

## REMOTE LEARNING PLAN

In order to ensure that learning is continued, irrespective of full closure, bubble closure and self-isolation, Floreat Wandsworth Primary School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and require paper copies of work and resources.

This plan will be applied in the following instances:

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

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

### Software and online platforms

Within all plans, teachers will set appropriate work in line with our current curriculum, primarily supplemented by a range of resources provided by Floreat Wandsworth Primary School (hard copies and resources sent via email). Videos will be uploaded onto Vimeo for whole class, cohort or whole school closures.

Parents will be invited to email the work to teachers and they will provide feedback and share successes. Staff will make every endeavour to feedback in as much detail as necessary whilst taking into account circumstances and availability at the time.

### Rationale

Floreat Wandsworth Primary School will provide the learning designed by teachers to support remote learning. We want to ensure the pupils receive the same high quality standard of education they would do in school. This is why our teachers will design learning opportunities which are appropriate for their class and send them to families via email and ensure they are available in a paper format where possible. Teacher led videos will also be used when required.

The online videos are free to all and offer a pre-recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson via email or in a paper format.

The Oak Academy Trust website will be used when appropriate for more specialised subjects e.g. Music.

Microsoft Teams will support our school in offering true online learning with the opportunity for the children to communicate with their teacher via a safe online platform.

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 Floreat Wandsworth 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 and remote learning will not be provided.

In preparation for home-learning, parents and children need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them): TT Rockstars

### **Nursery/Reception provision**

Floreat Wandsworth Primary School will look at the most suitable ways of engaging children in the EYFS with their learning. This will include the use of pre-recorded videos to share and respond to learning opportunities.

Communication and Language, PSED and Physical needs in Nursery will be priority areas for activities as these have been identified as priorities by the Department for Education. Learning in Reception will focus on these areas 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 Sounds-Write session, video sessions and story times. 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.

Opportunities for both teacher-led directed tasks and child-led activities will be provided to match the curriculum requirements of the EYFS.

### **Worksheets and Practical Resources**

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will leave school with a pack of work where possible. Teachers will do everything they can to ensure children have an immediate opportunity to continue their learning.

The work packs should be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading, writing (with a visual prompt) and handwriting.

### **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). In the case of whole cohort isolation, resources will be sent home via email and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

**1. A child needs to isolate because someone in their household is symptomatic or tests positive**

**Ongoing Support**

1. **DELIVERY PRIORITY:** The class teacher will email worksheets and presentations as soon as possible to allow parents to see the learning materials prior to supporting their child.
2. **FEEDBACK PRIORITY:** The teacher or another member of school staff will provide feedback via return email. *Staff will make every endeavour to feedback in as much detail as necessary whilst taking into account circumstances and availability at the time.*
3. The teacher will decide what materials are most appropriate for the individual child.
4. If teaching input is required for core lessons, the teacher can either direct the parent to a relevant Oak National Academy taught session or they may use Teams or phone individual pupils to teach directly to the isolated child where possible.
5. Wider curriculum lessons and resources will be uploaded to Vimeo where possible.

**Safeguarding/SEND**

- A. School office to contact parents to ensure a test has been taken.
- B. If a child is entitled to benefit-related FSM ensure food parcels are made available.
- C. If a 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 (record on Central Safeguarding Record).
- D. The Head of Inclusion monitors the provision provided by the class teacher and ensures provision is in place as documented in their EHCP or SEN support plan. The Head of Inclusion is in regular contact with the parents and child.
- E. If a child does not engage, the class teacher is to call the parents to discuss obstacles and support.

## 2. A whole bubble/cohort of children is isolating because of an outbreak of coronavirus

Ongoing Support	Safeguarding/SEND
<p>1. <b>DELIVERY PRIORITY:</b> Teachers will schedule a 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 which will consist of</p> <ul style="list-style-type: none"> <li>➤ 2 x core subject lessons (1 x live &amp; 1 x pre-recorded),</li> <li>➤ 1 x whole class reading session per day (live or pre-recorded) and</li> <li>➤ 1 x non-core lesson (live or pre-recorded)</li> </ul> <p style="text-align: center;"><a href="#"><u>The lessons above will be delivered via a combination of live and pre-recorded lessons.</u></a></p> <p>2. <b>FEEDBACK PRIORITY:</b> Completed work should be photographed and sent in via email. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback can then be given via email or in a group Teams session the next day. <i>Staff will make every endeavour to feedback in as much detail as necessary whilst taking into account circumstances and availability at the time.</i></p> <p>3. Using the email system the Class teacher will send worksheets between 3pm-5pm the day before to allow parents to see the learning materials prior to supporting their child/ren. Teaching assistants and members of the leadership team will be able to support the class teacher in identifying resources.</p> <p>4. The class teacher will share links to appropriate lessons from White Rose Maths or Oak National lessons via email.</p> <p>5. For wider curriculum lessons, resources will be emailed out and, where possible, weblinks to appropriate support materials will be shared. This could be through Oak National Academy using lessons that link to our curriculum.</p> <p>6. Time will also be scheduled for the children to watch an assembly delivered by different leaders. This will encourage children to keep working, celebrate successes and promote a togetherness.</p> <p>7. In the event of teachers becoming ill then supply staff or internal cover will help to prepare the appropriate resources.</p>	<p>A. School office to contact parents to ensure a test has been taken.</p> <p>B. If a child is entitled to benefit-related FSM ensure food parcels are made available.</p> <p>C. Clear guidelines regarding live and pre-recorded lessons will be given to staff.</p> <p>D. Pupils and parents will be briefed on the expectations during live lessons.</p> <p>E. If a 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 (record on Central Safeguarding Record).</p> <p>F. The Head of Inclusion monitors the provision provided by the class teacher and ensures provision is in place as documented in their EHCP or SEN support plan. The Head of Inclusion is in regular contact with the parents and child.</p> <p>G. Where children would normally receive additional support from SEND agencies, the Head of Inclusion will make arrangements for those to continue via email or Teams as long as the agencies engage.</p> <p>H. If a child does not engage, the class teacher is to call the parents to discuss obstacles and support.</p>

### 3. Short term whole school closure except for childcare provision for key worker children

Ongoing Support	Safeguarding/SEND
<p>1. <b>DELIVERY PRIORITY:</b> Teachers will schedule a 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 which will consist of</p> <ul style="list-style-type: none"><li>➤ 2 x core subject lessons (1 x live &amp; 1 x pre-recorded),</li><li>➤ 1 x whole class reading session per day (live or pre-recorded) and</li><li>➤ 1 x non-core lesson (live or pre-recorded)</li></ul> <p style="text-align: center;"><a href="#"><u>The lessons above will be delivered via a combination of live and pre-recorded lessons.</u></a></p> <p>2. <b>FEEDBACK PRIORITY:</b> Completed work should be photographed and sent in via email. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback can then be given via email or in a group Teams session the next day. <i>Staff will make every endeavour to feedback in as much detail as necessary whilst taking into account circumstances and availability at the time.</i></p> <p>3. Using the email system the Class teacher will send worksheets between 3pm-5pm the day before to allow parents to see the learning materials prior to supporting their child/ren. Teaching assistants and members of the leadership team will be able to support the class teacher in identifying resources.</p> <p>4. The class teacher will share links to appropriate lessons from White Rose Maths or Oak National lessons via email.</p> <p>5. For wider curriculum lessons, resources will be emailed out and, where possible, weblinks to appropriate support materials will be shared. This could be through Oak National Academy using lessons that link to our curriculum.</p> <p>6. Time will also be scheduled for the children to watch an assembly delivered by different leaders. This will encourage children to keep working, celebrate successes and promote a togetherness.</p> <p>7. In the event of teachers becoming ill then supply staff or internal cover will help to prepare the appropriate resources.</p> <p>8. Children in the childcare bubble complete the same learning as the rest of the class but complete it in school.</p>	<p>A. School office to contact parents to ensure a test has been taken.</p> <p>B. If a child is entitled to benefit-related FSM ensure food parcels are made available.</p> <p>C. Clear guidelines regarding live and pre-recorded lessons will be given to staff.</p> <p>D. Pupils and parents will be briefed on the expectations during live lessons.</p> <p>E. If a 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 (record on Central Safeguarding Record).</p> <p>F. The Head of Inclusion monitors the provision provided by the class teacher and ensures provision is in place as documented in their EHCP or SEN support plan. The Head of Inclusion is in regular contact with the parents and child.</p> <p>G. Where children would normally receive additional support from SEND agencies, the Head of Inclusion will make arrangements for those to continue via email or Teams as long as the agencies engage.</p> <p>H. If a child does not engage, the class teacher is to call the parents to discuss obstacles and support.</p>

