



## Remote Education Plan

To be activated in the event that a teacher/students need to self isolate or a teacher shows symptoms of covid:19 This document may need to be activated at the weekend or overnight and at very short notice.

In the event of a class/group/teacher needing to isolate or a local lockdown:

### **If the teacher is absent due to COVID symptoms:**

- Oak National Academy to be used. Each class teacher to prepare a timetable ready to share with parents – at short notice.
- Fluent in five and rapid reasoning to be added to the website daily.
- Ideas for PE and art added to individual home learning pages.

### **If the teacher is absent due to self-isolating with a bubble/local lockdown:**

Aims	Action
1. Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	<ul style="list-style-type: none"> <li>• Plan for full day – adapt lessons to suit home learning</li> <li>• See point 6 for further details</li> <li>• Prayer on the website each day. Blackburn diocese are producing a weekly worship – these will be shared</li> </ul>
2. 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	<ul style="list-style-type: none"> <li>• All documents to be added to the 'Home Learning' class web page on a daily basis</li> <li>• Use MTP/Progression of Skills documents</li> <li>• Staff to ensure Parental Overviews are on all class pages</li> </ul>
3. Provide frequent, clear explanations of new content, delivered by a	<ul style="list-style-type: none"> <li>• Parents can send work to staff via email</li> <li>• If parents inform the teacher their child is struggling, the teacher to adapt lesson – this could be via email or by</li> </ul>

<p>teacher in the school or through high quality curriculum resources and/or videos</p>	<p>phoning the school office, who will then inform the class teacher. Teacher to then email specific children with further support (video, intervention, simplified instructions)</p> <ul style="list-style-type: none"> <li>• The school are in the process of securing a home learning platform through BT</li> </ul>
<p>4. 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</p>	<ul style="list-style-type: none"> <li>• Teacher to email daily before 9.00am</li> <li>• Teacher to send a home learning message on Marvellous Me</li> <li>• Check and respond to emails at least hourly</li> </ul>
<p>5. 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</p>	<ul style="list-style-type: none"> <li>• See point 3</li> </ul>
<p>6. Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers</p>	<ul style="list-style-type: none"> <li>• English – bridging unit to continue</li> <li>• Maths – Fluent in five, rapid reasoning, slides from Third Space learning – add challenge from White Rose – use White Rose assessments upon return to assess gaps in learning (Videos of teaching on Mini Maths, White Rose, Third Space)</li> <li>• Spelling (on timetabled days - No Nonsense Spelling)</li> <li>• Grammar (on timetabled days - National Curriculum objectives)</li> <li>• Foundation subjects – as per timetable following MTP (where possible – adapt if necessary i.e. clay work. This is planned and well sequenced, building on knowledge and skills incrementally)</li> <li>• PE – Various: Yoga, exercise for children (YouTube), Lancashire timetable (daily)</li> </ul>

<p>7. Provide printed resources for children without online access</p>	<ul style="list-style-type: none"> <li>• A class set of home learning books is ready for immediate use in school (replace this with a new set as needed)</li> <li>• Teacher to record a website message and save on the server</li> </ul>
<p>8. 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.</p>	<ul style="list-style-type: none"> <li>• Personalised curriculum to match needs</li> <li>• Emailed separately to specific children</li> <li>• Packs can be delivered by DS/AR</li> <li>• Resources linked to POPs to be sent home</li> <li>• Support from SENCO when needed – will be available by E-mail or telephone call.</li> <li>• Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy (Staff trained and crib sheet created 15.7.20) <a href="https://classroom.thenational.academy/specialist">https://classroom.thenational.academy/specialist</a></li> </ul>
<p>9. Online learning resources</p>	<ul style="list-style-type: none"> <li>• Recommended websites have been added to the webpage – staff to direct parents to this <a href="https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/english-resources">https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/english-resources</a></li> <li>• When pupils are moved to new year groups, password to be printed and collated ready to take with immediate effect</li> <li>• School staff to ensure their curriculum page is kept up to date with new guidance/interventions/support</li> </ul>

K. Macdonald/S. Swire 15.07.2020

To be reviewed in September 2020 – reviewed 07.09.2020 – K. Macdonald