

Banks Road Primary School



Remote Learning Contingency Plan for the Education of all pupils at Banks Road Primary School during Covid-19

October 2020

Rationale

Banks Road Primary School is committed to providing continuity of education to its pupils during the Coronavirus Pandemic and will do so through a process of remote (online and offline) learning.

It is almost inevitable that there will be periods during the academic year where individual pupils, whole classes and other bubbles are unable to attend school due to COVID-19. There is also the possibility of a lockdown which would result in whole school closure.

The type of learning that we will provide when pupils are absent from school for reasons relating to COVID-19 will be known as **Remote Learning**. This contingency plan shows how we intend to provide this remote education and recognises that it presents considerable challenges for all concerned: school staff, parents and pupils.

Remote learning will be available to individual and groups of pupils who are absent from school and self-isolating due to circumstances related to COVID-19, but who are not suffering with related symptoms and are too unwell to learn.

The remote learning provision does not apply to pupils who are absent due to sickness and there is no obligation for the school to provide continuity of education to pupils who are absent from school in contravention to school or government guidance. This may apply for example if parents choose to take pupils on holiday during term time or in the current pandemic if parents make the decision, without the agreement of the school, to keep their child at home 'as a precaution' which goes against official guidance.

The 3 main scenarios in which Remote Learning will take place are as follows:

- **Scenario 1**
Individual children who are well, but self-isolating at home due to COVID related absence.
- **Scenario 2**
A larger group of children such as a class needing to self-isolate for a period of time, due to a positive test result within the bubble. Staff working in this bubble would also need to self-isolate and unless ill would work remotely.
- **Scenario 3**
Whole school closure due to local or national lockdown.

Virtual learning would only take place when a whole bubble is at home for an extended period of time and teachers are healthy and able to work from home.

Aims

This contingency plan for remote learning aims to:

- Ensure a consistent approach to remote learning across the school;
- Make explicit the different types of remote learning available to pupils and the different scenarios in which they would apply;
- Set out expectations for all members of the school community;
- Provide appropriate guidelines for online safety and data protection.

Provision to be provided in each scenario

	Virtual Teaching	Seesaw	Paper Based
Individual Pupils Self-isolating	X	✓	✓
Whole Class/Year Group Bubble Self-isolating including the class teacher	✓	✓	✓
Whole School Lockdown	✓	✓	✓

Summary of each type of provision

Virtual Teaching – this would consist of some live teaching and some recorded lesson inputs delivered via Google Classrooms. Teachers would deliver two virtual teaching sessions per day, one in the morning and one in the afternoon. The length of these will vary according to the age of the children being taught. Once the teacher has delivered the input pupils will then be set tasks which they can access via Seesaw. For the remainder of the morning and afternoon sessions pupils will be able to contact their teacher via Seesaw where they can share their work and receive feedback.

This option for remote learning would only be available when a whole class/year group bubble (including their teacher) is self-isolating.

Seesaw - is an online platform where teachers can set work for pupils to access. Once the children have completed the task they can upload their work for their teacher to view and give feedback on.

This option for remote learning would be available in every scenario.

When individual children are self-isolating teachers will place work on Seesaw daily which will be in-line with the work the rest of the class have been doing in school. Children can upload their work for the teacher to see. In this scenario the teacher would give feedback on at the end of the school day.

When a whole class is self-isolating Seesaw would be used alongside virtual teaching. Teachers would put learning tasks on Seesaw, pupils will upload their responses and teachers will then give feedback to their pupils.

Paper Based □ children will be provided with worksheets and other tasks which can be completed on paper. The work set would be the same or similar to the work being covered in school. Where possible answer sheets would be given. Completed work can be given to the teacher for feedback on the child's return to school.

This option for remote learning would be available in every scenario.

Curriculum Coverage

In planning work for remote learning teachers should ensure there is a daily maths and English lesson for their pupils. For individual pupils self-isolating the tasks set on Seesaw and in the paper based packs should be the same as or very similar to what their peers are doing in school.

When whole class or year group bubbles are self-isolating teachers should follow their planned curriculum in English and maths, making appropriate adaptations where necessary.

In addition to daily maths and English lessons, teachers will also set other tasks relating to these subjects. This list is not exhaustive but may include: Read, Write Inc (Phonics), handwriting, grammar, spelling and number facts e.g. number bonds or times tables.

Other tasks will be set which relate to the wider curriculum that the class are studying in school at the time of self-isolation.

Teachers should recognise that there may be times during the school day when families who have opted for the online provision are not able to access it and pupils may have to complete it at other times or not at all. In these situations it is important that school tries to make contact with these families to find out the issues and to work together to resolve them where possible.

Pupil Absence

There should be clear procedures in place for managing all pupil absence. If a child is absent from school a parent/ carer should notify the school giving the reason. In cases where the parent/carers does not notify the Learning Mentor, Mr Evans will contact them.

School should establish whether the child is absent due to:

- General sickness;
- Displaying one of the main COVID-19 symptoms;
- Receiving a positive COVID-19 Test result;
- Self-isolating due to a member of their household testing positive for COVID-19
- Another reason either authorised or unauthorised.

When pupils are absent for a COVID related reason school will advise the parent/carers on the next course of action which will be in-line with the most update Local Authority and Public Health England guidance.

If school is notified of a child testing positive with COVID-19 the school's COVID Leads, Mrs Gibson and Mr Wilson will contact the Local Authority to notify them of this and the school will then follow the required procedures to notify parents and send the bubble home.

Maintaining contact with pupils who are absent from school with COVID related reasons

Individual Children Self-Isolating

- Step 1: Parent/carers phones school to notify of self-isolation/ waiting on a test.
- Step 2: Office will ask if Seesaw is accessible from home. If families do not have suitable online access, school will provide a pack of printed resources. ***(We will aim to provide this on the following working day when possible.)***
- Step 3: Teacher will be notified and the teacher will set work for the child at the end of the school day of the first notification, for the following school day.
- Step 4: Paper copy (2-week package) to be collected from school.
- All activities provided will align as closely as possible to the learning in school for that week in English, Maths and Phonics (if appropriate).
- Teachers will maintain contact with their pupils via Seesaw.
- For children who are working on paper based activities a telephone call will be made each week to check on the child's welfare and to see if there are any problems with the home learning.

Whole Class/ Year Group Bubbles Self-Isolating

In the event of year group or whole school closures, teachers will provide the following remote education support to enable children to learn from home:

- Step 1: School to notify parents of self-isolation.
- Step 2: Teacher will set work for the children at the end of the school day, for the following school day. (See Appendix 1)
- Step 3: Parent to notify the school office if Seesaw is not accessible from home. If not, paper copies will be provided.
- Step 4: Paper copy (2-week package) to be collected from school.

When bubbles are self-isolating teachers will make daily contact with their pupils through virtual teaching and Seesaw. Teachers will provide a daily timetable (see appendix 2), so parents will know when any live teaching is taking place. Where possible this will happen at the beginning of both the morning and afternoon sessions.

Teachers should notify the Safeguarding Team of children who they have not had contact with during the first two days of remote learning. Telephone calls will be made to these families along with a weekly call to the families of children who are known to have opted for the paper based approach.

Whole School Lockdown

The same arrangements as above will be made for contacting pupils who are not accessing any online provision.

During whole school lockdown it would not be appropriate for all live teaching to take place at the beginning of the morning and afternoon session as this would pose problems for families with several children who would then need access to a computer at the same time. A whole school timetable would be agreed for each year group and shared with parents.

In the event of a class teacher being in self- isolation [well and able to work from home]

Children will follow their usual timetable in school. The class teacher will continue to teach through means of remote learning and by setting tasks for other pupils who are self-isolating, homework activities and the weekly planning for the rest of the class. A member of school staff will supervise the class whilst they are in school.

In the event of a self-isolation/ closure, the child will not engage in home learning tasks.

- If this happens, we would urge the child's parent/carer to contact school via telephone 0151 427 4360 or email banksroad-ao@banksroad.liverpool.sch.uk
- A member of staff will contact the parent/carer to discuss barriers to learning. Our Learning Mentor may become involved with the family to support the well-being of the child. This will be done via telephone conversations. We understand that this can happen for a number of reasons; we will try and work with the family to encourage the child to re-engage.
- Seesaw activities can be completed by the child at any time of the day, at a time suitable for the family.
- The mental well-being of both parent/carer and child is of significant importance to the school. We know there may be difficulties and therefore just ask everyone to do their best in supporting the learning the school is providing.

Roles and Responsibilities

Teachers

In the event of a class group bubble self-isolating or a whole school lockdown staff will be expected to interact with pupils between the hours of 9am- 12pm and 1pm-3:15pm. The main form of communication between teachers and pupils will be via Seesaw using home learning email accounts.

Teaching Assistants

Teaching Assistants who are self-isolating with their bubble will be deployed in a number of ways which may include supporting the class teacher on Seesaw and by making welfare calls to pupils who are not accessing the online learning.

All Staff

All staff should be available and contactable by school during their usual working hours. Staff should also check their emails regularly, and always at the start and end of each working day.

Senior Leaders

Ms Smyth will have overall responsibility for co-ordinating and overseeing the remote learning provision across the school. This will include monitoring the effectiveness of remote learning by gathering feedback from staff, pupils and parents to evaluate both the quality of the learning provision and the accessibility of the provision provided.

Safeguarding

All staff have a responsibility for raising any child protection and safeguarding concerns with the Designated Safeguarding Lead and should follow the usual procedures as set out in the Banks Road Primary School Safeguarding and Child Protection Policy.

Staff should also be alert to any signs that self-isolation is impacting negatively on a child's mental health and share these concerns with the Designated Safeguarding Lead.

Staff Absence

Members of staff who become unwell and are unable to work during a period of self-isolation should contact school following the usual absence procedures.

Practical Issues

Organisation

- Let pupils and parents know your proposed timetable for the week;
- Where possible pre-schedule your live teaching;
- Keep instructions (both spoken and written) simple, clear and specific;
- Plan lessons as usual then consider how to adapt them to the remote learning platform you are using;
- Think about resources. What can the children access at home? Can you suggest alternatives?
- Ensure you interact daily via Seesaw with all pupils who are accessing it;
- Recognise that pupils may have difficulty accessing online provision and this may vary from one day to another due to other circumstances;
- Ensure regularly contact is made with pupils who are not accessing the online provision.

Keeping yourself safe online

- When using a webcam, consider your surroundings to ensure there are no personal items in view;
- Be mindful of what is open on your desktop screen; only have open what you want to share;
- Close email applications;

- Turn off any pop ups

Data Protection

Accessing Personal Data

When accessing personal data all staff members will:

- Use a school device rather than a personal device;
- Ensure remote learning is accessed using the agreed platforms such as Google Classrooms and Seesaw.

Collecting and sharing personal data

In order to provide remote learning the school may need to collect and/or share personal data such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. Whilst the collection of such data may be necessary we will endeavour to collect and/ or share as little personal data as possible.

Keeping Devices Safe

All staff will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected;
- Making sure the device locks if left inactive for a period of time;
- Not sharing the device among family or friends;
- Installing antivirus and anti-spyware software;
- Keeping operating systems up to date and installing the latest updates.

Access to Technology

We recognise that some pupils will not have an appropriate device to work on or have access to the internet. We have surveyed parents and are aware of families who this applies to. If during the course of remote learning it comes to light that other families may be in this position staff should let the Senior Leadership Team know.

Through the Department for Education 'Get Help with Technology Service', school have a small number of devices. These devices will be loaned to families for at least the duration of their child's self-isolation. School may be able to provide internet access for some of these families.

We have identified that sustained teacher professional development will be required when introducing new platforms such as Google Classrooms and we will enable the sharing of best practice with relation to platforms such as Seesaw.

Teachers are encouraged to help their pupils become proficient and more independent users of these platforms, using time in IT lessons to familiarise the children with them. We also recognise guidance will need to be given to parents, so they too are able to support their children in accessing the remote learning.

Summary

As we work through this together, it is likely that we will face challenges. We will continue to reflect upon practice and so therefore further modifications and enhancements are likely to be introduced.

We recognise that parent/carers will have different expectations and different opinions at different times. Decisions will continue to be made with the knowledge, timescales and resources that school has at that given moment of time and we ask all parents/carers to work in partnership with school in line with our school spirit.

Sadly, unreasonable expectations or unfair comparisons take efforts away from what we as a school always strive to achieve; to further improve our service. This does not mean that the school is beyond criticism and we therefore welcome ideas, suggestions and solutions so that together, we can work harmoniously for the positive benefit of all children, their families and school staff.

Appendix 1

Year Group	Seesaw [updated daily] Work to meet the needs of the individual child for English and Mathematics and the wider curriculum	Paper [2-week package] Work to meet the needs of the individual child
Nursery	<p>Activities to engage children for all Areas of Learning. Keep communication up with families. Learning overview, including links to activities for each subject. Maths – EYFS White Rose Story Book Maths shared daily. Phonics – Fred Games and Nursery Specific activities shared regularly. Daily story time – sent from storyline online/ zoom with staff. 'Home Learning' website page to provide links to relevant websites and commercial home learning packs.</p>	<p>Activities to engage children for all Areas of Learning. Handwriting patterns only. Name writing practise.</p>
Reception	<p>Learning overview, including links to activities for each subject. Maths – Maths Mastery "big picture" and "star words" to be shared with parents. Daily story time – sent from storyline online/zoom with staff. Phonics – RWI video (link on seesaw) Ditty sheet to be uploaded. Focus for English lesson Daily reading logs Keep communication up with families 'Home Learning' website page to provide links to relevant websites and commercial home learning packs.</p>	<p>Handwriting – patterns and simple letter sheets. Name writing practise. Maths Mastery activities Read Write Inc Ditty Sheets for decodable reading.</p>

Year Group	Seesaw [updated daily] Work to meet the needs of the individual child for English and Mathematics and the wider curriculum	Paper [2-week package] Work to meet the needs of the individual child
Year 1	<p>English: Reading Eggs Phonics – RWI video specific to the child’s phonics ability (link on seesaw) An activity related to the focus for the English lesson An activity chosen by the teacher for another subject Letter Join handwriting online</p> <p>Mathematics: National Oak Academy – a specific maths lesson relating to class objective Maths and English You Tube songs</p> <p>‘Home Learning’ website page to provide links to relevant websites and commercial home learning packs.</p>	<p>English: Reading Book (if not already at home) Phonics sheet Handwriting sheets RWI grammar sheets</p> <p>Mathematics: Maths worksheets</p>
Year 2	<p>English: Reading Eggs Phonics –RWI video (link on seesaw) Focus for English lesson An activity chosen by the teacher for another subject Daily reading logs</p> <p>Mathematics: Daily times tables practise My Maths</p> <p>‘Home Learning’ website page to provide links to relevant websites and commercial home learning packs.</p>	<p>English: Handwriting sheets (letter join) Phonics sounds spellings Reading Books x2</p> <p>Mathematics: Maths Mastery worksheets Printed times tables tests</p>
Year 3	English:	English:

Year Group	Seesaw [updated daily] Work to meet the needs of the individual child for English and Mathematics and the wider curriculum	Paper [2-week package] Work to meet the needs of the individual child
	<p>Reading Eggs/Reading Plus Focus for English lesson Weekly spelling homework Weekly spelling test log</p> <p>Mathematics: My Maths Focus for Maths lesson</p> <p>'Home Learning' website page to provide links to relevant websites and commercial home learning packs.</p>	<p>Reading Book (if not already at home) English worksheets (SPAG, Reading Comprehension) Spelling worksheets Handwriting worksheets</p> <p>Mathematics: Maths worksheets</p>
Year 4	<p>English: Reading Plus Focus for English Lesson Grammar Hammer</p> <p>Mathematics: Daily Calculations BAM My Maths Focus for Maths Lesson</p> <p>Spellings to learn at home</p> <p>'Home Learning' website page to provide links to relevant websites and commercial home learning packs.</p>	<p>English: Reading Book (if not already at home) Handwriting worksheets Grammar Hammer Spellings to learn at home</p> <p>Mathematics: BAM Maths Worksheets Times Tables Worksheets</p>
Year 5	<p>English: Reading Plus Focused reading activity</p> <p>Focused English work</p> <p>Mathematics: Focused Maths Mastery work My Maths</p>	<p>Handwriting worksheets Spelling Reading book Talk4Writing 'at home' learning packs</p> <p>Mathematics: Maths Mastery 'at home' learning packs Times Tables</p>

Year Group	Seesaw [updated daily] Work to meet the needs of the individual child for English and Mathematics and the wider curriculum	Paper [2-week package] Work to meet the needs of the individual child
	'Home Learning' website page to provide links to relevant websites and commercial home learning packs.	
Year 6	<p>English: Reading Plus Shared English tasks Spellings to learn.</p> <p>Mathematics Maths tasks MyMaths Times-table practise</p> <p>'Home Learning' website page to provide links to relevant websites and commercial home learning packs.</p>	<p>English: English work Handwriting practise Spelling worksheets</p> <p>Mathematics: Times-table sheets SATS Questions practise</p> <p>Home Topic Books</p>
Wider Curriculum	There will be 2 wider curriculum activities in any subject, in line with curriculum progression in school at that time.	
Expectations of the teacher if a bubble is lockdown or whole school lockdown	<p>Class teacher will provide an overview of learning for the week. (See appendix 2 for example of a completed overview)</p> <p>The teacher will do two daily videos for the children or live lessons:</p> <ol style="list-style-type: none"> 1. Before 9am - Explaining the work that needs to be completed. 2. Around 3pm - Story time 	Teacher to phone the child's home at the end of each a week to check if learning has been suitable.
Expectations of checking work for self-isolation	Before the start of the next school day, the teacher will assess work submitted via Seesaw and set learning for the next day via Seesaw.	

Appendix 2 Completed Example



Year 1G Home Learning 12.10.2020



Phonics	Watch the attached phonics video for today. How many words can you read and write?
English	Change the story map for your character. E.g May searched in the wardrobe and she checked beneath the couch. She looked up and she looked down. Choose one of the sentences and show an adult your beautiful cursive handwriting with finger spaces. The story map is attached separately.
Maths	<u>Subtracting by partitioning</u> Watch the video on the link below. You will need some cubes or anything else in your house that you can use to help you count https://classroom.thenational.academy/lessons/subtracting-by-partitioning-crr3jr
Reading Eggs	Click on Reading Eggs and then carry on with your level on the map (this is the middle option).
Handwriting	Log into Letter Join. I have attached the log in details on a separate sheet. <ol style="list-style-type: none"> Practise writing individual letters <ul style="list-style-type: none"> Easy Letters (on the main screen) Choose the letters 'u', 'w' and 'e' Letter Lotto <ul style="list-style-type: none"> Under the Fun tab, select 'LetterLotto' Choose Easy Click on the letter on the icon displayed and listen to the sound If the letter is not on the lotto card, click on the 'cross' icon to display the next letter. If the letter is on the lotto card, click on the 'tick' icon. Trace over the letter as neatly as possible Repeat until all the letters on the lotto card have been matched
Afternoon activity	Look at all of the materials on the sheet. Can you organise them into 'materials that are hard' and 'materials that are soft'? Can you find any other materials in your house to add to each groups?
Tricky words	https://schools.ruthmiskin.com/training/view/vp6WW2rj/te8EOLka https://schools.ruthmiskin.com/training/view/SMdCvovU/RytegKT9 https://www.youtube.com/watch?v=TvMyssfAUx0 Three short videos – learning how to read red words. Remember don't use Fred Talk.
Story of the day	I will upload today's story at 3 o'clock. Do you think this story will make it on to our Recommendation Wall?

