



Long Ditton Infant and Nursery School Remote Learning Plan

Rationale

The following principles have been central to the construction of this plan and will remain key themes throughout any remote learning. The principles have been shared with Long Ditton Infant and Nursery School as best practice by the EEF and Surrey.

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially 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 suits different types of content and pupils

We believe we must continually challenge our children from their own individual starting points and will continue to strive for challenge as part of remote learning through ambitious objectives and tasks.

Our aim with our remote learning is to provide remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources. We will seek to support families where possible through resources sent by post, loan of the technology and pre-paid Internet.

This plan will be applied in the following instances:

1. An individual has a suspected case and is subsequently wait for test results (stage 1);
2. An individual is self-isolating because of a positive test within the household (stage 2);
3. A group of children are self-isolating because of a case of coronavirus in the bubble (stage 3);
4. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus (stage 4);
5. A local lockdown or full school closure (stage 5).

The plan complies with the expectations and principles outlined in all of the latest DFE guidance documents.

Safeguarding Concerns

During any substantial period of school closure we will be using several ways of ensuring children are safe.

As well as providing information in the weekly newsletter about safety (online safety, mental health strategies, keeping safe and healthy at home, who to go to for help) we will be using engagement on Tapestry as a less formal way to check children are safe.

We will hold regular meetings to discuss any children who are not engaging or who are struggling at home to take part.

We will use this layered approach:

1. Teacher raises concerns that a child is not engaging in anyway with the remote learning. Email sent to parent/carer to ensure everything is going well, if they need any help with anything. Support will be offered to encourage more engagement.
2. If no response is given within 48 hours of the email raising a concern the teacher will call the parent/carer to check how things are going. During the phone call they will ensure they get to talk to both parents and carers and the child. They will offer help and guidance to the family including signposting to other outside agencies who may be able to offer help if required (eg HSLW)
3. If there is no response to the phone call or no improvement to the level of engagement the teacher will refer to the DSL who will then call to speak to the family. The DSL will consider taking further action for instance by making a referral to the CSPA helpline for further advice and guidance to help ensure the safety of the child.
4. If we are worried about a child's immediate safety we will refer to the CSPA straight away.

Software and online platforms

Within all plans, teachers will set appropriate work in line with our current curriculum, supported by online learning tools including Espresso, Purple Mash, Education City, Discovery Education and Oxford Owl. Parents will also be directed to additional sites including BBC Bitesize and Oak Academy which offer further home learning offers including specific support for children with SEND. We will be using Tapestry as our whole school platform to upload learning plans, videos, challenges and work as well as for our assessment opportunities.

Children will remain in contact with their class teacher through Tapestry and emails using the class email addresses. If parents request we will call to speak to children to help motivation and engagement. They will also be able to feel connected to school staff through filmed teaching videos as well as daily story telling videos.

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 Long Ditton Infant and Nursery School makes that provision available and accessible to all. However, if children themselves are too ill to attend school then they should not be expected to engage in home learning.

Due to the age and stage of pupils at Long Ditton Infant and Nursery School, a formal timetable including timings for lessons may not be appropriate for all families, therefore the remote learning offer will include suggested activities, lessons and challenges to stimulate discussion, exploration and learning. These will come in the form of a weekly overview of subject areas for families to choose which activities to complete each day. Some of these activities will be illustrated with video clips from teachers or links to websites to activate and explain them. Feedback will be provided to children through responses to learning through Tapestry.

STAGE 1 - Pupil needs to isolate because they/someone in their household has a suspected case (symptomatic) and is awaiting test results.	
Home learning support	Safeguarding/SEND
Weekly planning sent home via email including tasks and challenges covering key skill areas eg. reading, writing, maths. Copies of activity sheets sent home.	Office contact with parents DSL contact and support where relevant - recorded on CPOMS

Remote Learning

The initial response to any isolation will be to provide children with Stage 1 home learning materials to cover the first week. This measure will afford teachers a short time to prepare their remote learning resources.

STAGE 2 - Pupil needs to isolate because someone in their household tests positive (expected to be 14 days).	
Home learning support	Safeguarding/SEND
Weekly planning sent home via email including tasks and challenges covering key skill areas eg. reading, writing, maths Ensure parents have log in details for Tapestry and Purple Mash (KS1) Parents will have access to make observations on Tapestry, teacher to comment on and feedback.	Office contact with parents Any planned appointments with external agencies to be arranged by SENCO to be completed remotely if possible SENDCO to contact families of SEND children to ensure they have support needed

<p>Where relevant learning completed from home will be shared with the children in school to keep contact in the class in school.</p> <p>Second week of tasks and challenges sent home via email with some generic tasks as well as some current topic related tasks Paper copies of tasks posted to those without email</p>	<p>Individual work to support children with SAPs sent out FSM entitlement where appropriate Resource packs given to PP pupils (reading books, work books activity sheets, pens and paper) DSL contact and support where relevant – recorded on CPOMS HSLW contact where relevant SLT to follow up on any pupils who are not in contact with school after one week</p>
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STAGE 3 - A group of children are self-isolating because of a positive case of coronavirus in their bubble (expected to be 14 days).	
Home learning support	Safeguarding/SEND
<p>Weekly planning sent home via email including tasks and challenges covering key skill areas eg. reading, writing, maths. Ensure parents have log in details for Tapestry Parents will have access to make observations on Tapestry</p> <p>Tapestry observation tasks set for identified group. Observations to be commented on by staff. Video recording of staff member reading a story sent at the end of the week (where possible daily)</p> <p>Second week of tasks and challenges sent home via email with some generic tasks as well as some current topic related tasks. Paper copies of tasks posted to those without email Uploaded Tapestry observations commented on by class teacher (at least 3) Where relevant home learning observations shared with those children still in school</p>	<p>Office contact with parents Any planned appointments with external agencies to be arranged by SENCO to be completed remotely if possible SENDCO to contact families of SEND children to ensure they have support needed Individual work to support children with SAPs sent out FSM entitlement where appropriate – food bank parcels arranged to support Resource packs given to PP pupils (reading books, work books activity sheets, pens and paper) DSL contact and support where relevant – recorded on CPOMS HSLW contact where relevant SLT to follow up on any pupils who are not in contact with school after one week</p>

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STAGE 4 - A whole bubble/cohort of children and school staff are isolating because of an outbreak of coronavirus.

Home learning support	Safeguarding/SEND
<p>Weekly planning sent home via email including tasks and challenges covering key skill areas eg. reading, writing, maths. Ensure parents have log in details for Tapestry Parents will have access to make observations on Tapestry and staff will make comments on the observations. Observations to be commented on by staff (x3 week) Daily story videos of staff reading a story</p> <p>For second week of isolation, home learning weekly planning will be linked to year group topics. Tasks will include video introductions from class teachers across the curriculum and suggested activities to support these.</p> <p>In the case of a teacher not being available to work, year group teams will support and take over filming and emails.</p>	<p>Office contact with parents Any planned appointments with external agencies to be arranged by SENCO to be completed remotely if possible SENDCO to contact families of SEND children to ensure they have support needed Individual work to support children with SAPs sent out FSM entitlement where appropriate – food bank parcels arranged to support Resource packs given to PP pupils (reading books, work books activity sheets, pens and paper) DSL contact and support where relevant – recorded on CPOMS HSLW contact where relevant SLT to follow up on any pupils who are not in contact with school after one week</p>

STAGE 5 - A local lockdown or full school closure.

Home learning support	Safeguarding/SEND
<p>Weekly planning sent home via email including tasks and challenges covering key skill areas eg. reading, writing, maths.</p>	<p>Office contact with parents Any planned appointments with external agencies</p>

<p>Ensure parents have log in details for Tapestry Teachers have daily contact with pupils through Tapestry Parents to upload outcomes of home learning for teachers to respond to, at least three a week. Daily video recording of staff member reading a story</p> <p>Supporting video lessons for foundation subjects (please see below Home Learning Breakdown)</p> <p>Parents directed to relevant resources on Espresso and encouraged to use Oxford Owl for online reading.</p> <p>In the case of a teacher not being available to work, year group teams will support and take over filming and emails.</p>	<p>to be arranged by SENCO to be completed remotely if possible SENDCO to contact families of SEND children to ensure they have support needed Individual work to support children with SAPs sent out FSM entitlement where appropriate – food bank parcels arranged to support Resource packs given to PP pupils (reading books, work books activity sheets, pens and paper) DSL contact and support where relevant – recorded on CPOMS HSLW contact where relevant SLT to follow up on any pupils who are not in contact with school after one week</p>
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January 2021 National Lockdown School Closure Additional Information Curriculum:

The home learning offer for all Year Groups is linked to our topics and planning to ensure there is coverage for all curriculum areas. Lessons and activities are linked to the National Curriculum (KS1) or Development Matters (EYFS) meaning that they are suitable for the age range and are relevant learning opportunities.

Although we believe that a rigid timetable is not suitable for home learning of children at this age range (see rationale above), our remote learning will include a sample timetable to ensure that the activities planned offer a minimum of three hours per day as per the DfE guidance. This also supports pupils of our critical workers, whose children may be accessing school on a part-time basis to ensure there is no repeat teaching.

The expectations for staff-filmed videos per year group and learning activities are as follows:

Home Learning Offer Breakdown

	Year 2	Year 1	Reception	Nursery
Planning	Detailed weekly plan sent home outlining the learning intentions for the week on Friday evening.	Detailed weekly plan sent home outlining the learning intentions for the week on Friday evening.	Uploaded online each week a timetable and 3 daily activities to complete	Uploaded online each week a timetable and 3 suggested daily activities to complete
Pre Recorded video lesson links	One Maths/English One foundation subject 2 differentiated phonic lessons (including one spelling video) Guided reading lesson (differentiated) 1 daily story 3 whole school assemblies 1 whole school enrichment (Yoga/Eco Schools)	2 English 1 maths 3 phonic lessons (differentiated) 2 foundation subjects 1 guided reading (differentiated) 1 daily story 3 whole school assemblies 1 whole school enrichment (Yoga/Eco Schools)	2 phonics weekly (differentiated) 2 maths weekly 3 foundation/topic (sometimes more depending on the subject matter) 1 daily story 3 whole school assemblies 1 whole school enrichment (Yoga/Eco Schools)	Daily Physical Wake and Shake One daily maths activity One daily Phonics or English activity Songs to sing Daily Topic/art activity Daily story time
Supporting lesson activities	4 maths 4 English 4 foundation subject	4 English 4 Maths 5 Foundation subjects	Daily phonics Daily maths Daily Foundation	Daily phonics Daily maths
Feedback	3 detailed comments per child per week All work demonstrated 'seen'	3 detailed comments per child per week All work demonstrated 'seen'	All work is commented on and seen by a teacher	All work is commented on by a teacher
Communication	Tapestry for learning Emails for parents more confidential queries Phone calls to support where required Home School Link Worker Clinics weekly			
Safeguarding	Children causing concern weekly discussed Engagement levels monitored weekly			

Digital Platforms:

Our school has selected Tapestry (EYFS). Tapestry is familiar to our children, families and staff which allows a smooth transition from in-school learning to remote learning. Tapestry allows teachers to set and respond to tasks and provide children with feedback. In addition to our digital platform, we use emails for our communication with children and families through whole class messages and personalised responses to individuals. Children also have access to Education City, Espresso and Oxford Owl and Purple Mash to support their remote learning.

Live Interactions over the Internet:

We acknowledge that there are benefits to live sessions using the internet. When possible and safe we will endeavour to facilitate some live sessions. We will keep this under review depending on the success of the live sessions offered.

Engagement and Feedback:

Although most children will not be accessing school, we want them to retain their sense of belonging within the school community. Whole school assemblies three times a week with specific Values led activities to do at home will enable children to engage as a whole school.

Children also have opportunities for feedback through tasks submitted on Tapestry, this includes teacher comments as well as marking of activities.

We know that there may be times when our families need additional support so all parents are offered to request telephone appointments with the class teachers. We are also ensuring parents and carers can talk to our Home School Link worker in a special clinic once a week during the National Lockdown.

Reading is a priority when developing learning and, as such, we will provide families who do not have them with quality texts for children to read to foster the love of reading and support motivation.