St Aldhelm's VA Primary School

Remote Education Plan for Parents and Carers – January 2021

As directed by the DfE, all schools have a Remote Education Plan in place for all children to continue to receive an education this year.
This was put in place by 22ⁿᵈ October 2020 and will be put into action if and when a number of scenarios happen that mean children or staff are not able to be in school as normal practice.

A third national lockdown began on 04.01.21 and schools closed to the majority of children. The Remote Education Plan was put into place from the 05.01.21 when Spring Term began for all children.
Schools remain open for children of critical workers and those who are vulnerable.

DFE Guidance Full opening of schools *2nd July 2020*

Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed. Schools will develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

DFE Guidance Remote Education Expectations for Full Opening: Schools *22nd October 2020*

Where a class, group or small number of pupils need to self-isolate, or there is a local or national lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- *use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations*
- *give access to high quality remote education resources*
- *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*
- *provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- *recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.*

DFE Guidance – school expectations

When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *teach a planned and well-sequenced curriculum 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*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/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*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

DFE Guidance - **A range of resources to support schools in delivering remote education is available**:

- *curriculum maps for key subjects for year groups from Reception to year 9 will be published in July. They aim to provide support to schools in developing the ability to switch from classroom teaching to remote provision immediately in case of local lockdowns or self-isolation. A number of education resource providers intend to align their resources to these maps, to further support schools. These maps are designed as a support for schools and are entirely non-mandatory, for use at the discretion of the school.*
- *DfE has produced a [quality assured list of remote education resources](#) which are available to schools and parents for free over the summer term. Where pricing models have changed, schools may consider using some of their catch-up funding on remote resources in line with the access to technology section of the [EEF's COVID-19 support guide for schools](#)*
- *from that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being in developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.*
- *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. Their provision for next academic year will include an expanded range of content for the specialist sector.*
- *government-funded access to one of two free-to-use digital education platforms: Google for Education or Microsoft Office 365 Education. Schools can apply through [The Key for School Leaders](#). The Key also provides feature comparison and case studies on how schools are making the most of these platforms.*
- *a network of schools and colleges for help and support on effective use of tech for remote education that can be accessed through the [EdTech Demonstrator Programme](#).*
- *laptops, tablets and 4G wireless routers have been made available to local authorities and academy trusts to support vulnerable and disadvantaged children (specifically, care leavers, children and young people with a social worker, and disadvantaged year 10 pupils). Local authorities and academy trusts will continue to own and use these devices (including for catch up purposes) following pupils returning to school in the autumn term. They will be responsible for loaning them in the event that a school is required to close temporarily due to coronavirus (COVID-19). If required, the department will look to provide further device and connectivity support for disadvantaged pupils who would otherwise lack access during a school closure. These devices will be owned by the school.*
- *In addition to 4G routers provided to local authorities and academy trusts, the Department for Education is working in partnership with BT to offer free access to BT WiFi hotspots for disadvantaged pupils. We 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.*

For individual children self-isolating following possible symptoms or if a family member has possible symptoms (shorter term up to 14 days) or individual children who are shielding		
What?	**Who?**	**When?**
Share **Home Learning ideas** sheet which signposts parents to daily lessons which are available from White Rose Maths Hub, BBC Bitesize and Oak National Academy as well as online games such as Times Table Rockstars and Spelling Shed, activity ideas and resource copy masters. Daily, teacher to message parent via Tapestry/Class Dojo with activities that their child can complete in line with the rest of the class.	Teacher to email parent with sheet attached. Teacher to message via Dojo. Parents to share this learning via the Portfolio function on Class Dojo or on Tapestry for YR	Once notified of absence. Class Teacher to check in daily for updates.
For classes of children in the situation of local lockdown or class closure due to self-isolation		
What?	**Who?**	**When?**
Home Learning ideas sheet (see above)	Class teacher to email parents	Within a day following school closure
Microsoft Teams will be used for all children to allow social interaction, checking in, teaching, setting new tasks and monitoring of learning. There will be a **Monday morning whole class input** to start the week, checking-in time, introducing the learning tasks for the day and answering any questions. For the rest of the week, the class will be split into two groups, Group A and Group B. Group A will meet for a **half class input** on Tuesday, Wednesday, Thursday and Friday mornings from 9am and Group B will meet for a **half class input** on Tuesday, Wednesday, Thursday and Friday mornings from 9:45 or 10am. These sessions will provide the opportunity for teachers to share daily learning and supporting resources, address any necessary points or next steps for around 30-40 minutes. The groupings will allow for the children's differing needs to be met and as they may be in ability groupings appropriate support and extension can be built in.	Class teacher Learning Support Assistant or Higher Level Teaching Assistant (LSA/HLTA) Children and families Class teacher Group A Group B	Monday 9-9.30am KS1 9-9:40am KS2 Tuesdays-Fridays 9:45-10:15am KS1 10-10:40am KS2

During the afternoons, the class teacher will work 1-1 with individual children to address specific points, check in on children's progress and provide praise and motivation. Children will be asked to prepare for the session by thinking about the following questions: • What are you proud of this week? • Is there any learning you are having difficulty with? • Have you any news you would like to share with me this week? Class teachers will also use this time to respond to any SEN or identified group needs as well as monitor any safeguarding and welfare checks. Across the course of the week, each child will be able to meet 1-1 with the teacher.	Class teacher Individual children	Monday-Thursday 1-3pm
If there is no engagement or families are having difficulties with technology, class teachers will email to arrange a phone-call. This call will be to check in with an individual family and to find ways to resolve any issues. Should this not be resolved within 24 hours, it will be escalated to SLT.	Class teachers SLT	
During each teaching day, teachers will respond to Tapestry and ClassDojo uploads and set activities for the next day, including Friday for Monday.	Class Teachers	3-4pm

Teachers will set **'activities'** on Class Dojo and Tapestry (as per homework) for children to complete daily: For EYFS/KS1: • 1 Maths activity, plus Numbots/TTRockstars • 1 Phonics activity, plus Spelling Shed • 1 Reading or Writing activity • 1 Foundation Subject activity • Activities set will meet the guidance of upto 3hrs of learning per day For KS2: • 1 Maths activity, plus Numbots/TTRockstars • 1 Reading/Writing activity, plus Spelling Shed • 1 Foundation Subject activity • Activities set will meet the guidance of 3hrs of learning per day This will be planned and sequenced curriculum content so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject and will contain a clear Learning Focus. Children to record learning at home. All parents offered a new Home-Learning book should they need or want one. Pupil Premium children to be provided with stationery if required. LSAs/HLTAs to monitor completion, check and approve reading and foundation subject 'activities'and Spelling Shed, Numbots and TTRockstar activity.	Teachers to set LSAs/HLTAs to monitor completion and respond to children's submitted activities.	Daily Throughout the day
The **portfolio function on Class Dojo** / **Tapestry observations** will be used by parents to share learning and ask questions to the class teacher. There will be an expectation for one response only for each activity. Unlike the previous lockdown, staff will be able to respond to learning only on Tapestry and ClassDojo. In 1:1 Check and Chat times, children will have the opportunity to share other news.	Parents to submit	At least once a day
Class teachers will use the **Class Dojo Class Story/ Tapestry** to celebrate learning, with a particular focus on learning behaviours	Class teacher	Fridays
Use **online resources** for core skills such as Numbots, Times Tables Rockstars and Spelling Shed built into curriculum activities		

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For classes of children in the situation of local lockdown or class closure due to self-isolation, where the Class Teacher is self-isolating as unwell with either Covid symptoms or illness		
What?	**What?**	**What?**
As above in the situation of class closure or local lockdown	As above in the situation of class closure or local lockdown	As above in the situation of class closure or local lockdown
For Class Teacher self-Isolating but not unwell, whilst class are in school		
What?	**What?**	**What?**
Class teacher to teach remotely to class in school via Microsoft Teams Planned curriculum will continue to be taught. Some modification may be made for specific activities	Class Teacher	Normal School Hours
Learning Support Assistant or Higher Level Teaching Assistant to act as the 'hands' within the classroom under the direction of the teacher	LSA/HLTA	Normal School Hours
SLT to support the beginning and end of the day and any administration or liaison duties	SLT	Normal school hours
For Class Teacher self-isolating as unwell with either Covid symptoms or illness, whilst class are in school		
What?	**What?**	**What?**
Planned curriculum will continue to be taught by a supply teacher or member of school staff	Supply/member of staff	As required