

Hawridge and Cholesbury CE School



Contingency Plan: Remote Education Provision

Date: January 2021

This information outlines what pupils, parents and carers should expect during periods of school closure or child/ staff isolation relating to coronavirus (COVID-19).

Background

[Guidance for full opening: schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/guidance-for-full-opening-schools)

Hawridge & Cholesbury C of E School follow DfE guidance and aims to respond to updates in a timely manner.

We aim to transfer into remote education what we already know about effective classroom teaching 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*
(Jan guidance, based on EEF research)

Remote education provision: information for parents

This information is intended to provide clarity and transparency to families about what to expect from remote education if local or national restrictions require pupils to remain at home. Three possible stages have been identified.

Stage 1: individual pupil needs to self-isolate

1a: teacher needs to self-isolate

Stage 2: one or more cohort or bubble is required to remain at home

Stage 3: most children in the school are required to remain at home (e.g. National Lockdown)

The remote curriculum: what is taught to pupils at home

- Remote learning will be available within 24 hours of school being informed that a child needs to self-isolate, one or more bubbles or most of the school are required to remain at home (or sooner depending on timings of notifications).

- The first few days of remote learning might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.
- We aim to teach the same curriculum remotely as we do in school.

How will learning be delivered?

Stage 1 (child self-isolating):

- Remote learning will be available within 24 hours of school being informed that a child needs to self-isolate.
- Remote learning will be accessed via the school website over eSchools.
- Children will be set the same work which will be taking place in the classroom (adapted as needed).
- Arrangements may be made to provide physical copies of specific texts/ resources if required.
- Children will be offered one (or more if needed and capacity allows) live Zoom 'surgery' with a member of staff to help clarify misconceptions or give feedback as necessary. (NB These are recorded for safeguarding and kept on the school drive.)

Stage 1a (teacher self-isolating):

- If a class teacher is required to self-isolate, a member of support staff may support the children in school whilst a teacher delivers lessons remotely. This is likely to be a mixture of live teaching, recorded lessons and tasks set.
- In some circumstance, it may be necessary to close the bubble.

Stage 2 (one or more bubbles required to remain at home):

- Remote learning will be available within 24 hours of school being informed that a bubble needs to remain at home.
- Remote learning will be accessed via the school website over eSchools.
- Arrangements may be made to provide physical copies of specific texts/ resources if required.
- Children in the 'home bubble' will be set work in line with Stage 3.

Stage 3 (most children in the school required to remain at home):

- Remote learning will be available within 24 hours of school being informed that most children are required to remain at home.
- Daily contact between the class teacher and the children will be maintained through live teaching 4 days a week (whole class and/ or group as appropriate) and via eSchools messages. On the 5th day teachers will be available via eSchools messages to discuss any issues. They may contact families via this or on the phone if necessary.
- Remote learning will be accessed via the school website over eSchools. and will include:
 - links to live lessons (on the eSchools class homepage),

- recorded lessons (both from the class teacher and published materials),
- and all other required resources.
- The need to print resources will be avoided and workbooks offered for children to record answers in as appropriate.
- Scaffolding worksheets may be offered to support recording in EY and KS1 for parents who wish to print them out. However, all activities can be completed without these.
- Arrangements may be made to provide physical copies of specific texts/ resources if required.

eSchools

- eSchools is a virtual learning platform accessed by clicking on login in the top right corner of the school website.



- User names and logins have been provided to all families and reminders can be provided if need be by emailing/ phoning the school office. (Emails will be checked and responded to between 8.30 and 4 pm.)

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

We expect remote education to be equivalent in length to the core teaching pupils would receive in school. It will include both recorded or live lessons and time for pupils to complete tasks and assignments independently.

The amount of remote education provided is:

Reception	As for KS1 including both adult and child led learning.
Key Stage 1	Approximately 3 hours a day for all children a day.
Key Stage 2	Approximately 4 hours a day for all children a day.

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 support those pupils to access remote education if possible.

All disadvantaged families will be surveyed or phoned to ascertain their need. Parents are encouraged to contact the school if inadequate or insufficient technology is stopping their child(ren) from accessing learning. Where staff know or suspect help might be needed, they will contact directly. If a child does not engage with the remote learning the Class Teacher, Leadership Team or Vulnerable Children Leader will contact the family to support further.

The Disadvantaged Leader will work with the School Business Manager to source equipment for families who require it using the government scheme [Get Help with Technology](#) for Key stage 2 children. The school aims to provide support to Key Stage 1 children through alternatives which may include loaning its existing resources.

If necessary, and whilst equipment is being sourced, paper packs of work can be collected from the school 2 or 3 times a week to be completed and returned for feedback.

How will my child be taught remotely?

We recognise that all families have different circumstances and different demands placed on them during the school day. We therefore use a combination of approaches to teach pupils remotely which include live lessons (whole class and/ or group lessons), recorded lessons (both by the teacher and published material) and independent tasks set. This may vary as appropriate to the needs and age of the child. [See Remote Learning Provision Map \(Appendix A\)](#)

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?

We aim to engage with all our families and proactively take steps to engage with harder to reach families. We have a nominated Vulnerable Children Leader who will support specific families who are identified as struggling or where engagement is lacking. The Leadership Team and the Class Teacher will contact families when work is not submitted and/ or Live Recorded lessons are not attended.

Families are asked to support with:

Uploading work: If possible work should be uploaded by families as one document per subject/ piece set. Ideally this will be done by scanning the pages and saving as one document. However, we recognise that many families will not have the facilities for this and ask that if that is the case, they try to take a photograph of all the pages together

(teachers will zoom in to look at each page). The less time teachers spend downloading individual pieces of paper, the more time they are able to spend providing feedback and preparing the next lesson.

School staff will provide feedback on learning by marking and acknowledging work. We ask that work be uploaded **by 4 pm the day after it has been set** which staff will then mark in a timely manner. Work which is uploaded after this (but within 7 days) will be acknowledged by staff with e.g., a 'thank you' or 'well done', but may not be marked in full. Work uploaded after 7 days of it being set may not be acknowledged or marked. In addition, maths answer sheets may be uploaded on eSchools for parents/ carers and children to self-mark. Please add a comment if your child really struggles with a particular concept to enable the teacher to offer further support or advice.

Work needs to be uploaded daily, within 24 hours of it being set and one day at a time (i.e. not a whole week's worth on a Saturday morning). If subjects are uploaded as one document then teachers will be able to respond in a more timely manner.

For Reception children: parents are asked to upload photos and comments about their child's learning on to Tapestry as normal thus building on their school learning journey for their Reception year. It is not necessary to photograph everything a child does but instead please provide a general idea by uploading a few photos of things the children have made or do and a couple of the worksheets/pictures they have drawn. Parents are also asked to provide a short comment regarding level of help required.

In Reception work can be uploaded to Tapestry daily, every few days or weekly, however, it is helpful if you give an indication of whether the work is from: one activity e.g. *Maths – counting to 5*, or one day e.g. *Tuesday's learning* etc. Parents are expected to make at least weekly contact on Tapestry. All work will be commented on by a member of the Reception team with next steps and support provided as necessary.

Safeguarding, Data Protection and Attendance

Live recordings and cameras: All live lessons are recorded and whole class lessons are uploaded to eSchools for absent children to watch and for others to re-watch for re-enforcement. Videos are uploaded on to eSchools and are therefore only visible to members of our school community who have been given login and password only access. Videos are only visible to children and their own class, they are not visible to the school as a whole. Teaching is much more effective if cameras are left on, but families may choose to switch cameras off. Teachers will let children know when they are about to start the recording. See Child Protection Policy & Safeguarding Annex and Home School Agreement

Teachers keep a register of live lessons attended and work submitted. Unexplained absences/ lack of work will be followed up by the class teacher initially and by the Leadership Team if needed.

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

Teachers will provide immediate feedback to individual children during live lessons just as they would in the classroom.

Work will be uploaded by children/parents for each task set by the teacher on eSchools. Teachers will specify the format of the work they wish to be undertaken and submitted by the children. This may take the form of:

- Written work
- Photographs or Art work, DT models or other 3D work.
- Photographs of children doing a set activity, e.g. carrying out a science investigation
- Videos, i.e. children expressing their opinion in PSHE or acting out a poem in English.

These will be downloaded by the teacher or another staff member to be viewed and assessed.

Marking will take the form of comments on eSchools directed to the children themselves and will acknowledge effort and achievement. If there are obvious misconceptions, these will be addressed to move learning forward. Younger children may need help from their parents to read teacher's comments. Teachers may also direct feedback to parents in the comments section or reply to comments they have been sent from parents about the work. Further resources may be sent or referred to in order to offer extra support if children have struggled. Some teachers further up the school may hold 'surgeries' where children are able to discuss any work they have found challenging and receive further input from the teacher.

During live lessons, teachers will continue to assess children's learning as they would do in the classrooms by using a range of techniques such as quiz style questions, 'thumbs up' and 'thumbs down' to statements and hands down answers where the teacher randomly chooses a child to answer a given question. This 'assessment for learning' will be used to help teachers plan the next sequence of lessons and to address misconceptions.

Teachers may also use quizzes as a teaching technique to re-enforce skills and concepts, helping to secure this in children's long-term memory. This is purely a teaching and learning technique and is not intended for tracking purposes.

Every piece of work submitted will receive feedback from the teacher or another member of staff if handed in by the 4pm deadline the next day. Work submitted after this will be acknowledged but not marked in detail.

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?

As would be the case in school, tasks and activities will be carefully planned to ensure they are accessible to all pupils, including those with additional needs. Younger children will be supported through more open ended, practical activities similar to those found on a daily basis in an Early Years setting.

Activities may be differentiated for individual/groups of children within a class or additional resources may be provided to support children to complete the task (for example word banks, multiplication squares, writing frames).

A range of lesson and learning formats will be planned to give children a broad range of experiences and to enable as much independence as possible. This may include recorded lessons where concepts or tasks are explained, live lessons with teacher interaction and practical tasks such as Science experiments.

Parents can contact the class teacher for support or advice any time between 8.30am and 4pm Monday to Friday.

A direct email link to the SENCO has been made available to families of children receiving SEND support. Parents may contact the SENCO to discuss concerns or seek advice.



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Appendix 1 Remote Learning Provision

Reception

Live recorded lessons	Recorded & uploaded lessons	Other tasks set	Time spent
<ul style="list-style-type: none"> • 8 x live recorded group Social and, Listening and Communication sessions per week (approximately 6-8 children per group- 2 sessions per child) • 3 Live Zoom whole class stories 	<ul style="list-style-type: none"> • 1 recorded topic session and follow up activity • 2 recorded 'Maths With Me' games • 5 'White Rose' Maths videos and follow up activities • 4 new recorded Phonics sessions (2 based on Set 1 sounds, 2 based on Set 1 Review and Set 2) • 1 recorded Literacy and follow up activity • 5 recorded stories 	<ul style="list-style-type: none"> • 2 other literacy/CLL activities • 2 other topic activities • Ongoing projects on eSchools to support key skills: Fine motor skills, Talking Maths, Outdoor Learning activities, Let's read a Story together, Fred's Phonics games • RWI Set 1 sessions on YouTube to supplement our phonics teaching • Daily opportunities for children for follow their own interests 	<ul style="list-style-type: none"> • Up to 3 hours in total



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Years 1 and 2

Live recorded lessons	Recorded & uploaded lessons	Independent tasks set	Time spent
<ul style="list-style-type: none"> 8 live recorded group guided reading/ phonics sessions (approximately 6-8 children per group - 2 sessions per child) One will be guided writing for year 2 2 live recorded whole class maths lessons 	<ul style="list-style-type: none"> 1 'other subject' lesson and activity (Max 15 mins recorded lesson + 30/ 45 mins activity- 1 hour in total) 2 maths lesson and activity (Max 15 mins recorded lesson + 30/ 45 mins activity- 1 hour in total) 2 English lesson and activity (Max 15 mins recorded lesson + 30/ 45 mins activity- 1 hour in total) 5 recorded stories 	<ul style="list-style-type: none"> Spellings/ reading 3 'other subjects' English tasks (1 = 1, Y2 = 2) 1 maths task (with White Rose recording) 	<ul style="list-style-type: none"> 3 hours in total consisting of Mon – Th -1 live session and 3 recorded/ tasks x 4 days and Friday 4 recorded/ tasks

Years 3 and 4

Live recorded lessons	Recorded & uploaded lessons	Independent tasks set	Time spent
<ul style="list-style-type: none"> 4 live recorded group guided reading/ phonics sessions (approximately 6-8 children per group - 1 session per child) 2 live maths recorded lessons 1 English live recorded whole class 	<ul style="list-style-type: none"> 1 'other subject' lesson and activity (Max 15 mins recorded lesson + 30/ 45 mins activity- 1 hour in total) 2 maths lesson and activity (Max 15 mins recorded lesson + 30/ 45 mins activity- 1 hour in total) 2 English lesson and activity (Max 15 mins recorded lesson + 30/ 45 mins activity- 1 hour in total) 5 recorded stories 	<ul style="list-style-type: none"> Spellings/ reading 3 'other subjects' 2 English tasks 1 maths task 	<ul style="list-style-type: none"> 4 hours in total consisting of Mon – Th -1 live session and 3 recorded/ tasks x 4 days and Friday 4 recorded/ tasks



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Years 5 and 6

Live recorded lessons	Recorded & uploaded lessons	Independent tasks set	Time spent
<ul style="list-style-type: none"> • 4 live recorded group guided reading/ phonics sessions (approximately 6-8 children per group) (1 session per child) • 2 live maths recorded lessons • 1 English live recorded whole class • Year 6 only - 2 maths lounges/ surgeries – supporting individuals or groups with specific issues. 	<ul style="list-style-type: none"> • 1 'other subject' lesson and activity (Max 15 mins recorded lesson + 30/ 45 mins activity- 1 hour in total) • 2 maths lesson and activity (Max 15 mins recorded lesson + 30/ 45 mins activity- 1 hour in total) • 2 English lesson and activity (Max 15 mins recorded lesson + 30/ 45 mins activity- 1 hour in total) • 5 recorded stories 	<ul style="list-style-type: none"> • Spellings/ reading • 3 'other subjects' • 2 English tasks • 1 maths task 	<ul style="list-style-type: none"> • 4 hours in total consisting of • Mon – Th -1 live session and 3 recorded/ tasks x 4 days and • Friday 4 recorded/ tasks • Year 6 maths lounges