

There are 2 general scenarios outlined below; the first scenario where your child is not permitted to attend school and the second outlines the actions in the case of a whole bubble not being permitted to attend school.

Circumstance	Remote learning
<p>My child is absent because they are required to self-isolate. The rest of their school bubble are attending school and being taught as normal.</p>	<ul style="list-style-type: none"> ● Please let the school know that your child is self-isolating. ● Let the school know of your up to date internet and device situation so we can ensure our provision meets your needs. <hr/> <ul style="list-style-type: none"> ● Go to the school website (or TEAMs when this has been set up) ● Go to your child's class page where you will find an emergency 48-hour plan of learning. ● Complete this as best you can at home. This may vary depending on different home circumstances. <hr/> <ul style="list-style-type: none"> ● Within 48 hours your child's class teacher will have made contact with you to direct you to the remaining self-isolation learning. ● Where possible this will link directly with the work going on in class. ● Your child's class teacher will make a phone call home to speak to your child during this period. ● Work completed will be handed into school on return to school to be marked by the class teacher. ● EYFS/Year 1 classes will upload any home learning tasks to Tapestry and all work completed at home should be uploaded to your child's Tapestry account to be approved by their class teacher. Some pieces of work will receive written comments and some will receive a like to show that we have received it. <p>As a general guide the work will be as follows:</p> <p>EYFS/Year 1:</p> <ul style="list-style-type: none"> ● Phonics- videos and resources uploaded tapestry ● Maths- Number blocks planning and resources OR Links to White Rose resources uploaded to Tapestry ● Fine motor/hand writing: weekly ideas to choose from uploaded to tapestry ● Topic- Weekly choice of activities linked to class topic <p>Year 1:</p> <ul style="list-style-type: none"> ● Additional English tasks uploaded to Tapestry linked to Topic Learning <p>Years 2 – 6:</p> <ul style="list-style-type: none"> ● Maths lessons Maths videos and activities uploaded to the school website in the class page section. Websites such as numberblocks, White Rose maths, Oak Academy or I see maths. Answers will be provided for self-marking at home. ● Times Table Rock Star Children can practice their times tables. ● Spellings and or Phonics Will be uploaded on the website in the class page. ● Reading Children can read their own books or school books and make notes in their Home/School record book ● English tasks Work linked to learning in class will be set. Where this is not suitable a new 'Pobble' will be available on the Pobble website every day. These writing and reading tasks are suitable for children of varying ages. KS1 only need to do the Picture Perfect and question time Writing can be emailed to the teacher for marking and feedback. ● Topic task(s) A 2 week project will be uploaded to the website. ● NB This plan will be amended when the school has full access to TEAMs. This will be communicated to parents.

Circumstance	Remote learning
<p>My child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.</p> <p>OR</p> <p>We enter another 'lockdown' with total school closure.</p>	<ul style="list-style-type: none"> • Let the school know of your up to date internet and device situation so we can ensure our provision meets your needs. <hr/> <ul style="list-style-type: none"> • Go to the school website (or TEAMS when this has been set up) • Go to your child's class page where you will find an emergency 48-hour plan of learning. • Complete this as best you can at home. This may vary depending on different home circumstances. <hr/> <ul style="list-style-type: none"> • Within 48 hours your child's class teacher will have made contact with your class group to direct you to the remaining self-isolation learning. • Where possible this will link directly with the work that was planned to be happening in class. • Work completed should be emailed into school prior to the return to school so that it can be marked remotely by the class teacher. When TEAMS has been set up the work will be handed in and marked remotely. • All classes will be invited to take part in a weekly 'Well-being' zoom chat. The whole class will be invited to this informal meeting designed to 'check in' with the children. <p>As a general guide the work will be as follows:</p> <p>EYFS/Year 1:</p> <ul style="list-style-type: none"> • Phonics- videos (of us OR links to videos) and resources uploaded tapestry • Maths- Number blocks planning and resources OR Links to White Rose resources uploaded to Tapestry • Fine motor/hand writing: weekly ideas to choose from uploaded to tapestry • Topic- Weekly choice of activities linked to class topic <p>Year 1:</p> <ul style="list-style-type: none"> • Additional English tasks uploaded to Tapestry linked to Topic Learning <p>Years 2 – 6:</p> <ul style="list-style-type: none"> • Maths lessons Maths videos and activities uploaded to the school website in the class page section. Websites such as numberblocks, White Rose maths, Oak Academy or I see maths. Answers will be provided for self-marking at home. • Times Table Rock Star Children can practice their times tables. • Spellings and or Phonics Will be uploaded on the website in the class page. • Reading Children can read their own books or school books and make notes in their Home/School record book • English tasks uploaded to the website following the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child. Some/all of these will be 'handed in' to your child's class teacher by email for marking. This will include spelling, grammar, writing and reading. • Small group video learning which will look different depending on the age of the children. This may be guided reading sessions, maths sessions or writing sessions delivered by the class teacher (where possible). The sessions will run throughout the hours of the usual school day in small groups. The frequency of when your child's sessions will occur will be communicated by your child's class teacher via email. All sessions will be set up through Zoom or Teams. • Topic task(s) This will be lessons your child would have had in class this term which can be most easily adapted to remote learning. • 1:1 support if your child receives 1:1 support and they are isolating, a more bespoke programme of support will be set up. This may include phone calls / video chats with your child's 1:1 support. They will usually be expected to still complete the learning set. • NB This plan will be amended when the school has full access to TEAMS. This will be communicated to parents.

Information from the government:

Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision.

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*
- *give access to high quality remote education resources*
- *select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- *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*

When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *teach a planned and 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*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources 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*
- *enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding*
- *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 consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

We have now published a temporary continuity direction which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This will come into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance.