



**Arnot St. Mary**  
Church of England Primary School

# **Contingency Plan for Remote Learning for all pupils at Arnot St. Mary during Covid-19**

Policy to be reviewed annually

Policy agreed by Governing Board on: .....

Signed: .....Chair of Governing Board

Review Date: September 2021

## **Arrangements for the continuing education of all pupils at Arnot St. Mary during the Covid-19 pandemic.**

### **Remote Education Provision**

In the event that school has to move to remote learning, based on any of the scenarios below, we aim to teach the same curriculum remotely as we do in school as far as is practically possible. However, we may need to make some adaptations in some subjects. For example, the planned physical education curriculum unit will need to be adapted for those learning remotely. In this instance, daily physical challenges will be provided to support children's physical wellbeing.

Our remote learning platform is Seesaw. In the event that families do not have digital devices or broadband within the home, school will loan families a laptop and provide a 4G router. Families with multiple siblings will also be considered for this offer. Families will be surveyed to ascertain the digital technology that they are able to access. Parents can also contact school directly to discuss barriers preventing remote learning from taking place. If printed copies are the preferred option, then hard copies of activities will be made available. Children's daily learning will be posted on Seesaw on their class activity page. Children will record their responses and post them on their journal page.

Staff are using a mixture of approaches to teach children remotely. Oak National Academy recorded lessons are used for Literacy lessons, White Rose Maths online lessons and pupil workbooks are used to deliver maths teaching. RWInc recorded lessons are used for those children following the RWInc phonics programme and foundation subjects are delivered using a range of multimedia resources. Children all have login codes to access daily reading activities on Bug Club. Using their Purple Mash login, they can access a range of games and activities across the curriculum and children in Years 3 to 6 can practise times tables daily using Times Table Rockstars.

The expectation is that remote learning will take 4 hours per day on average for children in KS2 and 3 hours per day on average for children in KS1 – less for our younger children in Early Years. To support remote learning good practice, and to ensure learners are safe at home, parents have been encouraged to follow the 10 Top Tips for Remote Learning for Parents and 10 Top Tips for Remote Learning for Children published by National Online Safety.

Staff will monitor the engagement of children's learning daily. Staff will respond and provide feedback on completed work during school working hours. This may be in the form of a written comment, an affirmation or a voice recorded comment. Staff will assess children's

responses to ensure tasks are accessible and provide the appropriate level of challenge. A weekly phone call home to families will also provide teachers with feedback from parents as to how children are getting on at home.

Tasks set for core subjects will be matched to children's ability as far as is practically possible. For example, children will be allocated books on Bug Club based on their book band; RWI lessons will be set on their RWI assessments. For children who follow specific interventions and would be receiving, for example 1:1 speech therapy, the school SENDCo will organise Zoom lessons in collaboration with the external agency. The same will be offered for children who are receiving support from SENISS or OSSME. Children who are using the Lexia programme will continue to access the programme using their individual logins. The functionality of the Seesaw platform allows teachers to record voice instructions and verbally set tasks, thus supporting children of different abilities to understand their activities.

## Scenario 1

**In the event of an individual pupil needing to self-isolate for 14 days, or a whole year group bubble being sent home for 14 days (assuming a positive test is confirmed), or a full school closure:**

Step 1: Parent/carer contacts school to notify of self-isolation / waiting for a test result.

Step 2: Office will ask if Seesaw virtual classroom is accessible from home, if not paper copies will be arranged to send home the next day.

Step 3: Teacher will be notified and the teacher will set work for the child at the end of the school day of the first notification, for the following school day.

Step 4: Paper copy (2-week package) to be delivered to home address.

	<b>Seesaw (updated daily) Work to meet the needs of the individual child</b>	<b>Paper (2-week package) Work to meet the needs of the individual child</b>
<b>Nursery</b>	<ul style="list-style-type: none"> <li>Activities to engage children across all Areas of Learning</li> <li>Oxford Owl E-books (Storybooks and Handwriting)</li> <li>Purple Mash</li> </ul>	A hard copy pack of the activities children can access online will be available for families who do not have digital access.
<b>Reception</b>	<ul style="list-style-type: none"> <li>Activities to engage across all areas of learning</li> <li>Phonics - Oxford Owl/ RWInc Virtual Classroom</li> <li>Reading - Bugclub, Oxford Owl</li> <li>Handwriting- Letter Join / Oxford Owl</li> <li>Literacy- Oak Academy Lessons</li> <li>Maths - White Rose &amp; Numberblocks</li> <li>Purple Mash – topic work</li> </ul>	A hard copy pack of the activities children can access online will be available for families who do not have digital access.
<b>Years 1 &amp; 2</b>	English – daily reading: <ul style="list-style-type: none"> <li>Bug Club online library</li> </ul> English writing: <ul style="list-style-type: none"> <li>Oak Academy online lessons (exercise book to be sent home for recording)</li> <li>Handwriting – Letter Join</li> </ul> Phonics: <ul style="list-style-type: none"> <li>Read, Write Inc. videos</li> </ul> Maths: <ul style="list-style-type: none"> <li>White Rose online lessons and follow-up worksheets</li> </ul> Foundation subjects: <ul style="list-style-type: none"> <li>Purple Mash</li> </ul>	English: <ul style="list-style-type: none"> <li>CGP workbook</li> <li>Reading book</li> </ul> Maths: <ul style="list-style-type: none"> <li>CGP workbook</li> <li>White Rose activity pack</li> </ul> Handwriting: <ul style="list-style-type: none"> <li>Letterjoin worksheets</li> </ul> Foundation subjects: <ul style="list-style-type: none"> <li>Project packs</li> </ul>
<b>Year 3 to Year 6</b>	English – daily reading: <ul style="list-style-type: none"> <li>Bug Club online library</li> </ul> English writing:	English: <ul style="list-style-type: none"> <li>CGP workbook</li> <li>Reading book</li> </ul>

	<ul style="list-style-type: none"> <li>• Oak Academy online lessons (exercise book to be sent home for recording)</li> <li>• Handwriting – Letter Join</li> </ul> <p>Maths:</p> <ul style="list-style-type: none"> <li>• White Rose online lessons and follow-up worksheets</li> <li>• Times Tables Rockstars</li> </ul> <p>Foundation subjects:</p> <ul style="list-style-type: none"> <li>• Purple Mash</li> </ul>	<p>Maths:</p> <ul style="list-style-type: none"> <li>• CGP workbook</li> <li>• White Rose activity pack</li> </ul> <p>Foundation subjects:</p> <ul style="list-style-type: none"> <li>• Project packs</li> </ul>
<b>Expectations of checking work for self-isolation</b>	Before the start of the next school day, the teacher will mark and set learning for the next day via Seesaw.	Teacher will make contact by telephone during the week to check how children are getting on and ensure tasks are appropriate.
<b>Expectations of checking work during a lockdown</b>	During working school working hours 9 to 12 / 1 to 3. Except Wednesday afternoon when teachers will be taking their PPA to plan for the next weeks' activities.	SLT / Learning Mentors to phone the child's home weekly to check if learning has been suitable and if tasks are suitable.

### **Expectation of the parent/carer**

We expect parents/carers to support their child's education at home. Seesaw and paper activities can be accessed at any time of the day suited to the routines of each individual family. On the school website (visit your year group) we have given advice on how to engage your child at home and the length of time expected for the child to engage in learning activities. (Paper copies available on request)

### **Scenario 2: In the event of a class teacher in self- isolation (but well and able to work from home)**

Children will follow their usual timetable in school. The class teacher will continue to support remote learning by setting tasks for other pupils in isolation, as well as the weekly planning and homework activities for the rest of the class. The class will be covered by other school staff.

### **Scenario 3: In the event of a class teacher being unwell and unable to deliver remote learning during full school opening**

Children will follow their usual timetable in school as much as possible. Another member of staff will provide cover for the class and will work alongside the other year group teacher to provide continuity in learning with the support of the TA.

**Scenario 4: In the event of a class teacher being unwell and unable to deliver remote learning during a bubble closure or whole school closure**

Children will follow their usual timetable as much as possible and alternative members of staff will be redeployed to provide support in this instance. This will initially involve the staff from the same year group. If 2 teachers are unwell in the same year group, then the school would hope to identify staff to support both classes. If this was not possible, it may result in the children having limited access to teaching during the day.

**Scenario 5: In the event of a self-isolation / closure and your child will not engage in home learning tasks.**

If this happens, we would urge parent/carers to contact school and share these concerns by contacting the school office on 0151 286 1400 or email [keepintouch@arnotstmary.com](mailto:keepintouch@arnotstmary.com). A member of staff will then contact you to discuss barriers to learning. A Learning Mentor may become involved with the family to support the well-being of the child. This will be done via telephone conversations / video call.

We understand this can happen for a number of reasons and will try and work with the family to encourage the child to re-engage. Seesaw activities can be completed by the child at any time of the day, at a time suitable for the family.

**The mental well-being of both parent/carer and child is of paramount importance to the school. We know there may be difficulties and we just ask everyone to do their best in supporting the learning offer the school is providing.**

*As we work through this difficult time together, it is likely that we will face challenges. We will continue to reflect upon practice and so therefore further modifications and enhancements are likely to be introduced. We recognise that parent/carers will have different expectations and different opinions at different times. Decisions will continue to be made with the knowledge, timescales and resources school has at that particular time and we ask all parent/carers to work with us in line with our school spirit. Unreasonable expectations or unfair comparisons sadly take efforts away from what we always strive to do which is to further improve our service as a school. This does not mean that the school is beyond criticism. We welcome ideas, suggestions and solutions so that together we work harmoniously for parent/carers, staff and our pupils.*

*This document has been adapted courtesy of Rice Lane Primary School.*