



## Byfleet Primary School Remote Learning Contingency Plan 2020 – 21

### Aim

Our aim is the safety and well being of our staff and children. In addition to this we recognise the need for continuity, routine and predictability for parents / carers and young people. With this in mind we take all steps possible to keep school open, but have robust contingency plans should school ever need to close (e.g. due to a local lockdown) or if a children or bubble groups of children need to self-isolate.

### Objectives

- To ensure teaching and learning continues as effectively as possible when children are not at school.
- To use a curriculum sequence that allows access to online (e.g. teaching videos, learning games, e-books) and offline (e.g. resource packs, reading books) resources, and that is linked to our curriculum expectations.
- To provide easy access to these remote education resources.
- To ensure staff interact, assess and provide feedback.
- To provide printed resources, such as textbooks and worksheets, for pupils who don't have suitable online access or who are unable to access online work due to their needs (SEND).
- To recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, therefore further support will be given to these families to deliver our curriculum.

### Staff will:

1. Plan a programme that's of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers via Google Classroom.
2. Set activities (via Google Classroom) so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments.
3. Provide paper based activities where a child does not have access to the internet or is unable to access online work due to SEND.
4. Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject.
5. Provide frequent explanations of new content, delivered by a teacher in school or through curriculum resources and/or videos.
6. Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and will check work daily.
7. Adjust the pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure children's understanding.



8. Avoid an over-reliance on long-term projects or internet research activities. Build in opportunities to relearn and recap previously taught learning.
9. Provide regular feedback to children.
10. Reward children in line with our Behaviour Policy.

### Parents will:

1. Have an understanding of the school's contingency plan and will support the school's actions to meet these aims.
2. Support their child in accessing the Google Classroom or alternatively will organise for paper copies to be collected from school.
3. Provide a suitable quiet place for home-learning and provide support and encouragement to assist their child engage with their learning.
4. Support and encourage their child in engaging with the activities set.
5. Support their child in ensuring their work is handed in for feedback via Google Classroom or by returning the paper packs to school.
6. Encourage a positive attitude towards their child's education and the school. If there are any concerns, discuss them with school staff to resolve any issues and avoid using social media as a means of sharing concerns with other parents.
7. Read all information sent home as this provides information on amendments to school policies, meetings, curriculum and relevant dates.

### Children will:

1. Check the Google Classroom each morning to view their allocated work.
2. Submit their work each day through Google Classroom or by completing their paper pack for drop off to school at a prearranged time.
3. Complete their work either straight into Google Classroom or in exercise books/on paper but will need to take clear photos of it and upload them to Google Classroom to enable staff to assess whether children are performing at the required level.

### Google Classroom

Please see appendices for step by step instructions on how to access Google Classroom on:

- Tablets
- Smartphones
- Mac
- Windows
- Chromebook

Whilst we are aware that not all household have a spare device to enable their child to carry out work in Google Classroom, it is inevitable that children of a certain age will start desiring a laptop, computer or tablet of their own. It may be worthwhile considering investing in one to further facilitate your child being able to access remote learning more efficiently if this is an option for your family. Chromebooks are cost-effective devices which will also support your child to use technology for learning through primary school, in preparation for secondary schools, where a 1-1 device of their own will most likely be mandatory. If this is not an option, please do not be concerned as Google Classroom can be accessed on a smartphone.



## Online Safety

As we are increasingly relying on technology to keep us all connected in the present climate, it is important that parents are aware of the apps and programs that their children are using. We will provide parents with tips on how to keep their children safe online in our newsletters. Furthermore, children's computing lessons always include teaching of online safety and these lessons would continue for any children learning from home.

## Equal Opportunities

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with their parents. This may include children who have special needs, children with English as an additional language or children who are gifted or talented.

## Special Needs

For pupils with additional needs, we comply with the requirements set out in the SEN Code of Practice. The SENDCo and the child's class teacher will decide on the action needed to help the child to progress in the light of any observations and assessments they have made. This may include;

- different learning materials or special equipment;
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to LA support services for one-off or occasional advice on strategies or equipment;

## Assessment

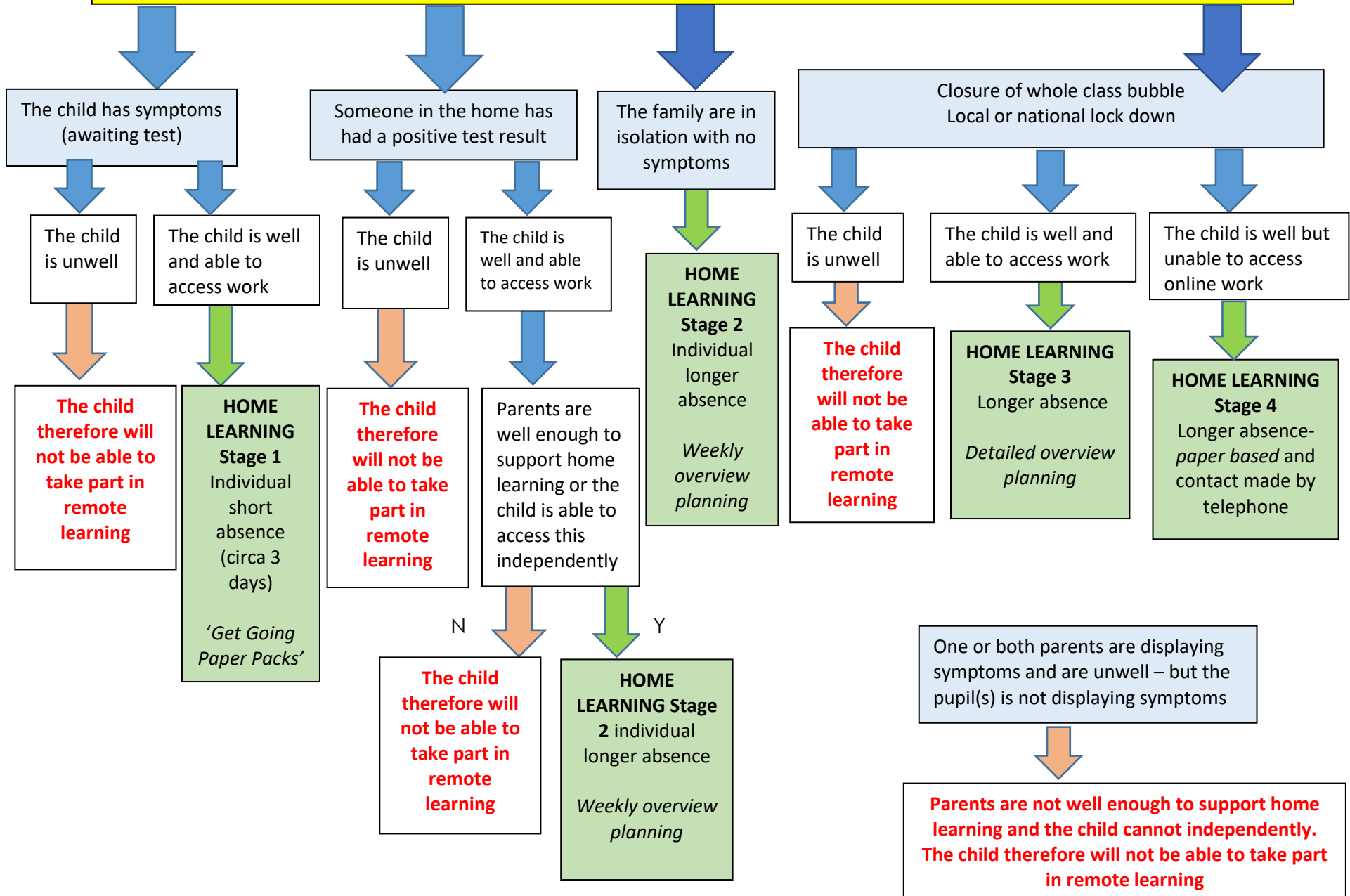
Assessment of the curriculum is done according to the Assessment policy.

## Resources

A wide range of resources will be used to provide home-learning. Many of these will be the same resources used in class however, on occasion, the teacher will adapt resources to reflect they will be used at home.



# BYFLEET REMOTE HOME LEARNING PLAN





## Byfleet Primary Remote Learning Delivery Model

Restriction	DFE Guidance	Cohorts who may require home learning	School Based contingency
Pre Stage 1	No local restrictions in place; education fully open to all with risk assessment	Individual pupils have symptoms and isolating while awaiting tests: <b>Home Learning Stage 1</b>	<ul style="list-style-type: none"> <li>• <b>'Get Going Paper Packs'</b> – photocopied packs</li> </ul>
Stage 1		Individual pupils isolate if family members awaiting test or tests positive: <b>Home Learning Stage 2</b>	<ul style="list-style-type: none"> <li>• <b>Less than 15 pupils requiring home based learning:</b> <ul style="list-style-type: none"> <li>- Online materials available via Google Classroom to include interactive / taught sessions from Oak, White Rose, BBC Bitesize, Purple mash etc.</li> </ul> </li> <li>• <b>More than 15 pupils requiring home based learning:</b> <ul style="list-style-type: none"> <li>- Teacher delivers online virtual curriculum as agreed (combination of prerecorded lessons and lesson plans)*</li> <li>- Teaching Assistant makes regular phone calls</li> <li>- Pupils attending in school follow online curriculum alongside home based peers.</li> </ul> </li> <li>• Paper based learning packs for pre-identified pupils with limited online access and/or requiring reasonable adjustments (SEND). School to post. These pupils also have access to Google Classroom resources.</li> </ul>
Stage 2		Pupil in quarantine following travel: <b>Home Learning Stage 2</b>	
Stage 3	School closed to all except priority groups, vulnerable children, critical workers. Remote education for those not in school  E.g. National or regional wide scale lockdown	Individual isolate due to positive test: <b>Home Learning Stage 2</b>	<ul style="list-style-type: none"> <li>• Paper based learning packs for pre-identified pupils with limited online access.</li> </ul>
		Bubbles may need to isolate if a bubble member tests positive: <b>Home Learning Stage 3 or 4</b>	
Stage 4		Majority of pupils remain at home: <b>Home Learning Stage 3 and 4</b>	