



Duke Street Primary School

Remote Education/Lockdown Learning Plan Autumn Term 2020

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 and learning packs should be collected.

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 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.
- 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 will be utilised to support learning.
- Feedback will be provided on learning through Seesaw.
- Class teachers will follow up on any children who have not engaged with learning and record information on CPOMS.
- A weekly well-being check-in through one of the bubble staff members.
- 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.
- 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 and Vulnerable Provision

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

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.

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