



## Duke Street Primary School

### Remote Education/Lockdown Learning Plan Spring Term 2021

This document outlines our plans for remote education or 'home learning', should our children need to self-isolate for 10-14 days and/or in the event of a bubble or whole-school closure. It is our intention during the autumn term to ensure pupils and families are equipped in order to easily transition into home learning, if necessary, supported by all our staff at Duke Street Primary School.

#### Where a child/family has to self-isolate or quarantine

Parents are advised that all travel to foreign countries is a risk at present, and that during any absence due to a quarantine imposed following such travel, we will expect children to complete all work assigned by the school.

The learning tasks for children to complete will be mainly online. Any parents who are unable to access learning online will need to request a learning pack from school.

Learning packs will be created by the class teacher/support assistant and will be ready for collection 48 hours after receiving notification that the family will be self-isolating for 14 days. Your child will have immediate access to:

- Their current reading book
- Duke Street Reading Challenge list of 100 texts (see school website)
- Rising Stars Reading Planet <https://www.risingstars-uk.com/series/rising-stars-reading-planet>
- Reading Eggs <https://readingeggs.co.uk/>
- Numbots (YR-2) <https://play.numbots.com/>
- Reading Owl Free eBooks <https://home.oxfordowl.co.uk/reading/>
- Timestable Rockstars (Y2-6) <https://trockstars.com/>
- White Rose Maths online learning lessons daily (EYFS-Y6). <https://whiterosemaths.com/homelearning/>
- BBC Bitesize <https://www.bbc.co.uk/bitesize/primary>
- Topic information (school website) - Curriculum, Termly Overviews

Activities will be linked to work being explored in school and as much as possible. We will share further links to physical and well-being activities through parent mail, emails, Facebook or the school website. Learning packs should be collected within 24 hours of the school making parents aware that they are ready. It should be collected by a friend or relative of the family who is not under direction to self-isolate.

### **When a member of staff has to self-isolate (teachers)**

In the event of a member of teaching staff having to self-isolate or provide care for a dependent needing to self-isolate, teachers will manage their class' learning from home. If the teacher becomes unwell, another member of staff, with support from the key stage leader, will provide lessons for the class.

Class teachers will use Zoom to deliver their daily lessons from home, supported by the class TA and another member of support staff who will wear PPE. The TAs will oversee the work being completed by the children, providing verbal feedback within the lesson where needed. Books will be annotated with 'VF' to show that this has happened and a 'Z' to show the lesson was delivered over Zoom.

### **When a member of staff has to self-isolate (support staff)**

In the event of a member of support staff having to self-isolate or provide care for a dependent needing to self-isolate, they will support the needs of the school at that time, remotely. This may include providing support with home learning for any individual children or class bubbles who are isolating, following up with phone calls to children who are isolating, as a well-being check in, or as home learning support. These duties will be assessed at the time of the support staff needing to self-isolate.

### **In the event of a 'bubble' closure**

In the event of a bubble closure, teachers and children will use the online learning programs and methods of feedback, unless learning packs have been requested. Teachers (who are self-isolating) will manage their class's learning from home UNLESS they become ill, in which case, another member of staff, with support from the key stage leader, will coordinate learning at home.

All curriculum subjects which are being covered in school will continue wherever possible.

- The learning challenges set will be in-line with the curriculum that would be taught in school.
- Clear explanations will be given and feedback will be provided through Seesaw. This may need to be adapted and changed should the teacher become unwell.
- Teachers will provide learning pack booklets to print off in school for those unable to access online learning.
- If a bubble is isolated a member of our outreach team (Rachel Von-Kaenel or Emma Robinson) will contact parents to check on well-being and any further needs.
- Teachers will ensure that contact is made by phone to all parents / guardians of children who are not engaging in learning online, to ensure that they have access to learning packs to work at home. Non-engagement following this will be referred to a member of the leadership team.

*A tracking grid for engagement and participation will be maintained in school.*

### **If the school has to fully close**

In the event of a whole school closure, teachers and children will revert back to daily work set online. Parents struggling to access learning remotely should inform school immediately so that support in the form of loaned devices, additional data or learning packs can be put in place.

Teachers will be supported to set work in line with the curriculum and engagement will be monitored.

If there is a requirement to make provision of key workers and vulnerable children, they will follow the same learning plan as the children are at home.

## **Expectations for staff if their class bubble/whole school closes**

(please note this will change if the teacher becomes unwell)

- Learning will be set on a daily basis and include English, mathematics and relevant curriculum work.
- Daily Zoom sessions will take place. This will include a virtual registration, setting out activities for the day and any live teaching demonstrations. Follow up zoom sessions will also take place to allow children to drop in for support and extra teaching when required.
- Online resources, including White Rose Maths, Times Table Rock Stars (TTRS), Numbots, BBC bitesize, Rising Stars Reading Planet, eBooks/PPTs of key texts and Reading Eggs, Oak Academy Trust resources will be utilised to support learning.
- Feedback will be provided on learning through Seesaw.
- Class teachers, support staff and outreach staff will follow up on any children who have not engaged with learning and record information on CPOMS.
- Well-being check-ins will take place. These will be completed by one of the bubble staff members wherever possible.
- Attend staff meetings via Zoom.

## **Expectations for Parents and Carers**

- Support learning at home by providing a safe space for children to focus.
- Maintain communication with school and the class teacher.
- Support children to log onto online resources and class Zoom sessions.
- Inform school if learning packs are required at any stage.
- Collect learning pack from school or contact school if this is not possible.
- Ensure that learning packs are collected by an adult who is not isolating.
- Inform school if the family are self-isolating and the reason for that self-isolation.
- Contact school if their child or household member tests positive for Covid 19.

## **Key Worker, Vulnerable and SEN Provision**

In the event of a whole-school closure, we would revert back to providing childcare for identified key worker/vulnerable/SEN children.

This will be staffed by TAs with teachers focusing on providing remote learning with opportunities for regular interaction.

The senior leadership team will identify all children entitled to this provision, with a final list being created 48 hours after the school's closure.

An additional capture of those who may be entitled to this provision either because they are new or due to a change in circumstances will be organised immediately following the school's closure. This data will be collected by surveying parents and carers.

Provision will be monitored throughout whole school closure.

See Appendix 1 for detailed SEN provision.

## **Remote Education Principles**

- Curriculum alignment: remote learning plans follow the same sequence as learning in school, with pupil access to subjects across the curriculum
- High quality resources online and through learning packs, that mirror those used in face-to face teaching where applicable and appropriate.
- Feedback and assessment of learning should remain regular, in line with normal curriculum expectations
- Pupil welfare and emotional needs are supported through nurturing and physical activities.

## **Keeping Children Safe**

Keeping our children safe continues to be our top priority. All staff at Duke Street Primary School have a continuing responsibility to promote the safety and welfare of the children and protect them from harm.

During this period a number of principles remain the same:

- The best interests of the children come first
- Anyone who has a safeguarding concern must raise their concerns immediately with the Designated Safeguarding Lead (DSL) – Rachel Von-Kaenel - or Deputy DSL –Emma Robinson (Contact details available on the school website)
- Children should be protected online and reminded of internet safety rules through resources shared as part of home learning.
- When making phone calls, staff can check-in with the child as well as the parent to support well-being.
- Staff should adhere to the school's policies and ensure that they uphold the professional expectations of the establishment.
- A zoom acceptable use policy is shared with and adhered to by parents and pupils. Any behavioural issues are reported to and dealt with accordingly, by SLT.

## **DfE Guidance on Remote Education Summary**

- 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.
- 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.
- 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.
- 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

- Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback
- 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.
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- 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
- 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 avoid an over-reliance on long-term projects or internet research activities.

September 2020

Updated January 2021

## Duke Street Primary School SEND Information Report

### Special arrangements in relation to national lockdown due to COVID-19.

From January, the government announced another national lockdown.

Following the guidelines provided by the government, which can be found below:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

Duke Street will be providing the following:

- Children will be taught in 'bubbles'
  - Reception
  - Year 1
  - Year 2
  - Year 3
  - Year 4
  - Year 5
  - Year 6

Each pod will have a designated member of staff delivering work from teachers.

- Children will have access to their relevant curriculum through planned lessons, set by class teachers, which take into account the need for a 'recovery curriculum', to cover any knowledge and skills missed during the Covid-19 pandemic as well as any well-being needs children may have.

#### **If a SEND child is at school or home:**

Children will have access to all provisions as listed in SEND Provision section of the SEND information report. These include:

- Provision required for a child to meet the outcomes on their Education Health Care Plans.
- Visual supports such as visual timetables, working memory boards, now and next cards or task cards.
- Coloured overlays (if requested)
- Technology where appropriate, such as laptops and iPads via device requests.
- Access to zoom play therapy sessions from Child Action North West.
- Online provisions, such as IDL, Numbots, Reading Eggs, Nessy and TimesTable Rockstars.

#### **For children in school:**

- In class provisions, such as precision teaching, Occupational Therapy activities SALT activities, focussed ILP target work, Colourful Semantics and access to concrete apparatus in school.

### **For children at home:**

- Online support given for children on K and E list of SEND. All children are assigned a specific Teaching Assistant to complete daily phone calls (once per fortnight) and offer zoom sessions to support children with tasks.
- Welfare call from designated member of staff every other Friday to promote positive mental health.
- Daily zoom registration and support links sent by class teacher to explain tasks and help the children to access learning.
- SENDCo has also provided class teacher with links to support SEND children within remote learning such as weblinks for maths resources such as online base 10 equipment and colourful semantics word mat pages.
- SENDCo has organised home support learning packs which consist of common exception word mats, letter lines, phonic mats, number lines, hundred squares, times table sheets and other resources for parents/carers to use with their children at home.
- Activities provided by the class teacher or Teaching Assistants.

### **For all SEND children:**

- Interventions will take place with school or via zoom. Trained Teaching Assistants will deliver these interventions (following government social distancing guidelines and hygiene for those in school).
- SEND children will have access to break out spaces, should they need time out of their classroom for any reason relating to their SEND needs.
- Children will have access to Behaviour Support Plans should they need one.
- SEND support plans will continue to be in place for children on the SEND register. Individual Learning Plans have been shared with key adults making calls/zoom meetings with individual children and also shared with key adults in school to use when supporting their needs.
- EHCP annual reviews or meetings will be held via Zoom/Telephone call with professionals and parents.
- Outside agencies will continue providing support and reviews of children on their list, primarily of children accessing school, adhering to social distancing guidelines.

**The offer shown below applies to any children that are being taught remotely.**

As stated in the government guidance:

*'Where a class, group or small number of pupils need to self-isolate, or there is lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education'.*

Should there be a case for children to work from home, Duke Street will ensure:

- Work will be set by class teachers. It will take in to account the needs of the pupils in their classes and will follow a 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.
- Teachers will check work regularly to gauge how well pupils are progressing through the curriculum.

- Daily contact with children via an email, Telephone call or within dialogue on the SeeSaw learning platform to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met.
- Class teachers will set a mix of blended work (online work set on SeeSaw) and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans.
- Class teachers will use remote education resources such as 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. This will complement the other remote education resources set by the class teacher. There are also other resources such as BBC bitesize, White Rose Hub (Maths) and also Reading Eggs (English).
- We will request devices or can explore providing printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.

Parents of SEND pupils may continue to require our support at this time and the messaging facility on Class Email or expressing concerns with your child's allocated adult allows for private conversations to be had between staff and parents. The SENDCo can also be reached at [l.reay@dukestreet-pri.lancs.sch.uk](mailto:l.reay@dukestreet-pri.lancs.sch.uk)

External agencies should continue to provide services either face to face or remotely. The school SENDCo will liaise with services to ensure provision is being offered. We will ask them to become involved if necessary following the usual graduated response process detailed above.

January 2021