environment. Set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Teachers will log participation and pupil engagement with remote education. This will be logged on a weekly basis. If we have had low participation, teachers will make either email/phone to discuss and support where necessary. Teachers will feedback to head teacher who may also contact parents/carers if required to ensure there is better engagement.

Parents and carers will inform the relevant member of staff as soon as possible if school work cannot be completed or if further support is needed.

How will you assess my child's work and progress?

Teachers will give feedback to student's who post work or respond to the tasks set remotely. Feedback includes liking a post, a written comment or a verbal comment through the recording feature. Instant feedback will be given in live lessons individually or as a whole group. Quizzes or other tasks set online will be marked automatically which will give information to teachers to support in assessing the progress being made.

Remote Education for Self-Isolating Pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the whole school. This is due to the challenges of teaching more children at school than at home.

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Learning Support	Other Support
<ul style="list-style-type: none"> • Children will take home their stationery pack, blank subject book, a mathematics work booklet and some printed work. (this will be delivered if already absent from school) • They will access to their accounts for spelling shed, TTRockstars (Elm and Birch), Reading Eggs and Sumdog to continue practising core skills • Teachers will post tasks on Seesaw that link to the core teaching + one non-core for the next day (Within 24 hours from when they are informed a child is self-isolating). This will include an audio or video explanation of the tasks. The activities may include lessons linked to White Rose, BBC Bitesize and Oak National Academy. • Children will be able to send work through Seesaw, where teachers will respond to their work. The pupil will be able to ask adults questions and these will be responded to as soon as they can, with the understanding that they might not be able to until lunch-time or after school. • Children will be able to access collective worship videos by Mr Smith and Father Matthew which are posted onto seesaw every day. 	<p>Office will be in communication with family to check progress with testing and any support that might be required.</p> <p>If child is Pupil premium and entitled to FSM, we will ensure food is made available.</p> <p>If child is vulnerable in any way, the DSL/SENDco will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from staff.</p> <p>If a child does not engage, the class teacher is to call the parents to discuss obstacles and support.</p>

A group of children are self-isolating because of a case of coronavirus in their class bubble	
Ongoing Learning Support	Other Support
<ul style="list-style-type: none"> • Children will take home their stationery pack, blank subject book, a mathematics work booklet and some printed work. (this will be delivered if already absent from school) • They will have access to their accounts for spelling shed, TTRockstars (Elm and Birch), Reading Eggs and Sumdog to continue practising core skills • Teachers will post tasks on Seesaw that link to the core teaching one non-core for the next day. (Within 24 hours from when they are informed a child is self-isolating). This will include an audio or video explanation of the tasks. The activities may include lessons linked to White Rose, BBC Bitesize and Oak National Academy. • Children will be able to send work through Seesaw, where teachers will respond to their work. The pupil will be able to ask adults questions and these will be responded to as soon as they can, with the understanding that they might not be able to until lunch-time or after school. • If more than five children are off at one time, then an HLTA will cover the class so that the teacher can deliver a live lesson with the group and answer any questions they have about any of the tasks for the week. If they whole cohort are self-isolating then the class teacher will deliver three live lessons which will include demonstrating new content, supporting with any difficulties and time for socialising. • Children will be able to access collective worship videos by Mr Smith and Father Matthew which are posted onto seesaw every day. 	<p>Office will be in communication with family to check progress with testing and any support that might be required.</p> <p>If child is Pupil premium and entitled to FSM , we will ensure food is made available.</p> <p>If child is vulnerable in any way, the DSL/SENDco will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from staff.</p> <p>If a child does not engage, the class teacher is to call the parents to discuss obstacles and support.</p>