Great Doddington Remote Education Offer

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Great Doddington Primary School has developed the following plan. 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.

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 the bubble;
3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus or there is a local/national lockdown

The plan complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools.
Restricting attendance during the national lockdown: schools

Software and online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy and White Rose Maths (including videos and task sheets).

Children will remain in contact with their Class teacher through Seesaw on a regular basis, children can ask questions via Seesaw, feedback can be given and misconceptions in learning can be addressed.

Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, with opportunities for children to practice the skill they have been taught. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support. Class teachers are to use the lessons in the classroom so children are familiar with the platform.

White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources.

Spelling Shed, PiXL times table app, and Maths Frame website will all be utilised to support the acquisition and retention of basic core skills in KS2.

Pre-recorded videos will be used to model learning to children when appropriate and these should be uploaded on Seesaw for the children to access.

Email and *Teachers to Parents* will remain in use as the main communication element between adults. Teachers will be encouraged to email parents to share information (that is not appropriate for whole class distribution) and offer support. The school website will be used to offer the chance for teachers to celebrate children's work and maintain our school community.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Great Doddington Primary School makes that provision available and accessible to all. The government guidance is clear that parents should be supporting their child/children as best they can and try to set up some routines for remote learning. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

In preparation for home-learning, parents and children need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- Spelling Shed (yr 2-6)
- PiXL (yr 3-6)
- Seesaw (R-6)

Isolating from school:

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, the class teacher will communicate with the parent and ensure the in school learning continues at home so they do not fall behind. This should enable the child to cover the work they have missed in school whilst isolating.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials (this might need to be delivered). In the case of whole cohort isolation, resources will be uploaded to Seesaw (specific work for SEND children should be emailed directly to the parents).

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
EYFS and KS1 A learning pack (hard copy) will be sent home. KS2 Using Seesaw or directly emailing the parent, the class teacher will upload worksheets/ or appropriate tasks at the end of the teaching day. The expectation is that this work is returned to the teacher 24hours after it being uploaded. The teacher will decide what materials are most appropriate for the individual child.	School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to office@greatdoddington.northants.sch.uk If child is entitled to benefit-related FSM we will ensure food made available through Dolce If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL or deputies If a child does not engage, the Classteacher is to call the parents to discuss obstacles and support.

A group of children are self-isolating because of a case of coronavirus in their class bubble	
Ongoing Support	Safeguarding/SEND
EYFS and KS1 A learning pack (hard copy) will be sent home. KS2 Using Seesaw, the Class teacher will upload worksheets/ or appropriate tasks at the end of the teaching day. The expectation is that this worked is returned to the teacher 24hours after it being uploaded. The teacher will decide what materials are most appropriate for the group of children.	School office to contact parents know to communicate test results to office@greatdoddington.northants.sch.uk If children are entitled to benefit-related FSM ensure food made available through Dolce. If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL or deputies Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and support.

A whole bubble/cohort of children is isolating because of an outbreak of coronavirus or local/national lockdown	
Ongoing Support	Safeguarding/SEND
EYFS and Y1 The focus is on the repeated practice of key skills – phonics, letter formation, basic number facts. Children will have access to packs (either hard copies or via seesaw) which include videos of all the set 2 and 3 phonics sounds, teaching videos of kinetic letters, with accompanying handwriting sheets. Children will be expected to watch 1 phonics video, 1 kinetic letters video and 1 white rose maths video every day and upload their work to seesaw. The pack will also contain suggestions for foundation subjects which can be completed over the week. Class teacher will provide feedback on the work within 24 hours of it being uploaded. Y2 Using Seesaw the teachers will upload English activities, daily White Rose videos and spelling activities. There will also be handwriting practise based on individual needs. KS 2 Using Seesaw, the Class teacher will upload a pack of worksheets/ or appropriate tasks to be used during the isolation period. At the start of the isolation period the class teacher will outline the work expectation and when, how often and how to return work to receive feedback. Teachers should provide feedback for all work that is returned within 24hours of receiving it. The teacher will decide what materials are most appropriate for the group of children. Children should have daily maths, English (including reading, spelling and writing work), each foundation subjects should be set once a week. The Class teacher will share links to appropriate lessons from White Rose Maths or Oak National lessons through Seesaw.	Parents notified so they know to communicate test results to office@greatdoddington.northants.sch.uk If any children are entitled to benefit-related FSM ensure food made available through Dolce If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL or deputies Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family. This could then be followed up by calls from Vicky McGregor if there are pastoral issues. Where children would normally receive additional support from SEND agencies, the SENCO will make arrangements for those to continue remotely as long as the agencies engage. The SENCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.

FAQ

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

Government guidance is that remote education (including remote teaching and independent work) will take primary pupils broadly 3 hours each day: KS1 will be less and KS2 more (appropriate to the child's ability and needs).

- **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 take the following approaches to support those pupils to access remote education:

We will work with parents to try to supply appropriate devices on loan for the period necessary. We can also help with internet connection so please contact the school office or talk to your class teacher.

It is also possible to provide printed materials and work books to write in if needed. Printed materials will need returning to the school office weekly so the teachers can monitor and feedback to your child.

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

Teachers will use a combination of written feedback on Seesaw, whole class feedback, topic quizzes or digital quizzes which are marked online. Teachers will aim to review all work loaded onto Seesaw within 1 working day.

- **How do I keep my child safe online?**

To keep your child safe online it is really important that you have appropriate parental controls and filters in place, to find out how to set parental filters on various devices please visit: NSPCC

Even when parental controls are put into place, it is especially important that you know what they are doing online. We recommend checking with your child frequently throughout the day.

Now more than ever it is important to talk to your child about staying safe online and about the apps and sites they are using. Talk to your child regularly about what they are doing online. Taking frequently about what they do online will help your child feel relaxed and mean that when they do have any worries, they are more likely to come and speak to you.

When working online it is essential that children know how to report any concerns that they have. Discuss this with your child, remind them they can report online concerns themselves:

The websites listed below will signpost children towards age-appropriate practical support:

- UK Safer Internet Centre - to report and remove harmful online content
- CEOP -for advice on making a report about online abuse

Worried about a child?

If you're worried about something a child or young person may have experienced online, you can contact the NSPCC helpline for free support and advice on 0808 800 5000 or contact them online.

It is important that you communicate with us if you are struggling with remote learning as we want to help you support your child as best as we can together.