



St. Mary's Priory Infant and Junior Schools

Remote Learning Contingency Plan

Autumn 2020

Rationale

All schools are tasked to create a 'contingency plan' for Remote Learning, which is designed to support schools and children through any further local or national lockdowns or isolation periods. The expectation of Remote Learning has been raised by the DfE and can be found in detail here: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks> Section 5

At St. Mary's Priory, in the development of our approach to Remote Learning, it is our aim to use the key findings and Implications from the Education Endowment Foundation's Rapid Evidence Assessment of Remote Learning to underpin our offer:

- Teaching **quality** is more important than how lessons are delivered
- Ensuring **access** to technology is key, particularly for disadvantaged pupils
- **Peer interactions** can provide motivation and improve learning outcomes
- Supporting pupils to **work independently** can improve learning outcomes
- **Different approaches** to remote learning suit different tasks and types of content

The full report can be accessed here:

https://educationendowmentfoundation.org.uk/public/files/Remote_Learning_Rapid_Evidence_Assessment.pdf

Within this, we recognise that research in the impact of Remote learning is limited at present, particularly at primary level.

We also recognise the need to develop staff, pupils and parents in creating and accessing a successful Remote Learning programme; this is a significant challenge, particularly in light of the uncertain timeframes and the limitations we have in engaging in meaningful face-to-face development.

During Lockdown, the school utilised a learning platform called Showbie, but are now implementing Google Classroom for 1 to 6 in order to take advantage of the increased functionality and security. EYFS will continue to use Tapestry as the prime method of delivering Remote Learning.

Clarity

The school's approach aims to be specific, for all parties involved, about:

- The curriculum that will be delivered for each Remote Learning situation
- What is expected of teachers and children (and, by association, families) during a typical Remote Learning day
- How barriers children and families face in accessing quality home learning will be addressed
- What Teaching and Learning look like for each of the subjects to be taught – what style / technology is best suited for the task
- How to teach and access Remote Learning while preserving the safeguarding of the children and teachers.

Safeguarding:

It is vital that we implement all of our plan with safeguarding at the forefront of our actions. Key considerations can be found in these supporting documents:

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>

National Supporting Resources

To support teachers in delivering Remote Learning, we will be using DfE - approved teaching and learning resources set up and funded specifically for this purpose.

The key resources are:

- **The Oak National Academy:** a huge and growing bank of online lessons, delivered by selected teachers, covering the majority of the National Curriculum
- **BBC Bitesize:** a bank of lessons, featuring 'animated' and audio lessons and tasks
- **MyMaths:** a subscription service purchased by the school to provide quality online maths practice, games and lessons
- **White Rose Maths:** a growing bank of 'animated' and audio lessons.

More information can be found here: <https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

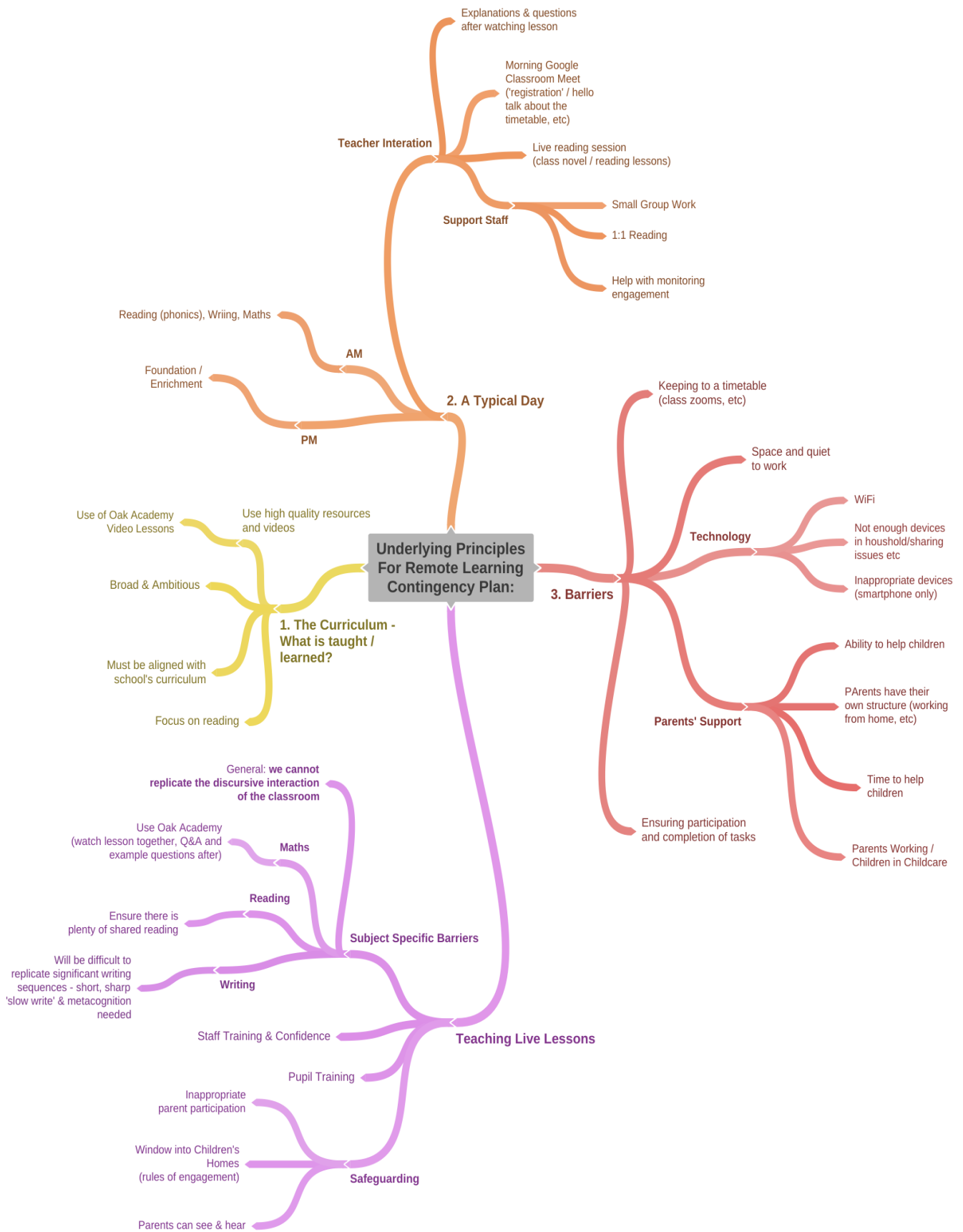
Scenarios for Remote Learning

This plan will cater for the following scenarios:

- Individual children are 'shielding', based on specific advice from their clinician and in line with guidance on shielding released in early August.
- A child is isolating due to a family member, sibling or any other household member, testing positive for Covid
- Individual children who are isolating because they have Covid symptoms
- A whole year group 'bubble' is sent home to isolate following a positive test.
- As above, but the teacher is unable to work (if they are the positive case)
- Where a teacher is off sick (non-Covid)
- Teacher isolating because of a case/suspected case in their household
- Teacher's child has been sent home because of a closed bubble in their school
- Children have been asked to isolate because of Track and Trace
- Class Teacher has been asked to isolate because of Track and Trace

In all of these scenarios, some where the teacher is unable to teach, it is imperative that all staff understand their role. Support staff must be as comfortable in setting up and monitoring Remote Learning as the Class Teacher, albeit with direction from the Class Teacher and the SLT in extremis.

Remote Learning Plan – at a glance.



Curriculum to be taught

It is the intention of this plan to ensure that Remote Learning will follow the objectives and content that would be taught in our existing curriculum. For example, should the plan be invoked and the children had been learning Place Value in maths in class, then Remote Learning resources and teaching would be selected to match and continue that topic.

In order to preserve teacher workload and to ensure that teacher-interactions can be focused on clarification, feedback and pastoral wellbeing, lessons may be drawn from a bank of high quality sources (Oak, BBC, MyMaths, White Rose Maths, etc).

For each subject, the content for each term is mapped out for each class. This contingency plan will specify the 'contingency version' for each topic, clarifying what source it will come from.

In the following example, in the event of bubble closure or lockdown, Year 4 would revert to lessons based on Oak Academy resources for Maths, History, Geography and Science, but would deliver Reading and Writing using live sessions and existing planning:

Y4	Writing	Reading	Maths	PSHE	History	Geography	Science	Computing
Aut 1	Roman Diary entry Character description Non-Chronological report Historical narrative (Boudicca) Contingency: Slow Write (metacognitive) Tasks, Live via Google Classroom	Class Novel The BFG Contingency: Live Reading Sessions via Google Classroom	Place Value Contingency: Oak Academy (10 Lessons) Addition and subtraction Contingency: Oak Academy (15 Lessons)	Mental Health & Wellbeing Contingency: Regular 'Circle Time' live via Google Classroom	Ancient Rome - Foundation & Myths Contingency: Oak Academy - 10 lessons on Roman Britain	The Rhine and Mediterranean Contingency: Oak Academy 6 lessons on Rivers	Electricity Contingency: Oak Academy 6 lessons on Electrical Circuits	Computer Systems Networks Internet Contingency: session knowledge using Technology Curriculum
Aut 2	Keep writing	Class Novel:	Multiplication	TBA	Ancient Rome -	Population:	Sound	Creating

A Typical Day

Each day will comprise of regular Reading (+Phonics where appropriate), Writing and Maths during the morning, coupled with one Non-core activity in the afternoon.

There will be a published timetable so that children and parents know when their class get together with the teachers and when work is expected to be completed by.

Lessons will be pre-recorded. We feel that this will support our families with multiple children or with parents who are working from home themselves, as it will give them flexibility as to when the lessons are completed.

Typically, the children will meet with the class and teachers at three points during the week via video call. This is an opportunity to check on the children's wellbeing. Children who do not attend will be contacted during the week by the teacher/TA to check on wellbeing. During these video calls, the teacher may choose to do different activities, such as:

- A quiz
- Collective worship
- Discussion about the learning
- Discussion about how they are finding being at home

- e) A shared story

Teacher Interaction

The regular feedback and class meeting points are key to motivation, engagement and outcomes. Teachers can use this time to

- provide explanation,
- ensure children are participating,
- help children keep a good structure to their days and
- to ensure that they are progressing in their learning.

Teachers may also have additional meetings/interactions with smaller subgroups of children or individuals to ensure that they are supported in their work, particularly key activities like 1:1 or small group reading support.

Support Teacher Interaction

Teaching Assistants can support the Class Teacher by:

- Ensuring all children are participating
- Following up on children and families where participation / attendance is not happening, setting expectations about involvement
- Speaking with parents about barriers they are facing, and relaying that to the teacher
- Small group or 1:1 tutoring
- Group or 1:1 reading & phonics
- Pastoral support

Barriers to Successful Participation

For Remote Learning to be successful and effective, it is imperative that barriers that children and families are facing can be understood and mitigated:

In the early part of the Autumn Term, the school will engage parents to better understand their environment, which can be affected by:

- Their own work arrangements (working from home; having to go to work)
- Childcare arrangements (looked after by child minder, other family member, etc)
- Access to an appropriate device (laptop or tablet **each** a minimum), particularly where there are other siblings in the house at the same time).
- Access to sufficient WiFi bandwidth
- Physical space and surfaces to work quietly and effectively
- Parents' ability to support their children in the work set (time, understanding)
- The ability of children and households to keep to a timetable

Pre-recorded Subject-Specific Teaching: Considerations and Options

Subject	Possible Approaches and Considerations
Maths	<p>Using Maths No Problem</p> <ul style="list-style-type: none"> • Teacher provides explanation via pre-recorded Lesson (use of manipulatives wherever possible) • Models how to complete questions in Guided Practice & Let's Learn • Provides opportunities to 'pause' lessons in the recording when the child should try a question independently in Guided Practice and Let's learn. • Children work independently on worksheet <p>Assessment: Post answers and ask children to self-mark before handing in. Teacher decides on pace before resuming sequence of lessons.</p>
Reading (KS1)	<p>Online Reading Texts & Comprehension:</p> <ul style="list-style-type: none"> • Use a good quality online Reading resource (Oxford Owl, Amazon eBooks etc.) • Reading lessons will be pre-recorded and shared on Google Meet; • Set questions and model some answers • Children work independently <p>Assessment Recorded work submitted for review.</p>
Reading (KS2)	<p>Replicate in-class Destination Reader in KS2/ Guided reading in KS1 with a shared text, lessons:</p> <ul style="list-style-type: none"> • Read a text (together or independently); discuss • Based on the domain focus for that week, set questions • Children work independently to answer <p>Assessment: Post model answer and ask children to self-mark before handing in.</p> <p>Class story is pre-recorded each day.</p>
Writing	<p>Pre-recorded Replicate In-Class Techniques:</p> <ul style="list-style-type: none"> • Heavy use of short, sharp Slow Write scaffolds • Teacher modelling of skills to be used, voice and tone • Children work independently. <p>Assessment Children hand in work; peer review / assessment Teacher reads all to identify good examples, common errors & misconceptions. Feedback before editing via Google Classroom.</p>
Religion	<p>Follow 'Margaret Carswell' assessments.</p>

	<ul style="list-style-type: none"> • Pre-recorded lesson • Set reading tasks from planning resources & other sources • Set written tasks using Slow Write scaffold methods to prompt children to include assessment criterion (taken from the new Standards Framework) <p>Assessment Photograph of outcome handed in for review and feedback</p>
Science	<p>Utilise Oak Academy:</p> <ul style="list-style-type: none"> • Children watch lesson and follow activities • Clarification of activity in the Oak Academy lesson may be given with a pre-recorded video by the teacher <p>If using Science Bug (or other similar resource used):</p> <ul style="list-style-type: none"> • Lessons may be pre-recorded by the teacher. <p>Assessment Goggle Classroom Quizzes based on Oak content, homework, discussion in class Google Meets</p>
History & Geography	<p>If using Oak Academy:</p> <ul style="list-style-type: none"> • Children watch lesson and follow activities • Record in Home Learning books • Clarification of activity in the Oak Academy lesson may be given with a pre-recorded video by the teacher <p>If using HEP:</p> <ul style="list-style-type: none"> • Pre-recorded lesson to go through that lesson's PowerPoint and activities • Reference to, and reading of HEP booklet to be included in recording; • Similar teaching techniques to how HEP is taught will be seen in recordings- focus on knowledge and vocabulary, giving them the opportunity to answer in full sentences by leaving space in the recordings for them to respond • Children work independently on tasks. <p>Assessment Goggle Classroom Quizzes, homework, discussion in class Google Meets</p>
French	<p>Pre-recorded- Use Rising stars lesson in sequence.</p> <p>Assessment Discussions in Google Meets</p>
Computing	<p>Use Switched On Curriculum</p> <ul style="list-style-type: none"> • Share lesson PowerPoint via or pre-recorded video • Model how to complete activities as appropriate <p>Assessment Goggle Classroom Quizzes</p>

PSHE	<p>Use lessons from SCARF:</p> <ul style="list-style-type: none"> • Pre-recorded lesson following the SCARF plans with particular focus on mental health and wellbeing <p>And: Use of Google Meet sessions to cover topics from SCARF lessons (NB: some of the content may prompt sensitive responses from the children)</p> <p>Assessment Discussion function in Google Classroom can allow for whole class discussions around the topic from the SCARF lesson; or Discussions in Google Meets;</p>
Art & Design	<p>Use 'How to Draw' and other resources to set Art activities, bearing in mind limitations in resources that children may have.</p> <p>Teacher can model techniques in via pre-recorded video.</p> <p>Assessment Children to load photo of outcomes for teacher assessment</p>
Music	TBA
PE	Teacher to source exercise/dance videos for children to work along to.

Staff and Pupil Development

In order to achieve the desired outcomes of this plan, it is important that staff and pupils are confident in using and accessing the platform on which it is built – Google Classroom.

Children need to know:

- Their login details
- How to log into Google G Suite and open their Classroom
- How to find work set for any given day
- How to download the resources, worksheets etc. that will be needed
- How to complete electronic worksheets and hand in
- How to hand in work completed by hand and on paper (using photos)
- The 'rules of engagement' around accessing 'live' Google Meets (occurring 3 times a week) with their classmates and their teachers (safeguarding and working protocols)

How? In order to do this, children must be taught these things while they are in school. Teaching them remotely, once they are at home, will be difficult and will waste time.

Frequent sessions in class, with laptops and iPads, will allow the teacher and the children get used to accessing work, completing it and handing it in.

Teachers need to know:

- How to access and maintain their Google Classroom
- How to set work in a variety of ways:
 - a) Using Google Docs so children can hand work in electronically
 - b) Using links to external lessons (Oak, BBC, etc.)

- c) Using Google Quiz
- d) Using Google Question
- e) Using Google Forms

- How to manage the 'work set/complete/hand-in/feedback' work flow.
- Best practice in managing Class Google Meets / Zooms
- Best practice in delivering Recorded Lessons (technology and techniques)
- Best practice in Modelling for Remote Learning (technology and techniques)
- How to keep themselves and others safe when interacting online

How? In the same way as we utilise time spent in school together in early Autumn, teachers will be able to trial and develop these techniques in school with their class and support available and on-site.

Staff meetings will also be used to ensure that these skills are in place and ready for deployment when required.

Homework will be set, completed and collected via Google Classroom in such a way that it replicates what will happen in a Remote Learning scenario. This gives a weekly, practical practice for all concerned.

Scenarios where Remote Learning will be used

Scenario	Who	Details of offer
1. All in School: classes being taught in Year group Bubbles	Class Teacher and other Bubble staff	<p>Tier 1 - Face to face Teacher and all children in.</p> <p>In order to prepare for Remote Learning, at least one lesson a week will be taught in 'Remote Learning' conditions (that is, the class follow a pre-recorded lesson on the interactive whiteboard/on iPads).</p> <p>This is key to staff and pupil training.</p> <p>Homework will also be set using Goggle Classroom to further embed its use.</p>
2. Individual children who are isolating due to a family member having Covid-19 symptoms (<i>If a test result is negative and the child is in good health they will return to school.</i>)	Class Teacher / Support Staff	<p>Tier 2 – Signposting, Welfare & Informal Participation</p> <p>KS1 & KS2: No significant Remote Learning in terms of pre-recorded lessons, as children will normally be back within a day or two.</p> <ul style="list-style-type: none"> • Teacher to post a relevant Maths, Reading and English lesson from the Oak Academy to Google Classroom (linked to current class topics if at all possible) • Teacher (or TA) to call home every other day to check on welfare, work being done, etc. • Teacher to invite the child to join the rest of the class informally via Google Meet (join in on story, teacher speaks to the child, a selection of friends are

		<p>able to have 5 or 10 minutes chatting, etc.)</p> <p>Reception & KS1:</p> <ul style="list-style-type: none"> • As above • Phonics <p>For children with EHCP plans, this plan will be modified in consultation with the Inclusion Leader</p>
3. Children who are isolating for 10 days due to having Covid-19 symptoms. <i>(If a test result is negative and the child is in good health they will return to school.)</i>	Class Teacher	<p>Tier 2 – Signposting, Welfare & Informal Participation</p> <p>As in 2), above, but in this case the child is unwell and should not be expected to complete work until they are feeling better.</p> <p>They will either return to school (if a test is returned negative) OR they will remain off if a test is delayed significantly.</p> <p>If a positive test is returned, then it is likely that the class will be asked to isolate and we therefore move to Tier 3 – full Remote Learning.</p>
4. Children who are isolating for 14 days – Bubble has been closed due to a positive Covid-19 test of a pupil or staff member in their Bubble. NB: Class teacher remains well and in a position to teach from home	Class Teacher	<p>Tier 3 – Full Remote Learning</p> <p>Class Teacher (whose Bubble will be closed) to facilitate 4 daily lessons (English, Maths, Reading plus one non-core) via Goggle Classroom.</p> <p>The delivery method for each will be selected as appropriate by the teacher:</p> <ul style="list-style-type: none"> • Materials from Oak National Academy, BBC Bitesize, White Rose, NCETM as well as resources used within SMP to support the curriculum. • Any videos used for teaching from a 3rd party e.g Oak Academy will be in conjunction with direction from the class teacher throughout. • Pre-recorded teaching will be used. • A minimum of 3 Google Meet sessions per week, to explain, check progress, clarify and maintain ‘classroom community’ is needed. • Each class to have story time daily (pre-recorded). <p>All tasks and activities will also be posted on Google Classroom.</p> <p>See annex 1 for a sample timetable.</p>
5. Children who are isolating	Support	Tier 3 – Full Remote Learning

for 14 days - Bubble has been closed due to a positive Covid-19 test of their Class Teacher. NB: the Class Teacher is not well enough to work.	Teachers / Support staff	
6. Children whose Class Teacher is unwell with non-Covid symptoms	Support staff	Tier 1 - Face to face Internal Support Staff and PPA Teachers will, in the first instance, follow the Year group's planning with support from the other class teacher. All measures to minimise Staff members moving across bubbles will be considered. The use of supply teachers will be considered
7. Children whose teacher has to isolate for 14 days due to a family member being unwell with Covid-19 symptoms. NB: Class teacher remains well and in a position to teach from home	Support staff	Tier 1 - Face to face Internal Support staff, PPA Teachers, SLT or supply cover teachers will follow the Year group's planning, directed by the teacher. Daily video contact with class teacher during school hours depending on needs of teacher's children & home situation where appropriate.
8. Children whose teacher has a child at home who is isolating for 14 days due to their child's school Bubble being closed NB: Class teacher remains well and in a position to teach from home	Support staff	Tier 1 - Face to face Internal Support Staff, PPA Teachers, SLT or supply cover teachers will follow the Year group's planning with support from the other class teacher. Daily video contact with class teacher during school hours depending on needs of teacher's children & home situation where appropriate.
9. Individual Children who are self-isolating for 14 days due to a 'track and trace' contact testing positive for Covid-19 NB: Class teacher remains well and in a position to teach from school	Teacher / Support Staff	Tier 2 – Signposting, Welfare & Informal Participation KS1 & KS2: No significant Remote Learning in terms of pre-recorded lessons, as the class teacher is teaching full time in school: <ul style="list-style-type: none"> • Teacher / Support Staff to post a relevant Maths, Reading and English lesson from the Oak Academy to Google Classroom (linked to current class topics if at all possible) • Teacher (or TA) to call home every other day to check on welfare, work being done, etc. • Teacher to invite the child to join the rest of the class informally via Google Meet (join in on story, teacher speaks to the child, a

		<p>selection of friends are able to have 5 or 10 minutes chatting, etc.)</p> <p>Reception & KS1:</p> <ul style="list-style-type: none"> • As above • Phonics <p>For children with EHCP plans, this plan will be modified in consultation with the Inclusion Leader</p>
10. Classteacher who is self-isolating for 14 days due to a 'track and trace' contact testing positive for Covid NB: Class teacher remains well and in a position to teach from home	Support Staff	<p>Tier 1 - Face to face Internal Support staff, PPA Teachers, SLT or supply cover teachers will follow the Year group's planning, directed by the teacher.</p> <p>Daily video contact with class teacher during school hours depending on needs of teacher's children & home situation where appropriate.</p>
11. Children who are unwell with non-Covid symptoms	NA	Normal attendance and sickness policies apply.

Annex A – Sample Timetable and schedule for the day

Years 1-6	Monday	Tuesday	Wednesday	Thursday	Friday
9am-12pm	English lesson Maths lesson	English lesson Maths lesson	English lesson Maths lesson	English lesson Maths lesson	English lesson Maths lesson
11-12pm	'Drop ins' with class teacher	'Drop ins' with class teacher	'Drop ins' with class teacher	'Drop ins' with class teacher	'Drop ins' with class teacher
12-1pm	Lunch time Exercise	Lunch time Exercise	Lunch time Exercise	Lunch time Exercise	Lunch time Exercise
1-2.30pm	Science	Humanities	Art	French PSHE Spelling	Religious Education Studies
2.30-3.30pm	Teacher reviews work	Teacher reviews work	Teacher reviews work	Teacher reviews work	Teacher reviews work
3.30pm	Shared story	Shared story	Shared story	Shared story	Shared story

Remote Learning Timetable – 21st October 2020

Time: **Friday 21st October, 2020 9:00 to 10:30** – [Click here to watch the lesson](#)

Topic: **English**

- Follow the Slow Write plan to write a setting for the picture.
 - Complete your work in your books and hand in via Google Classroom.
-

Topic: **Maths**

Time: **Friday 21st October, 2020 10:30-11:30** – [Click here to watch the Oak lesson](#)

Today's Oak Lesson is on Place Value. When you're finished, [Click here to watch a short explanation of the task by me](#)

- Complete your work in your books, take a photo of it and hand in via Google Classroom.
-

Topic: **Reading**

Time: **Friday 21st October, 2020 11:30-12pm** – [Click here to watch the lesson](#)

- In the pre-recorded lesson, you will be asked to pause and read pages 21 to 36 of your book.
- Answer the questions about these pages in your book, take a photo of it and hand in via Google Classroom

Topic: Science

Time: **Friday 21st October, 2020 1:00-2:30**

Watch the Oak Academy lesson on Changes of State and follow each step to carry out the tasks and activities. [Click here to watch the lesson](#)

Take a photograph of your work and load it on Google Classroom when you are finished.

Story Time - finish the day with a story! [Click here to watch](#)

Annex B- Example timetable for teacher:

Time	Activity
8.30am	Staff briefing
8.45am-11am	Lesson preparation and planning for the following day
11am-12pm	Respond to emails from/phone parents
12-1pm	Lunch
1-2.30pm	Record videos for the following day and upload
2.30-3.30pm	Marking/Feedback time

Annex C

Remote learning contingency overview - Curriculum Source: Reach out; LTPE; Science Bug/PlanBee; Rising Stars

	Writing	Reading	Maths	RE	History	Geography	Science (with intended outcomes)	Computing	Art & Design	Design & Technology	French	Music	PE
Lessons	Pre-recorded using Slow Write	Pre-recorded	Oak Academy	Pre-recorded using MC planning/standards scaffold	KS1-Oak Academy KS2-Pre-recorded using HEP	KS1-Oak Academy KS2-Pre-recorded using HEP	Oak Academy	Oak Academy	Oak Academy	Oak Academy	Oak Academy/Rising Stars	Oak Academy	
Frequency	Daily	Daily	Daily	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly	Weekly