



## Educational Contingency plans for Remote Learning September 2020

Dear Parents/Carers,

As we enter a new phase of Covid-19 where schools are sending classes home to isolate, I wanted to communicate with you promptly to share our current plans for remote learning. This will give you an idea of what your child will be asked to do if absent from school. There are several different scenarios that may occur and this letter gives some detail of our plans. As the situation and guidance change and as we learn more, we will be reviewing our plans to try to bring our children the very best remote learning opportunities within our capabilities.

The expectation is that children will be engaged in learning tasks for the equivalent time as a normal school day. We appreciate, however, that there is a range of different home situations and this may not always be possible. Children learn best when there is routine so we would suggest that you try to keep to a regular timetable. The following is an example:

9am - Mathematics

10:00- 10:30 Break and exercise

10:30 – 11:30 English

11:30 – 1pm Lunch / play / exercise

1pm – 2pm Humanities / Science

2pm – 2:30 pm Break / exercise / play

2:30 – 3:30 Creative Arts subjects

Children also learn best when they are in a quiet environment and sitting at a table/desk. We appreciate that this is not always possible.

### Scenario 1 Child/sibling(s) are absent from school awaiting test/isolating

Note: The likelihood is that this would involve different children being absent and returning to school at different times.

We will provide learning packs for children to work through at home if they are well enough. These packs will be **mainly paper-based** and will include two-weeks' worth of learning. Learning will include core (English, Mathematics and Science) and foundation (other) subjects reflecting a broad curriculum offer. Pupils will only be expected to complete work tasks for school days that they are absent. Pupils will bring work packs to school when they return. If a child is absent more than once they will continue to work through the learning pack until it is completed. The teacher will create a new two-week learning pack if a child's cumulative absence is longer than two weeks.

- These packs will be sent home with children who are ill/display symptoms in school and will be available for collection for children who have developed symptoms at home.
- These packs will also be provided for children who are absent with non-Covid symptoms.

### Scenario 2 A whole Class and Teacher/Teaching Assistant (TA) are isolating for 14 days

***This would likely be for a period of 14 days unless another child developed symptoms when it could be longer. We would take advice from public health officials.***

If the teacher and TA are well but isolating, both will jointly monitor pupil work. If the teacher is unwell, the TA will take the lead role in monitoring pupil work.

### **What will be set?**

A fortnight's worth of work set on Seesaw that will be tailored to the needs of each age group and will include the following:

#### **English**

Units focusing on children producing pieces of extended writing. Children will also be expected to read for 20-30 minutes every day. Online spelling resources will be available.

#### **Maths**

Individual lessons that build incrementally and include videos, power-points and activities to be completed. These will be supplemented with online materials appropriate to year groups including Times-Tables Rock Stars.

#### **Science / Humanities**

Units of work, lessons and activities will be set from Oak Academy (an online platform set up by government during the pandemic). See <https://www.thenational.academy/>

#### **Computing**

Lessons will be set using Purple Mash following the scheme that pupils already use in school.

#### **RE / Music / Art & Design / Design & Technology / PSHE / PE**

Work will be set by subject leaders.

### **Where will work be set?**

Learning tasks will be set-up on Seesaw and in the event of 2 weeks of isolation these will be published / shared as early as possible to give parents/carers the opportunity to help with planning their child's learning.

### **How will work be monitored?**

Pupils will be expected to upload at least one piece of work each day onto the seesaw app. Teachers and TAs will indicate that the work has been monitored by approving it. When appropriate teachers will add comments, marks or icons to pupil's work.

### **Where will pupils record their work?**

School is providing exercise books for children to record their remote learning. For most pupils these are the same style purple exercise books used during our previous lockdown. Early Years children have books that are more appropriate for their level. There may be instances where learning is online or where it is not appropriate to record.

### **How will we communicate with parents / pupils?**

The primary platform for communication will be the Seesaw app. Parents/carers will also be able to communicate with teachers via email which teachers will access during normal school hours. When necessary and where time permits teachers/TAs may phone parents/carers.

When possible teachers or TAs will record an audio or video of a story or class reader.

Parents will be signposted to collective worship videos that the rest of school will be accessing.

If there is a protracted period of lockdown where pupils are absent from school we will explore the possibilities of providing opportunities where pupils can interact with each other in a safe online environment.

**Please note: There may be a scenario in between 1 and 2 where there are so many children absent from a class (but the rest of the class are still at school) that the teacher takes the decision to move to whole-class remote**

**learning as in scenario 2 with pupils in class and at home working on the same content. This would be communicated to parents.**

**Scenario 3 School-wide lockdown**

This appears to be an absolutely last resort for Primary schools and is hopefully the least likely option.

Learning units would be published on Seesaw as in scenario 2. However, school plans would have to be responsive to local needs such as provision for children of “key workers”. This may mean that some members of staff will not be available on some days to monitor remote learning and communicate with pupils and parents.

Yours sincerely,

Mr. Leeming

Acting Headteacher