



Stockton on the Forest Primary School Remote Learning Offer

This offer has been developed by the staff at Stockton on the Forest Primary School to ensure that pupils will be able to continue to learn in the event of not being able to attend school due to Covid-19.

The plan will be implemented in the following instances:

Scenario 1. An individual child is self-isolating (either because they are symptomatic, have a confirmed positive test result or live in a household with somebody who does).

Scenario 2. A whole 'bubble' is self-isolating because of a confirmed case of coronavirus within it (e.g. a confirmed Covid-19 case within a class or 'bubble' of two classes).

Scenario 3. The whole school has to lock-down due to several confirmed cases of Covid-19 or is advised by the government to lock-down for any other reason.

The policy complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools:

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on remote education support. In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils. Where a class, group or small number of pupils need to self-isolate, or there is a local 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

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 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 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.

Scenario 1 – Individual absence

In the case of scenario 1 (individual pupils off school), the following protocols will take place:

- If child is sent home from school, child is to be provided with **3-5 reading books (older children may need fewer books) whilst waiting to be collected.**
- **Pines and Willows** parents and carers should continue to **record what has been read** and any difficulties daily **in their child's reading record/homework diary.**
- **Hazel and Oaks** parents and carers should **encourage their child to record what they have read daily in their reading record/homework diary.** Your child can make

recommendations/predictions and it is particularly helpful if they can record any challenging vocabulary with its definition.

- **Class teacher will telephone parents/carers within 24 hours** of starting self-isolation to provide advice and ask how we can support the family.
- **A weekly learning overview will be provided by each teacher.** This gives an insight into the curriculum coverage being covered in the week ahead, with recommended links to Oak Academy video lessons or other online resources.
- For **Willows, Hazel and Oaks Class:** Worksheets and activities which the class are covering can be uploaded onto **Class Dojo or Google Classroom.**
- **Pines Class** will continue to respond to posts on individual children's **Tapestry** accounts.
- Class teacher/teaching assistant will **phone or message via Class Dojo or Tapestry at least once a week** to check how the family is and how well the child is engaging in their learning.
- **An exercise book** will be sent home with each child for them to record their work in. This exercise book will contain all the **usernames and passwords** your child may need.

Scenario 2 and 3 – Class, bubble or whole-school closure

In the case of scenarios 2 and 3 (whole classes or entire school closing), the following protocols will take place during term time:

Pines and Willows Class

- All children who are on the reading scheme will be provided with **3-5 reading books** matched to their reading ability level. **Children in EY who are not yet on the reading scheme can also use the phonics games and activities which have been sent home this term.**
- The **weekly learning overview** will outline the activities that would have normally been taught had the children been in school. **A menu of other, practical, play-based activities will also be included.**
- From the second day of 'lockdown', **some videos will be posted on Tapestry and Class Dojo.** These videos could be:
 - a. A short video to introduce each week/explain the weekly learning overview in more detail
 - b. A short phonics session
 - c. A mathematics demonstration
 - d. A story read by the class teacher
- Accompanying activities can also be accessed via Tapestry and Class Dojo and Google Classroom for Year 2.
- The lessons **will follow, as closely as possible, the progression and planning originally planned** to be covered if the children would have been in school.
- SEND support or provision should be discussed with parents/carers if child has an EHCP or is on the SEN register. An individualised learning pack may be supplied with appropriate resources to complete at home. SEND advice and support will be provided by the class teacher or our school SENDCO, Miss Collins, remotely.

- **Children and parents/carers may communicate with teachers via Tapestry or Class Dojo.** Parents are encouraged to continue to use Tapestry and Class Dojo to upload comments, photographs and videos so staff can comment on the children's activities and offer feedback. Comments should be related to your child's learning and not feedback on the teacher's performance. Teacher performance management is carried out by the headteacher.
- **Teacher to pupil feedback will be given via comments on Tapestry/Class Dojo and Google Classroom.** Not every pupil will receive comments for every piece of work. Teachers will choose where feedback will be most constructive and effective, as they would do in a lesson.
- **All teachers will still receive PPA release time.** Teachers will be available on Google Classroom and contactable via Tapestry and Class Dojo throughout each weekday - with the exception of one afternoon per week. Pines and Willows teachers receive their PPA on Friday pm.

Hazel and Oaks Class:

- All children in the class/school will be provided with **3-5 reading books** (older children may not need as many books) matched to their reading ability level.
- **From the second day of 'lockdown', all children will access Class Dojo and Google Classroom to access four daily lessons** from their class teacher (age-appropriate length range – up to 30 minutes per lesson).
 - a. English
 - b. Mathematics
 - c. Topic/science/foundation subjects
 - d. Class book or novel

This work may be in video form or posted as a document/assignment
- **Accompanying activities or worksheets can also be accessed via Class Dojo or Google Classroom.**
- The lessons **will follow the progression and planning originally planned to be covered** if the children would have been in school.
- For pupils working significantly below age-related expectations, teachers may recommend more appropriate video lessons from Oak Academy for example.
- SEND support or provision should be discussed with parents/carers if child has an EHCP or is on the SEN register. An individualised learning pack will be supplied if needed. SEND advice and support will be provided by class teachers and the school SENDCO, Miss Collins, remotely.
- Children may communicate with teachers via Class Dojo and Google Classroom. Parents/carers may communicate with teachers via Class Dojo. Comments should be related to your child's learning and not feedback on the teacher's performance. Teacher performance management is carried out by the headteacher.
- **Teacher to pupil feedback will be given via comments on Class Dojo and Google Classroom.** Not every pupil will receive comments for every piece of work. Teachers will choose where feedback will be most constructive and effective, as they would do in a lesson.
- Teachers will contact pupils/parents who are not engaging in lessons and activities.

- All teachers will still receive PPA release time. Teachers will be available on Google Classroom and contactable via Class Dojo throughout each weekday - with the exception of one afternoon per week. Hazel and Oaks teachers receive their PPA time on Thursday pm.

This level of provision will be subject to staffing availability. Provision may differ if staff are unavailable for reasons such as illness or deployment elsewhere within school (e.g. teaching a Key Worker group). Where appropriate, teaching assistants may be used to deliver remote learning provision.

Electronic devices will be loaned to pupils who have no access to any devices within their own home or work will be printed for these pupils. School does not have the capacity to print work for all pupils but an exercise book will be provided for children to complete their work in. Questions from worksheets may be copied and completed in this exercise book.

If a whole-school closure, a whole school celebration assembly will be posted on a Friday via Tapestry or Class Dojo.

Well-being of Pupils:

- Staff will monitor interaction on home-learning as a way of monitoring pupil well-being. Staff will post pre-recorded videos as a way of ensuring pupils still get to see their teachers. Teachers will post or direct families towards activities which support well-being. Staff will post comments and feedback on learning. Staff will praise and reward children's efforts through issuing Dojo points and in the event of a whole school closure, through a weekly celebration assembly. The headteacher, school SENDCO and school ELSA will be available to support pupil well-being as they would in school, in the first instance however, concerns should be reported through the private messaging platform on Tapestry or Class Dojo.

Well-being of Staff:

- Education staff are working in very challenging circumstances and may be having to balance teaching in school with getting to grips with new technology so they can teach from home. They may have their own families to support and their own health needs to protect. Their role, at present, is very demanding. All our staff will do their best to continue to educate and care for your children. Please support them to do this by considering carefully any comments posted, please post in working hours and remember that staff will not always be able to give an immediate response. We thank you for your patience and continued support with this.

Food Provision

Where applicable, the school may provide the following provision for pupils who receive FSM:

- Making food hampers available for delivery or collection

Safeguarding during Remote Learning

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable ‘public’ living area within the home with an appropriate background – ‘private’ living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the headteacher, in collaboration with the SENCO.

Any pupil not using devices or software as intended will be disciplined in line with the Behavioural Policy.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.