



## Remote Learning Plan

2020-21

### Introduction

During the Covid-19 global pandemic, Petersgate Infant School is likely to have individuals, groups or even whole classes who are unable to attend school due to the need to self-isolate or because of a local/national lockdown. In these instances, the team at Petersgate Infant School will continue to provide education and support to our children using remote learning.

### When will the remote learning plan be applied?

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in their bubble;
3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus.

The plan complies with the expectations and principles outlined in the DfE document *Guidance for Full Opening of Schools (Appendix 1)*.

### Flexibility of Learning

This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

Circumstances that cause a class bubble/year group or school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:-

- Parents may be trying to work from home so access to technology as a family may be limited;
- Parents may have two or more children trying to access technology and need to prioritise the needs of individual children;
- Teachers may be trying to manage their home situation and the learning of their own children;
- Systems may not always function as they should.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

### Expectation Management

We believe that it is in the best interests of our children that we continue to provide a structured support to the best of our ability. Bearing in mind the need for flexibility, clear deadlines will be set. It must be noted that the work children engage in during a period of closure will be part of our current planning and so shouldn't be considered as optional. Children and parents should consider the arrangements set out in this document as highly recommended.

### REMOTE LEARNING PROCEDURE

In line with expectations from the Department for Education, the remote learning plan for Petersgate Infant School will:

- *Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos 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 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.*

In the event of children or classes needing to be educated from home during this academic year, the remote learning plan will be applied. The plan has THREE STAGES that apply to individual children or classes/year groups (bubbles) at different trigger points.

#### **Stage 1**

In the event of individual or small groups of children having to self-isolate when they:

- *Are directed to do so by NHS Test and Trace*
- *Display COVID-19 symptoms and are awaiting a test and the subsequent results*
- *Are quarantining having been directed by the government after returning to the UK from abroad*

In this instance, children will be provided with blended learning. Blended learning is the term used to describe children engaging in learning at home that is **closely matched** to the learning that is taking place at school.

Teachers will have created a plan for each half term linked to the objectives they are covering at school.

**Remote learning at Stage 1 will be made available from the Remote Learning page of our school website <https://www.petersgatinfantschool.co.uk>**

Each day, children will be expected to complete at least:

- 45 minutes of maths
- 45 minutes of English
- 60 minutes of foundation learning
- A PE session with Joe Wicks
- To read to an adult for 15 minutes

Following a period of self-isolation, any recorded learning should be returned to school in the child's book bag so that teachers can review the progress the children have made at home, provide them with feedback and support them to re-connect with the curriculum being taught in school. Parents can also upload learning onto Tapestry for Early Years or Seesaw for Years 1 and 2.

If children are away from school for five or more days, class teachers will call home to talk to both children and parents. During this conversation, teachers will be able to reflect upon the learning that has been taking place by asking children about the different aspects of their learning. They will ask parents how their children have engaged with the learning and if any additional support can be provided to support them or their children.

**We welcome feedback about the systems we have put in place so that we can continue to review and refine them.** Some families will also receive calls from Mrs Cook , Mrs Robb or Mrs King.

Throughout the time that children are learning at home, parents and children can contact the school if they have any problems accessing home learning or if they have any concerns that they would like support with.

Please contact the school by calling the school office or emailing [adminoffice@petersgate-inf.hants.sch.uk](mailto:adminoffice@petersgate-inf.hants.sch.uk).

## Stage 2

In the event of a class/year group (bubble) having to close and all members of the class/year group having to learn from home, children will initially complete a **two-day independent learning plan**.

This plan will consist of a set number of online resources which support a relevant key skill or aspect of knowledge across a range of subjects. This plan will be sufficient to support independent learning for two days. This two-day window will enable your child's class teacher to start planning for how they will teach the curriculum to your children online from day 3.

**The independent learning plan will include:**

- A maths and English lesson that challenges children to recall and apply recently taught knowledge and skills
- Daily reading for 15 minutes to an adult
- A foundation project to be completed across the two days
- **This two-day independent learning plan** will be accessible via the Remote Learning section on the school website.

## Stage 3

From day three of a class having to self-isolate, class teachers will be ready to teach children the lessons that they would have been having in school. These will be delivered through home learning videos accessible via a link sent to families via Parent Mail or via Tapestry/Seesaw and will ensure that children are receiving the same education as their peers who may still be in school.

Lesson content will be delivered in a way which allows children to watch teaching inputs before completing work independently. Throughout the school day, children will be able to interact with their class teachers who will be able to support and challenge them to ensure they are making good progress.

As with many new initiatives, there is likely to be lots of learning for us to do as a school team to ensure that all aspects of remote learning run smoothly and result in the best outcomes for our children. If there are glitches early on with the technology, please share these with us and we will do our best to resolve these as soon as possible.

**From Day 3 Onwards:**

**Teaching Staff will:-**

- Continue teaching in line with their current medium and short term planning adapted to be delivered through an online platform.

- Share teaching and activities with their class through learning videos.
- Any worksheets/videos will be downloadable via Tapestry or Seesaw. *Paper copies will be available from the school for those who request them.*
- Set work so that pupils have meaningful and ambitious work each day in a number of different subjects.
- Ensure the work is well sequenced and so that that knowledge and skills are built incrementally.
- Use high quality curriculum resources and/or videos to ensure that frequent, clear expectations are provided for new content.
- Online resources will be clearly signposted. These will mainly consist of BBC Bitesize resources and Oak National resources.
- Keep in contact with children through Tapestry/Seesaw only.
- Check pupils' work daily and provide appropriate feedback. Teachers will use these assessments to adjust future planning and delivery for groups and individuals.
- Reply to messages, set work and give feedback during the regular teaching hours of 8:40am - 3:20pm.
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this.
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways.
- Take regular breaks away from the computer/devices to engage in other professional duties as much as circumstances allow e.g. professional development.
- If unwell themselves, be covered by another staff member for the sharing of activities. Follow up of messages on Tapestry/Seesaw during this time will not be undertaken until the teacher is fit to work.

#### **Children will:-**

- Be assured that well-being is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Potentially work a day or two behind what is being shared through Tapestry/Seesaw;
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond this;
- Read daily, either independently or with an adult;
- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the work around us or just be creative.

**Parents will:-**

- Support their child's learning to the best of their ability;
- Encourage their child to access and engage with the regular posts from their teacher;
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of Tapestry/Seesaw;
- Know they can continue to contact their class teacher as usual through Tapestry/Seesaw or school office if they require support of any kind;
- Check their child's completed work each day and encourage the progress that is being made;
- Be mindful of the mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.

## APPENDIX 1

### Government Expectations (Remote Education Support)

*Where a class, group or a 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. Schools are expected to consider how to continue to improve the quality of their existing offer and have a healthy contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.*

*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 expectations 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*

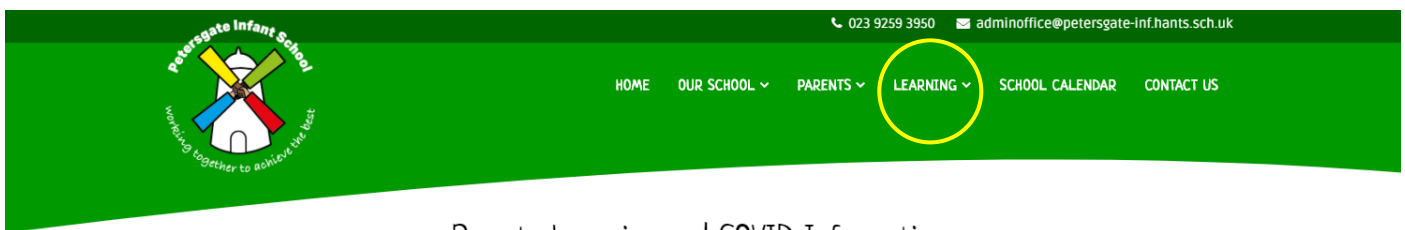
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Plan a programme that is of equivalent length to the core teaching pupils would 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.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

## APPENDIX 2

You will be able to access remote learning within the 'Learning' tab of our school website.



### Remote Learning and COVID Information

As of 10th September 2020 - Coronavirus Symptoms as listed by the NHS are:

- A new, persistent cough - this means coughing a lot, for more than an hour or 3 or more coughing episodes in 24 hours.
- A loss or change to your sense of taste or smell - this means you have noticed that you cannot taste or smell anything, or things smell or taste different to normal
- A high temperature - this means you feel hot to touch on your back or chest

You should not send your child to school in any of the following circumstances and you won't be penalised for your child's absence in these circumstances:

- my child has coronavirus symptoms
- my child tests positive for coronavirus
- somebody in my household has coronavirus symptoms
- somebody in my household has tested positive for coronavirus
- NHS test and trace have identified my child as a 'close contact' of somebody with symptoms or confirmed coronavirus
- we have received medical advice that my child must resume shielding.

[Parent & Carer Information on gov.uk](#)

[NHS Website](#)



Here, you will find links to learning opportunities for Stage 2 of the remote learning plan.



#### Remote Learning Links - Phonics

Phase 1 - <https://www.phonicsplay.co.uk/resources/phase/1>

Phase 2 - <https://www.phonicsplay.co.uk/resources/phase/2>

Phase 3 - <https://www.phonicsplay.co.uk/resources/phase/3>

Phase 4 - <https://www.phonicsplay.co.uk/resources/phase/4>

Phase 5 - <https://www.phonicsplay.co.uk/resources/phase/5>

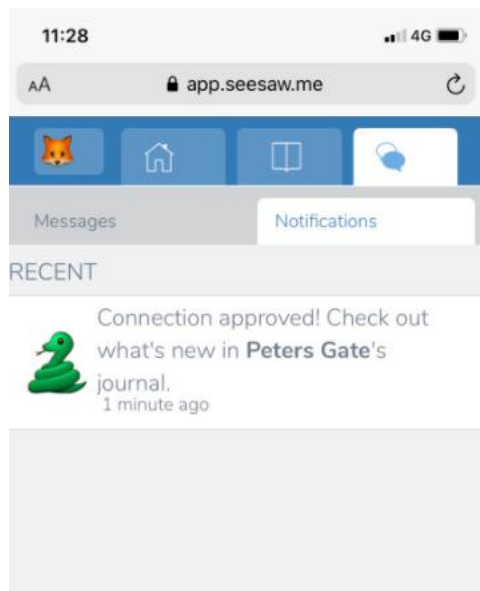
Phase 6 - <https://www.phonicsplay.co.uk/resources/phase/6>

### APPENDIX 3

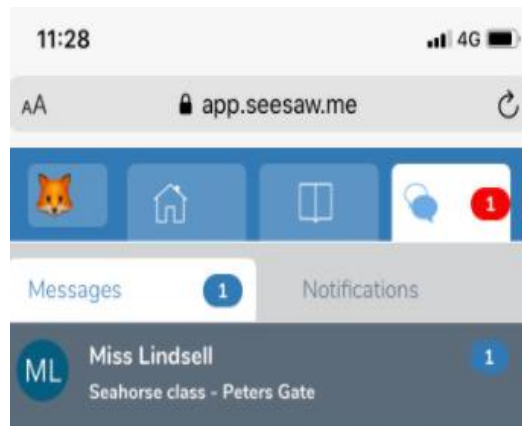
Remote Learning at Stage 1 and Stage 3 can be accessed through Tapestry for Early Years and through Seesaw for Years One and Two.

... Tapestry (screenshots to follow)

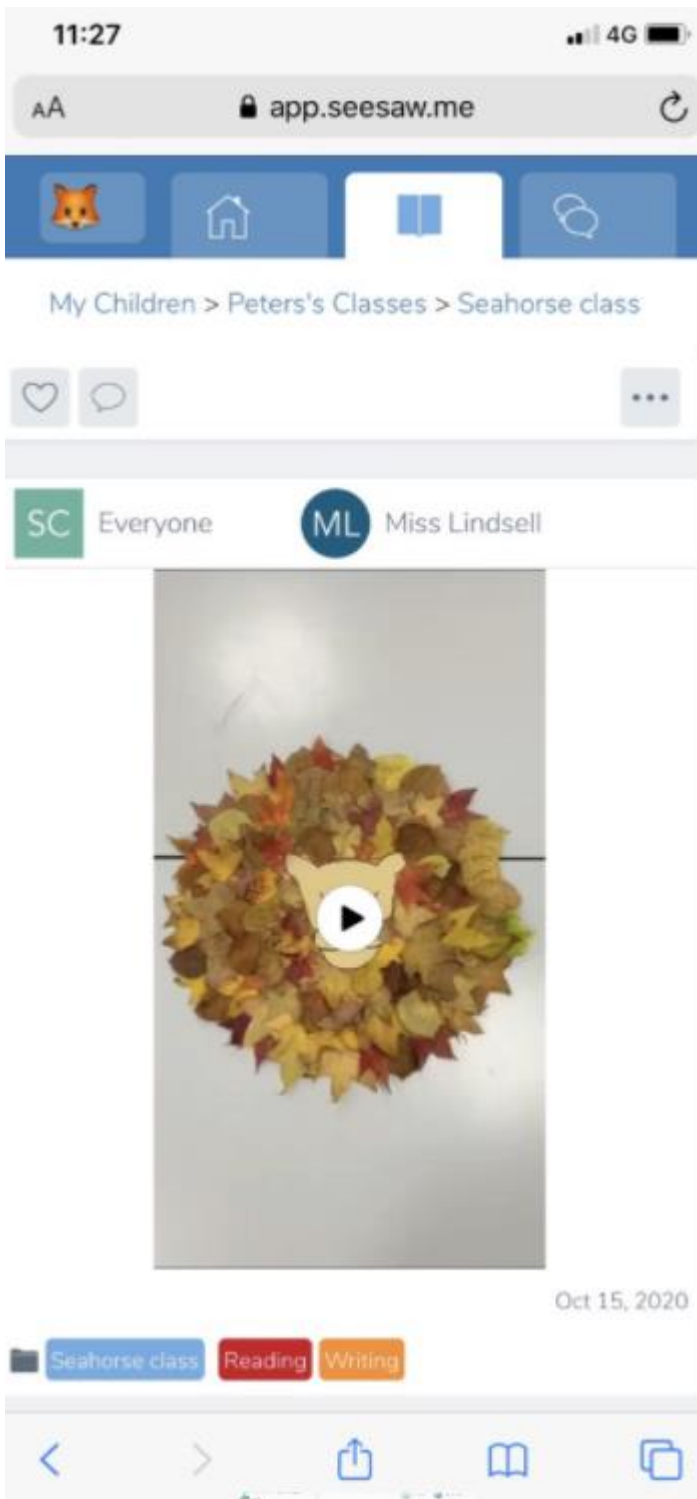
#### Seesaw



**Notifications**



**Messages**



**News Feed with notifications relevant for your child.**

**This could contain photographs, videos or messages.**

## APPENDIX 4

### Structuring the school day at home (example)

9:00	PE with Jo Wicks
9:30	Phonics/Spelling
10:00	Writing
10:30	Break
11:00	Maths
11:45	Independent reading
12:00	Lunch
13.00	Mental Maths
13:15	Foundation Learning (Perhaps some Science/History/ Geography)
14:15	Discovery time (Free time to play with toys, draw or play outside)
15.15	Read a story to the children for pleasure