



## **REMOTE LEARNING PLAN**

**AUTUMN TERM 2020**

**Revised January 2021**

## **Our remote learning plan**

Our remote learning plan has been made with our pupils and their families in mind. We believe that this strategy will work best for the children at our school.

- Teachers will set about 3 hours (minimum) of remote learning a day. As a family you can plan to “do” this learning at a time that suits you, making your own timetable to suit your availability of devices and other things that are happening in your home
- Each teacher will offer at least one zoom session a day
- Learning resources will be provided via SeeSaw and Tapestry. Please ring the school office if you have difficulty accessing these.
- From next week each teacher will be setting up individual sessions for each child to chat and engage with them each week. There will also be opportunities for parents to join a class forum to discuss issues with the learning with the teachers. The teachers will communicate these via SeeSaw and Tapestry
- Parents might find it useful to read the DFE’s guidance on remote learning. Included at the end of this document

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

## **What you need at home**

- A device that can connect to the internet
- Paper, pens, pencils something to record work in or on
- Access to print out or to copy the resources sent out via SeeSaw or Tapestry
- A quiet space where children can learn without interruption

If your child does not have any of the above, please let us know as soon as possible so that we can help support you.

## **What we expect from your child**

It’s important that your child engages with home learning

If they aren’t engaging with the learning, we’ll use the following strategies to provide additional support:

- Phone call home
- Increased feedback

## **What you can do to help**

We appreciate that this situation may present some challenges for you. We kindly ask for your support so that we can continue to provide high-quality education for your child during this time.

Younger children in particular may need support in accessing online materials and staying focused with their remote learning. We ask that you help them as much as you can.

At the same time, we don't expect you to watch your child all day, and we wouldn't expect parents to get involved in the zoom sessions. But, it would be really helpful if you can take an active role in your child's learning by asking them about their day and what they've learned.

## **Our top tips:**

- Try to encourage your child to be ready and dressed for the start of the school day, and to keep to the timetable that you have arranged
- Distinguish between weekdays and weekends, and make it clear when the school day is over, to separate home and school life
- Plan breaks and exercise into the day to help keep your child active

Please keep in touch with us and do let us know if you're having any difficulties with remote learning, or if you have any questions. You can contact your child's teacher via their email address as listed in the plan.

Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will follow the school's safeguarding policy and report any concerns to the DSL or to a deputy DSL.

Staff that deliver online sessions to children will do so in a secure way:

- Teachers to sit against a neutral background
- Deliver from a shared or open space
- Dress like they would for school
- Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language
- Ask pupils to also be in a shared space in their house, rather than in their bedroom.
- Pupils to be asked to dress appropriately (no pyjamas!)
- Staff to ensure pupils are muted and may ask pupils to turn their cameras off.
- Ask parents who'll also be there to be mindful that other children might see or hear them and anything in the background.

## **Hollesley and Waldringfield Primary Schools Remote Learning Plan**

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Hollesley and Waldringfield Primary Schools have 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 positive test for coronavirus in the 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](#).

### **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 BBC bitesize.

Children will remain in contact with the school through use of a teacher email addresses and online learning platforms such as Tapestry and SeeSaw.

Spelling Shed, Numbots, Mathletics and TT Rockstars can all be utilised to support the acquisition and retention of basic core skills.

Tapestry and SeeSaw will remain in use as the communication element has already proved to be invaluable. Teachers will be able to communicate with pupils and offer 'rewards' to celebrate successes of home learning.

**In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is expected as is the expectation that Hollesley and Waldringfield Primary Schools make that provision available and accessible to all. 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 platforms (likewise teaching staff need to be familiar with them). Teachers are to be responsible in ensuring all parents have their logins and the ability to access the relevant apps.

### **Worksheets and Practical Resources**

If a child is isolated from school i.e. the child is sent home from school to either receive a test or to self-isolate as someone in the household is being tested, they will leave school with a pack of work. Children will have immediate opportunity to continue their learning.

The work packs should be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading and handwriting.

## Remote Learning

The initial response to any isolation will be to provide children with home learning materials. In the case of whole cohort isolation, resources will be uploaded to Tapestry or SeeSaw.

<b>Pupil needs to isolate because someone in their household is symptomatic or tests positive</b>	
Ongoing Support	Safeguarding/SEND
<p>The school will upload a work guide on Tapestry or SeeSaw.</p> <p>This will provide a summary of what online resources should be accessed and a schedule of learning to be complete.</p> <p>This will provide a basis of lessons for a minimum of 10 days. Whilst it is understood and hoped that children will be able to have access to a COVID test and return to school quicker this will provide two working weeks' worth of work for the pupils.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results:</p> <ul style="list-style-type: none"><li>• Parents to phone the school office or</li><li>• Parents to email the school office</li></ul> <p>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 (record on chronology).</p> <p>If a child does not engage, a member of staff is to call the parents to discuss obstacles and support.</p>

<b>A group of children are self-isolating because of a case of coronavirus in their class bubble</b>	
Ongoing Support	Safeguarding/SEND
<p>Weekly zoom "Class Assemblies" will be organised by the teachers and invitations sent via SeeSaw</p> <p>The school will upload a work guide on Tapestry or SeeSaw.</p> <p>This will provide a summary of what online resources should be accessed and a schedule of learning to be complete.</p> <p>This will provide a basis of lessons for a minimum of 10 days. Whilst it is understood and hoped that children will be able to have access to a COVID test and return to school quicker this will provide two working weeks' worth of work for the pupils.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results:</p> <ul style="list-style-type: none"><li>• Parents to phone the school office or</li><li>• Parents to email the school office</li></ul> <p>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 (record on chronology).</p> <p>If a child does not engage, a member of staff is to call the parents to discuss obstacles and support.</p>

A whole bubble/cohort of children is isolating because of an outbreak of coronavirus																																	
Ongoing Support		Safeguarding/SEND																															
<p>The school will upload a work guide on Tapestry or SeeSaw.</p> <p>This will provide a summary of what online resources should be accessed and a schedule of learning to be complete.</p> <p>Teachers will provide suggested activities on a daily basis where possible these will be posted in the evening for the next day. There will be daily opportunities for zoom class sessions and "Class Assemblies" will be organised by the teachers and invitations sent via SeeSaw/Tapestry</p> <p>The following email accounts will become the main method of communication with their child's teacher. Queries and support can be offered to pupils by teachers within their class:</p> <table border="1"> <thead> <tr> <th></th> <th>Teachers</th> <th>Class</th> <th>Email Contact</th> </tr> </thead> <tbody> <tr> <td rowspan="4"><b>Hollesley</b></td> <td>Mrs Elder</td> <td>Seals</td> <td>Theresa.Elder@hollesley.suffolk.sch.uk</td> </tr> <tr> <td>Mrs Roberts</td> <td>Dolphins</td> <td>Naomi.Roberts@hollesley.suffolk.sch.uk</td> </tr> <tr> <td>Mr Patterson</td> <td>Turtles</td> <td>Duncan.Patterson@hollesley.suffolk.sch.uk</td> </tr> <tr> <td>Mr Leathers</td> <td>Otters</td> <td>Gordon.Leathers@hollesley.suffolk.sch.uk</td> </tr> <tr> <td rowspan="4"><b>Waldringfield</b></td> <td>Miss Bjornson</td> <td>Hedgehogs</td> <td>missbjornson@waldringfield.suffolk.sch.uk</td> </tr> <tr> <td>Mrs Kennedy</td> <td>Squirrels</td> <td>mrskennedy@waldringfield.suffolk.sch.uk</td> </tr> <tr> <td>Mr McCart</td> <td>Badgers</td> <td>mrmccart@waldringfield.suffolk.sch.uk</td> </tr> <tr> <td>Mrs Harrow</td> <td>Owls</td> <td>mrsharrow@waldringfield.suffolk.sch.uk</td> </tr> </tbody> </table> <p>Completed work or questions can be sent to these email accounts. We always love to see work shared on Tapestry or SeeSaw</p>			Teachers	Class	Email Contact	<b>Hollesley</b>	Mrs Elder	Seals	Theresa.Elder@hollesley.suffolk.sch.uk	Mrs Roberts	Dolphins	Naomi.Roberts@hollesley.suffolk.sch.uk	Mr Patterson	Turtles	Duncan.Patterson@hollesley.suffolk.sch.uk	Mr Leathers	Otters	Gordon.Leathers@hollesley.suffolk.sch.uk	<b>Waldringfield</b>	Miss Bjornson	Hedgehogs	missbjornson@waldringfield.suffolk.sch.uk	Mrs Kennedy	Squirrels	mrskennedy@waldringfield.suffolk.sch.uk	Mr McCart	Badgers	mrmccart@waldringfield.suffolk.sch.uk	Mrs Harrow	Owls	mrsharrow@waldringfield.suffolk.sch.uk	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results:</p> <ul style="list-style-type: none"> <li>• Parents to phone the school office or</li> <li>• Parents to email the school office</li> </ul> <p>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 (record on chronology).</p> <p>If a child does not engage, a member of staff is to call the parents to discuss obstacles and support.</p> <p>Where children would normally receive additional support from SEND or Family Support agencies, the SENDCO/DSL will make arrangements for those to continue via Teams as long as the agencies engage.</p> <p>EHC Annual reviews will be held virtually during a period of isolation/lockdown</p>	
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	Mrs Harrow	Owls	mrsharrow@waldringfield.suffolk.sch.uk																														

Telephone numbers and school office/Headteacher email addresses

Hollesley 01394 411616

admin@hollesley.suffolk.sch.uk

head@hollesley.suffolk.sch.uk

Waldringfield 01473 736276

school@waldringfield.suffolk.sch.uk

[headteacher@waldringfield.suffolk.sch.uk](mailto:headteacher@waldringfield.suffolk.sch.uk)

## Remote education expectations

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. All pupils not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong offer in place for remote education provision.

DfE understands that, thanks to the dedication of teachers and school leaders, the vast majority of schools are already delivering remote education when it is needed and continually improving their provision in line with expectations and emerging best practice. Schools should be aware that any DfE and Ofsted engagement concerning remote provision will always take into account the circumstances of the school and its pupils, including staff absences related to coronavirus (COVID-19).

Note that the expectations set out in this guidance are for schools rather than for individual teachers.

In developing their remote education, we expect schools to:

- 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
- 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 - for pupils with SEND, their teachers are best placed to know how to meet their needs
- publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an [optional template](#) is available to support schools with this expectation

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
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:
  - primary: 3 hours a day, on average, across the school cohort
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- 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

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 came 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.

Schools can find help and support in the [remote education good practice guide](#) and school-led webinars.

## Special educational needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

## Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

## Delivering remote education safely

Keeping children safe online is essential. The statutory guidance [keeping children safe in education](#) provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:

- [safe remote learning](#), published by SWGfL
- [online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes [which video conference service is right for you](#) and [using video conferencing services securely](#)
- [safeguarding and remote education during coronavirus \(COVID-19\)](#)
- annex C of [keeping children safe in education](#)

