



Thorpedene Primary School

Remote Learning Plan – 2020 – 2021

CURRENT NATIONAL RESTRICTONS IN PLACE – SCHOOLS ONLY OPEN TO CRITICAL WORKERS AND VULNERABLE CHILDREN JANUARY 5TH 2021 UNTIL FURTHER NOTICE

We will be using Microsoft Teams as our remote learning platform for the school.
Any child who is unable to attend school due to an isolation period will be able to access remote learning via Teams.

Specific Aims

- To outline our approach for pupils who will not be attending school, as a result of Government Guidance, individual isolation or the closure of a year group bubble
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils.

Who is the plan applicable to?

Every child is expected to attend school from September 1st 2020.

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- **A continuous, dry cough**
- **A high temperature above 37.8°C**
- **A loss of, or change to, their sense of smell or taste**

Or

- **Have had access to a test and this has returned a positive result for COVID-19**

Or

- **In the event of a partial school closure due to a National Lockdown or Tier 4 restrictions**

There are four tiers to the educational side of current COVID Guidance:

Tier 1 – fully open to all pupils' full time, with face coverings required in corridors and communal areas for pupils in Year 7 and above

Tier 2 - would advise secondary schools and colleges in a restricted area to use rotas to help break chains of transmission of coronavirus, while primary schools remain open to all pupils



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Tier 3 - Primary, AP and Special schools will remain open to all pupils, but secondary schools and FE colleges will allow full-time on-site provision only to vulnerable pupils, the children of critical workers and selected year groups which will be identified by the DfE.

Tier 4 - All mainstream schools and colleges will only allow full-time attendance to vulnerable pupils and the children of key workers, with all other pupils staying home and receiving remote education.

From current Government guidance, Primary schools will remain open until Tier 4.

At Tier 4, we would only open for Key Worker & vulnerable pupils:

- All other pupils would access home learning utilising the resources as detailed below
- We will have a Remote Learning team consisting of Teachers and Support Staff who will be providing activities in weekly blocks sharing daily lessons provided by the staff members as well as from the Oak Academy site where appropriate
- This plan covers the actions needed and sets out expectations for a Tier 4 partial closure

Remote Learning Government Expectations (07/01/21)

The temporary continuity direction makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19).

The Direction requires schools to have regard to this guidance. Ofsted inspection will consider the quality of schools' remote education in accordance with the expectations set out in this guidance. The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.

In developing their remote education, we expect schools to:

- *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 so that pupils can progress through the school's curriculum*
- *select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at [Get help with technology - GOV.UK \(education.gov.uk\)](https://www.gov.uk/get-help-with-technology)*
- *overcome barriers to digital access for pupils by:*

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- *distributing school-owned laptops accompanied by a user agreement or contract*
- *providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.*
- *It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.*
- *have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern*
- *identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education*
- *publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation*

When teaching pupils remotely, we expect schools to:

- *set meaningful and ambitious work each day in an appropriate range of subjects*
- *provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:*
 - *Key Stage 1: 3 hours a day on average across the cohort, with less for younger children*
 - *Key Stage 2: 4 hours a day*

Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of schooled video content.

- *consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:*



- *providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources*
- *providing opportunities for interactivity, including questioning, eliciting and reflective discussion*
- *providing scaffolded practice and opportunities to apply new knowledge*
- *enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate*
- *using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge*
- *avoiding an over-reliance on long-term projects or internet research activities*

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely.

Curriculum

We know that there has been much disruption to children's education, therefore, we are committed to ensuring that all children continue to receive a quality education should the need for remote learning arise.

Our approach includes a range of online learning including virtual lessons (pre-recorded) utilising Microsoft Teams and resources available through online learning platforms such as:

- Oak National Academy
- BBC Bitesize
- Purple Mash
- Ruth Miskin/ YouTube for Read Write Inc Phonics
- Times Tables Rockstars

The remote learning set for children will be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the main aspects of the curriculum plan.

The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year and keep up.



Teachers will provide adapted learning resources for children with additional learning needs, i.e., SEND or where English is an additional language.

Children with Individual Support Plans (ISP's) will have their adapted plan securely emailed to them to ensure provision can continue at home.

All children will be provided with a set of useful links to a variety of websites to support their learning.

Teacher Expectations

- Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for remote learning.
- Teachers will upload weekly learning to their class Teams channel providing the minimum requirement of work per week:
3 hours of work per day for KS1
4 hours of work per day for KS2
- The work will be available to children by 9am every Monday.
- Files will be saved including day/subject.
- A weekly timetable will be shared with children showing the lessons covered that week.
- The English and Maths PowerPoint presentations will be available on the school website.
- A range of additional resources to support remote learning will be published on the website and app.
- Teachers will provide a daily welcome video to set out the learning expectations for the day.
- Teachers will prepare recorded video sessions daily for English and Maths to support the learning which will be uploaded onto MS Teams
- In the event of a full or partial closure, the members of teaching staff in each year group will contact each family via phone individually every 2 weeks to ensure that the learning plans are in place and discuss any additional learning needs with the parent/carer and/or pupil.
- Teachers will provide feedback to any work shared remotely on, at least, a weekly basis.
- Teachers will provide differentiated work to ensure they are fully meeting the needs of all pupils.
- Teachers will monitor daily the engagement in remote learning for pupils in their class by completing a checklist for engagement.
- The SENCO will provide remote learning activities for all EHCP and LAC pupils.
- The SENCO will work with a team to develop remote learning activities for ISP pupils.



Family Expectations (pupil/parent/carers)

- It is the responsibility of families to print/use the resources provided at home. In the event of unforeseen circumstances which make this difficult please contact the School Office to discuss alternative arrangements.
- Parents/carers can contact teachers via the dedicated email address for their year group year....@thorpedene.southend.sch.uk for Years 1-6 and reception@thorpedene.southnd.sch.uk for EYFS children. Here they can share any work completed or ask questions. Teachers will respond to requests for support from families at home during school hours only.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. We recommend that each 'school day' maintains structure. The school is providing a minimum of 3 or 4 hours of learning per day which can be timetabled by parents/carers to suit their needs at home.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the dedicated year group email address. They should make clear which child and class the question relates to.
- We encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but the school cannot guarantee that the chosen platforms will work on all devices. Should accessing online tasks be an issue at any point, parents should report these issues to the school promptly and solutions can be discussed on a case-by-case basis.
- We would ask that all parent/carers ensure the School Office has an up-to-date contact telephone number and email address to ensure good communication can be maintained.
- When posting messages on your child class Teams parents will be mindful that this is an open forum and all children in the class have access to reading these comments and messages. This is an opportunity for discussion and questions from children about their learning
- Parents/carers will ensure they are keeping the comments positive and are able to ask any questions about the remote learning or request clarification about the learning, if there is a concern the year group email can be used.
- Parents/carers will utilise the learning platform and work available on MS Teams.
- Parents/carers can access a range of other resources and home learning activities available on the website. These home learning tasks can be shared via the year group email address.

Remote teaching for staff who are self-isolating

- Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this.
- If a member of staff is required to self-isolate, they are expected to follow normal reporting procedure for planned absence.



- It is expected that staff get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating non-teaching staff will be given an individual project to work on which is in-line with whole school improvement priorities or asked to support with the online learning provision for their year group. These projects will be communicated by a member of SLT and will be allocated on a case-by-case basis.
- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.

Timetable

In the event of a year group isolation or full or partial closure, teachers will provide weekly lessons in English, Maths and Foundation subjects' equivalent to 3 or 4 hours per day depending on the Key Stage. Links will be provided to where parents and children can find the online teaching videos and resources for each lesson.

The expectation of lessons will be based on approximate timings including:

- Daily pre recorded Maths lesson including teaching content and follow up activities (including times tables) (1 hour equivalent)
- Daily pre recorded English lesson including teaching content and follow up activities (1 hour equivalent)
- Pre-recorded daily Phonics lesson (Foundation Stage and Key Stage 1) (20mins equivalent)
- Spelling activities (10mins daily equivalent)
- Daily Reading (15min equivalent)
- Each day there will be a lesson for one of the Foundation subjects (Science, History, Geography, Music, Computing, Art) (1 hour equivalent)
- Daily PE activities will be provided (30mins equivalent)
- Wellbeing Activity e.g. yoga, mindfulness (15min equivalent)
- KS2 Reflection Time (5mins daily equivalent)
- Daily Assembly (15min equivalent)

For KS1 pupils there will be a range of activities that are not screen based throughout the week e.g. active counting, scavenger hunts, singing, art activities, investigations – these will be posted weekly on the school website and app.

Content for Foundation Subjects

As well as English and Maths, there will be a lesson provided for a minimum of one other subject each day. This will follow the same schemes that are being followed in school.



The school curriculum will be mapped against the current teaching and videos and resources from the Oak Academy units will be used where these are available along with teachers preparing a short video to teach the objective and then set learning tasks for the children to complete and submit.

Access to Technology at Home

A survey will be carried out to find out about access to technology. This will help inform the school as to children that may need the provision altered to suit their access to technology or to look at which children may be eligible for new technology that is made available by the Department for Education.

Logins to Online Learning Platforms

The school subscribes to a number of online learning resources which can be accessed at home. It is essential that children and parents/carers have access to all the relevant login details from the start of the school year so that they are immediately available in the event of a closure of self-isolation. Pupils will be provided with these login details.

Login details that will be included are:

- Microsoft Teams
- Purple Mash
- *MyOn (Reading) (TBC)*
- Times Tables Rockstars (KS2)

CPD

It is essential that all teachers are confident in all aspects of this Remote Education Plan. Therefore, CPD will be provided on the following:

- Use of Microsoft Teams
- How to create and upload teaching videos
- The content of this Remote Learning Plan so that teachers are aware of expectations



Safeguarding

We must emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. We ask parents/carers to have discussions with their children about the importance of online safety and what to do if anything makes them feel uncomfortable. If they ever wish to report harmful online content then they should visit: [UK Safer Internet Centre](#). If they wish to get advice on reporting online abuse, they should visit the National Crime Agency's [Child Exploitation and Online Protection command](#) or click on the CEOP button at the bottom of <https://thorpedene.southend.sch.uk/>

It's especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

We will continue to emphasise the importance of a safe online environment and encourage parents and carers to 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.

Parents/carers can find a range of links to help keep their children safe online here:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services



Communicating with parents, carers and pupils

During remote education it is important for schools, teachers and pupils to maintain professional practice as much as possible. When communicating online with parents/carers and pupils, the school will:

- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
- communicate through the school channels approved by the Senior Leadership Team
- use school email accounts (not personal ones)
- use school devices over personal devices wherever possible
- advise teachers not to share personal information

Providing online videos

- Teaching from home is different to teaching in the classroom. Teachers working at home will use a quiet or private room or area to talk to pupils, parents or carers.

When broadcasting a lesson or making a recording:

- consider what will be in the background. Record against a neutral background
- Avoid recording in their bedroom if they can (if that's not possible, use a neutral background)
- Dress like they would for school - no pyjamas!
- Double check what other tabs they have open in their browser, if they're sharing their screen (e.g. no search results for adult content open in another tab)
- Use professional language

Personal Data and GDPR

Schools and colleges should continue to follow the guidance outlined in the [data protection: toolkit for schools](#) when managing personal data and may need to consider:

- taking care not to share contact details when emailing multiple people
- being careful when sharing usernames and other personal data for access to online resources
- providing access to school data systems safely



Monitoring Engagement with Remote Education

It is important that children engage with the remote education provided so that they don't fall back with their learning, however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or limited access to technology amongst other factors.

Communication is essential and we would ask that if there are circumstances that mean a child cannot engage at least partially with the remote education that their parent speaks to the teacher. We can then work together to find a means of providing remote education that works for that family's circumstances.

Teachers will keep a record of each pupil's engagement in the remote learning tasks and activities.



Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home?

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

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

- You should have already received your child's login details for Microsoft Teams. If you haven't, please contact the school office on 01702 582225 or via email on year...@thorpedene.southend.sch.uk or for EYFS children reception@thorpedene.southend.sch.uk
- Each year group will have the required amount of remote learning accessible to all children once they are logged on. This will be in-line with the curriculum that is being taught in class and will be with immediate effect.



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. For example, the remote learning may not have the full amount of weekly lessons due to the time that has allocated to remote learning. We will however, ensure that the children have access to a broad range of foundation subjects that will be in-line with the in-school teaching.

Remote teaching and study time each day

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

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

<p>Primary school-aged pupils</p>	<p>All EYFS/KS1 children will receive 3 hours of remote education daily.</p> <p>All KS2 children will receive 4 hours of remote education daily.</p>
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Accessing remote education

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

Remote education will be accessible through Microsoft Teams. Additional content will be shared on the school website and app.

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:

If you do not have digital or online access at home, please contact the school on 01702 582225 or via email on office@thorpedene.southend.sch.uk and someone will get back to you to discuss this.

How will my child be taught remotely?

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

- In the event of year group isolation, there will be a series of pre-recorded lessons as well as the standard weekly planning that will be available. If it is a single child isolation then this will be the uploaded lessons only.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences but only if they support the uploaded lessons from the class teacher.



Engagement and feedback

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

- The expectation is that all children will access the full entitlement of remote education and share their work through MS teams or the year group email.
- Should you require any support or have any questions, please email the school on the year group email address and someone will get back to you.



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

- In the event of a school closure or year group isolation, class teachers will be monitoring, marking or giving feedback on the work that is returned via Microsoft Teams on a daily basis. Any children who are not accessing the work will be contacted by the class teacher at the end of the week. If the class teacher has any concerns about the work that has been submitted, you will be contacted.
- If you are unable to access MS Teams to share work completed at home this can be emailed through the year group email addresses
- In the event of an individual isolation, monitoring, marking or feedback will be done on a weekly basis. If you have any questions that you need answering, please contact the school on 01702 582225.

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

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Assessment and feedback will be delivered in the following manner:

- All work that is completed by the children will be expected to be returned via Microsoft Teams or the year group email address
- Feedback and marking for work that has been uploaded will be via Teams through positive praise and comments



Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils 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 with parents and carers to support those pupils in the following ways:

- Any child who requires additional support, will receive differentiated work via Microsoft Teams. This will usually include voiced support from the class teacher as well as work that is at an appropriate level.
- Although we acknowledge the difficulties this may place on some families when delivering remote education, every effort has been taken to ensure that the work is clear to understand, workable examples are included when needed and voice overs when required. Should you have any problems, please contact the school by emailing the year group email address

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 approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.



If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Every effort will be taken to ensure that the work accessible via Microsoft Teams will be in-line with the work that will be delivered in class. However, if a single child is isolating, there are expectations that have been set by Thorpedene Primary School.

- Weekly work in-line with that which is being delivered in class
- Weekly check-in from the class teacher
- Weekly feedback and marking from the class teacher
- There will be no pre-recorded lessons for single children that are isolating