

## Remote Education Contingency Plan – From April 2022

This document is to be utilised during term time when a child cannot access their education in school because of COVID-19 related issues. These will mainly be:



- A. If Devonshire Road is asked to close temporarily for most pupils because of a local lockdown;
- B. If certain cohorts are advised to work remotely by Public Health due to a Variant of Concern (VOC).
- C. If individual pupils are self-isolating because they have had a positive COVID-19 test but are not too ill to access education.

*This document does not replace our homework policy.*

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## **What is Remote Education?**

Remote Education is a way of minimising the impact of missed learning due to absence from school because of COVID-19 issues. We know that it would be much more preferable to have the children in school. We understand some of the barriers families face whilst trying to deliver remote education and within this plan, we have tried to make remote education as manageable as possible.

### **Our remote learning plan aims to:**

- Support pupils to consolidate their existing skills and knowledge
- Support pupils in the learning of new skills and knowledge
- Enable school to continue to provide a broad and balanced curriculum
- Ensure pupils receive clear explanations from their teachers
- Provide a way of learning which includes online learning as well as ‘offline’ learning
- Provide parents and carers with ways of supporting new learning
- Enable pupils to receive feedback on how they can progress

We learnt a lot about our remote learning practice and our community needs during this pandemic. We have used this knowledge to enhance our offer so that we are best supporting our children with their learning at home. We know that:

- A proportion of our children don’t have access to technology
- A proportion of our families have parents/carers who are working from home and therefore can’t support home learning consistently throughout the day
- Most of our parents do not want learning to all be screen-based
- A large number of our families have more than one child who they need to support at home

## What will remote education look like in the event of an individual child isolation?

If it has been agreed by home and school that your child is required to stay at home because of COVID related issues, we will email you a timetable for the week and supporting resources.

The learning will be:

- linked to the curriculum that is being taught in school;
- a mixture of 'online' and 'offline' tasks.
- explained via recorded videos for maths, English and PE
- supported with text books where necessary

We are able to provide exercise books, stationery and a laptop to support your child's learning. Please let us know if you need to borrow these items for the duration of the home learning. *Please note that in the event of a cohort closure, or school closure, we have a limited amount of technology to loan so will distribute these on a priority basis.*

Ideally, photos of work should be uploaded daily to your child's class teacher email ([last<sup>name</sup>first<sup>initial</sup>@devonshire.bolton.sch.uk](mailto:lastnamefirstinitial@devonshire.bolton.sch.uk)) so that feedback and support can be provided.

When you need any support with the work, please email the class teacher, or ring the office (01204 333614), and a member of staff will answer your questions.

A member of staff will ring home while your child is isolating to check how everything is going with your child's learning and wellbeing.

### Individual Home learning Timetable

All work to be completed in the exercise book provided and photos of work to be uploaded daily to [homelearning@devonshire.bolton.sch.uk](mailto:homelearning@devonshire.bolton.sch.uk) Please do not write in the CGP books.

When you need any support with the work, please email [homelearning@devonshire.bolton.sch.uk](mailto:homelearning@devonshire.bolton.sch.uk) where a member of staff will answer any of your questions. A member of staff will ring home while you are isolating to check how everything is going.

|           | 9:00-10:00  | 10:00 - 10:30 | 10:30-11:30   | 11:30-12:00 | 12:00-13:00 | 13:00-14:00   | 14:00-15:00        | 15:00 - 15:30   |  |
|-----------|---|---------------|---|-------------|-------------|---|--------------------|---|--|
| Monday    | <a href="https://vimeo.com/458895423">https://vimeo.com/458895423</a><br><a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y1-Spring-Block-2-WO8-Count-in-2s-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y1-Spring-Block-2-WO8-Count-in-2s-2019.pdf</a>  |               | <a href="https://classroom.thenational.academy/lessons/to-explore-word-class-6cu3je">https://classroom.thenational.academy/lessons/to-explore-word-class-6cu3je</a>   |             |             | <a href="https://imoves.com/home-learning/960">https://imoves.com/home-learning/960</a>   | Science – CGP page | <a href="https://imoves.com/home-learning/1329">https://imoves.com/home-learning/1329</a> |  |
|           | <a href="https://whiterosemaths.com/homelearning/year-2/week-2/">https://whiterosemaths.com/homelearning/year-2/week-2/</a><br>Read and write numbers to 100 in numerals and words  | Break         | <a href="https://classroom.thenational.academy/lessons/to-use-prepositional-phrases-of-place-c5j62d">https://classroom.thenational.academy/lessons/to-use-prepositional-phrases-of-place-c5j62d</a>                         |             |             |   | Project Homework   |   |  |
| Wednesday | <a href="https://vimeo.com/458895748">https://vimeo.com/458895748</a><br><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-1-S9-Count-in-5s.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/T-or-F-Year-1-S9-Count-in-5s.pdf</a><br><a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y1-Spring-Block-2-WO9-Count-in-5s-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y1-Spring-Block-2-WO9-Count-in-5s-2019.pdf</a> |               | <a href="https://classroom.thenational.academy/lessons/to-use-the-subordinating-conjunctions-when-and-if-cnh6ar">https://classroom.thenational.academy/lessons/to-use-the-subordinating-conjunctions-when-and-if-cnh6ar</a> |             |             | <a href="https://imoves.com/home-learning/1254">https://imoves.com/home-learning/1254</a> | Science – CGP page | Spelling Shed Assignment  |  |
|           |   |               |   |             |             |   |                    |   |  |

## What will remote education look like in the event of a bubble isolation/school lockdown?

If Devonshire Road is asked to close temporarily for most pupils like during the initial school closures in March; or, a bubble of children are asked to self-isolate, the work will be set remotely in the following way:

- For Y1-Y2, daily work will be set via email;
- For Y3-Y6, daily work will be set for children using Microsoft Teams ;
- For children in EYFS, daily work will be set on Tapestry .

Work will be available on the relevant platform before 8:45am, and children will be expected to complete their work before 3:45pm each day ready for feedback to be given.

## Why are we using Microsoft Teams instead of emails for Y3-Y6?

Microsoft Teams provides a secure, individual platform for children to access their work each day. All document types are supported through Microsoft Teams, meaning children will be able to access all documents that are being sent home.

Through the platform, children will also be able to post questions about the work that is set to help clarify their understanding. *Please note, children should only be posting about work in Microsoft Teams, and not chatting generally. See the Microsoft Teams Acceptable User Agreement at the end of this document for all of the rules around using Microsoft Teams for remote education.*

Each piece of work will be reviewed by the class teacher when it has been submitted, and ‘Points’ can be awarded by the teachers for the effort and the quality of the work to help engage the children with their learning. These will be awarded to their House Team total for that week.

## Why are EYFS using Tapestry?

As a school, we have used the platform Tapestry for a number of years. Tapestry is an online learning journal which helps to record all the learning that takes place over a child’s education through EYFS. The platform allows for a collaborative approach, where school staff and parents/carers can upload media and comments too.

It is a secure platform, where all information is stored accordingly. Using Tapestry helps to celebrate the learning and development in your child’s first year at Devonshire Road Primary School, and at the end of the year, the learning journey can be downloaded by the parents/carers for a permanent record.

## What will the tasks look like?

There will be a minimum of four tasks set and there will be scaffolds and differentiation where appropriate. Where possible, daily tasks will be in-line with planned curriculum content for delivery in school. There will be a mixture of online and paper-based activities set. This *may* include:

1. Online Maths (White Rose videos/MyMaths)
2. English (Spag.com/National Oak Academy Videos)
3. Online reading activities (such as Read theory, LBQ, Oxford Owl, Phonics Play, Cracking Comprehension)
4. A Physical activity (Joe Wicks, Just Dance, Supermovers, Cosmickids)
5. A weekly written task (where detailed feedback will be provided)
6. Other activities from across the wider curriculum which will follow a sequenced plan of learning.

The above are suggestions; specific tasks will be set which will help to build knowledge in a sequenced way.

### **How will school provide feedback and support learning?**

Feedback will be provided in a range of ways:

- Through automatic marking on some online learning platforms (such as MyMaths and Spag.com);
- Detailed feedback on written tasks, including what to improve;
- Points rewarded via Microsoft Teams (Y3-Y6) to recognise the effort that has been put in.

### **What are the expectations for my child's engagement and the support we should be providing at home?**

We appreciate that in the event of a class closing, it may be difficult to support your child's learning whilst also working from home as a parent/carer. The tasks that are set are designed to be able to be completed independently in the majority of cases, but some tasks may require support. We do expect that parents/carers can offer this support as much as possible to ensure that the children are not missing out on any element of their education.

Each day there will be a video call which will either introduce a new concept, set out the expectations for the day or revisit concepts that a teacher has specifically identified as needing addressing. We expect all pupils to attend these video calls and conduct themselves in line with the acceptable user agreement in this document (see pg. 10). The times for each year group will be staggered so that families with multiple children attending school can all access the meetings, even if they are sharing technology.

Your child's education is extremely important, and their engagement levels should be similar to those they show in class. We expect that all the work is completed daily (unless, of course, there is an illness) and returned to the class teacher to provide feedback. If there is any reason why your child cannot complete their work, you should contact your class teacher as soon as possible to let them know.

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

In EYFS, Y1 and Y2, we expect that daily communication with parents to be happening via email or through the Tapestry platform (EYFS), with work being returned accordingly. If work is not returned, school will be in contact to provide additional support where appropriate, and raise concerns if your child is not engaging.

In Y3-Y6, Microsoft Teams shows whether children have viewed the task, and automatically notifies the class teacher of any engagement, including work being returned. If children do not view or complete the tasks in a timely manner, the class teacher will make contact with the parents/carers to discuss additional support that may be available, and raise concerns if your child is not engaging.

Contact will be made either via email, or through a phone call conversation.

### **What if I need to contact my child's teacher about their learning?**

For EYFS and Y1, we understand that written communication may be challenging for your children through Microsoft Teams/Tapestry; therefore, if you have a specific question about your child's learning, or wish to inform the class teacher about something learning related, you should email your child's class teacher.

For Y2-Y6, the main contact should be through the children asking questions to their teacher through the Microsoft Teams discussions each day. However, if you, as a parent/carer for children in these year groups, need to ask a specific question about the child's learning, or to inform the class teacher about something learning related, then please email your child's class teacher.

*Please note, these emails are to communicate with teachers about **learning only**, and must only be in the hours of 8:30am - 4:00pm. Any emails after this time will not be responded to until the next school day.*

There may be opportunities for one-to-one/small group video conferencing where the teachers feel that this is appropriate. Staff will also ensure that there is video contact (via Teams) or phone contact made throughout each week of isolation: we recognise how important this is to our children's mental health and wellbeing.

If you have any specific enquiries or complaints, these should go through the main office, as per our complaints policy which can be found on the website.

Emails must only be sent directly to the class teachers in the period of remote education. If school is open as usual, all emails must go through the office.

### **How will school provide support to children with additional needs?**

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. This may include additional 1:1 video calls via Microsoft Teams or phone calls to support them with their learning, and more regular communication via email to support the parents/carers.

Suitable work will be provided for the children with additional needs, and personalised tasks will be set at their correct level.

### **What if I don't have access to IT equipment?**

At the beginning of the year, the office sent out an information collection sheet to help us gather information about IT equipment accessibility at home. The DfE have recently extended their offer of technology equipment. If children are expected to access remote education in the case of a local outbreak, children will be eligible for laptops/tablets if they meet any of the criteria below:

- Are in Years 3-6, and
  - Have no digital devices in their household
  - Only have access to a smartphone
  - Have a single device in their household that's being shared with multiple family members.
- In any year group, and
  - Are clinically extremely vulnerable and are shielding or self-isolating on official advice.

School are responsible for ordering these devices, and will follow official advice before doing so. School will also be the 'owner' of the devices, and these will be loaned to families according to their eligibility.

### **What if I don't have access to the internet?**

In some cases, school can provide an 'offline' paper pack for you if you do not have access to the internet. However, the government is working hard to improve accessibility to free wifi through 'hotspots'. It is our aim for all children to receive the same education via Teams/Tapestry whilst a bubble isolates.

School can also check if your postcode is in a BT wifi hotspot and provide guidance on how to access these hotspots for internet connectivity.

In order to 'submit' any work that has been completed if you do not have internet access, please bring the exercise books back to school with you on your return, and feedback will be provided accordingly.



## Microsoft Teams Guidance

Use this QR code to head to our YouTube tutorial video



### How do I access Microsoft Teams?

#### Download the Desktop App (RECOMMENDED)

For ease of use and better functionality you can install the Teams app on any Windows or Mac computer via the following link:

<https://products.office.com/en-gb/microsoft-teams/download-app#desktopAppDownloadregion>

Click Download Teams and install in the standard way (clicking Next and Finish as appropriate).

Run Teams from the Start menu and login using your usual school email address and password as required.

#### Online via a browser

To access Teams directly please visit: <https://teams.microsoft.com>

#### Using a mobile device (phone or tablet)



Microsoft Teams can be used on mobile and tablet devices. Both Android and Apple have a Microsoft Team app which allows Team use on the go. Search your app store for Microsoft Teams and install. Run Teams on the device and login using your usual school email address and password as required.

### How do I log on to Microsoft Teams?

Pupils can login using their Purple Mash account, followed by @school domain.

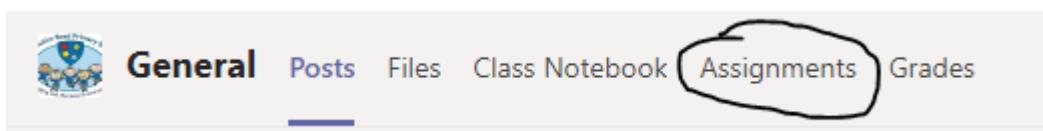
(e.g. [0192013IM@devonshire.bolton.sch.uk](mailto:0192013IM@devonshire.bolton.sch.uk)) and their Purple Mash password (a 4 digit code, e.g. 1234). The children will have had the chance to do this in school and should be familiar with the platform.

### What do I do when I am on Microsoft Teams?

Click on your ‘Class Team’ that you are a part of. This should state your most current class name.



When you are in the ‘Class Team’ dashboard, click on ‘Assignments’.



Each assignment will then be listed for you to complete, with more details from your class teacher. When you have finished your work, you can ‘Turn In’ your work to be marked.

## How do I ‘Turn In’ my work?

In each assignment, you can ‘Turn In’ your work. However, you may need to add photos or other work so your teacher can mark it.

If you need to add evidence, click on ‘Add work’ to upload your photos/documents.

The screenshot shows a Microsoft Teams assignment page. At the top right is a blue 'Turn in' button. Below it, the assignment title is 'Shakespeare Sonnet Annotation' with a 'Homework' icon. The due date is 'Due September 13, 2019 9:59 PM'. Under 'Instructions', it says: 'Read Sonnet 116 and annotate it, using the PowerPoint for guidance.' The 'My work' section contains a file named 'How to Read a Sonnet.pptx' with a download icon and three dots for more options. A blue oval highlights the '+ Add work' link below it. At the bottom left is a 'Back' button. Points information shows '100 points possible'.

When you have uploaded your evidence, click on ‘Turn In’ to send a notification to your teacher that you have completed the task.

This screenshot shows the same assignment page after evidence has been added. The 'Turn in' button is now highlighted with a blue oval. The 'My work' section now lists the uploaded file 'How to Read a Sonnet.pptx'. The rest of the page remains the same, including the instructions and points information.

## How do I add work to show what I have done?

There are 2 main ways to do this:

- Add a photo file as your evidence; or
- Work straight into a document file through Teams (recommended for writing or typed activities).

This [useful video](#) will explain what you need to do in both cases (0:00-5:50 for the photos; 5:50-10:15 for the documents).

## I still don't understand – what should I do?

Please get in touch with school and discuss any technical issues with your class teacher or Mr Abraham. Alternatively, head to the following links from the Bolton Schools ICT help page to view some helpful videos which may help.

[Child's Guide to Microsoft Teams](#)

[Parent's Guide to Microsoft Teams](#)

## Microsoft Teams Acceptable User Agreement

Remote education requires teachers and pupils to adapt normal classroom routines to the online world, but, normal high expectations of behaviour will remain.

You must follow the acceptable user agreement rules as set out below.



### For Children

- Keep comments about learning only. No general chatting with your classmates.
- Write in full sentences using Standard English.
- Any work you submit must be your best efforts.
- You must only submit or edit your own work.
- Try your best with everything and complete all of your work each day.
- If you are struggling with the work, ask your teacher for help.
- Recording of still images, or videos, of staff or other pupils is strictly forbidden.
- If you are on a video call, make sure you are appropriately dressed.
- Wait your turn, and listen to the teacher if you are on a video call.

### For Parents

- Ensure your children are trying their best with all their work.
- If your child is on a video call, ensure you are sat with them.
- If your child is on a video call, make sure everyone in the house knows about it so they are appropriately dressed, too, and there is no offensive language used.