



Curry Rivel Church of England Primary School Remote Learning Contingency Plan

(Updated 02.02.21)

'Caring, Curious and Confident'

<p>Introduction</p>	<p>To be fully prepared in the event of future closures, partial closures or isolation of bubbles, Curry Rivel Church of England Primary School has carefully considered, consulted on and developed this policy for remote learning. The overarching goal is to enable pupils to access high-quality teaching and learning even when they are unable to attend school. The policy outlines how teachers and other school staff will work to provide remote learning.</p> <p>Reception class will access their learning activities through 'Tapestry'. All other year groups have 'Google Classroom' accounts for every child so that we can provide immediate support to all pupils. Using these platforms, our teaching staff will provide daily lessons that reflect our in-school curriculum for that each year group.</p> <p>We will ensure that any work set remotely reflects our broad and ambitious curriculum. We will use a range of on and off-line resources considering the needs of SEND and vulnerable families who may find this difficult to access; reasonable adjustments and arrangements will be made.</p> <p>Staff have completed these tasks in readiness:</p> <ul style="list-style-type: none"> • Email lists checked and updated. • Tapestry & Google Classroom set up in October 2020 and to be used for homework in the first instance. • Exercise books are ready to go home in the event of bubbles self-isolating • Access to devices and the Internet checked and followed up where necessary
<p>Expectations of staff in the event of year group bubble closure/Whole School Closure</p>	<p>Senior leader with overarching responsibility for the quality and delivery of remote education is the Head Teacher (Ali Pook) who will:</p> <ul style="list-style-type: none"> • Co-ordinate the remote learning approach. • Ensure staff training for remote learning has taken place. • Monitor the effectiveness of remote learning -such as through regular meetings with teachers and support staff, reviewing work set or asking for feedback from pupils and parents.

Class teachers will:

- Provide in school provision for a mixed class bubble very other day. For children in school, teacher/teaching assistant teams enable the children to access their learning on their class 'Google Classroom'. When teachers are not in school, teachers are setting assignments, pre-recording learning videos and designing learning sequences. They will also responding to pupil and parent feedback and queries
- Make daily contact with whole class via Google Classroom (eg. Lesson resources, class messages etc). Assignments are set, where possible, the evening before they need to be completed to help support families (and in response to parent feedback).
- Lead a 'registration' task at 9.00 am each day will allow teachers to check all children have maintained routine and have logged on.
- Provide a core programme available for all children including core subjects and foundation options.
- Adjust resources when needed to ensure the National Curriculum is covered where possible.
- Set work which will include a mixture of online and offline work.
- Provide 'Knowledge Organisers'.
- Set work which reflects the learning journey.
- Promote reading through the use of Accelerated Reader and e-book resources. E-book resources are also used for Reception and Key Stage One, with regular phonics sessions.
- Well-being Wednesday sessions will continue.
- Plan at least some recorded sessions or pre-recorded options. This may be a filmed message/introduction/feedback from the class teacher or could be a video of a teacher from a recommended website resource E.g. <https://www.thenational.academy/>
- Each day, provide an overview of the day.
- Assess work completed and offer feedback after the school day. Sometimes this feedback could be to the whole class and may not be to pupils individually.
- Respond to concerns/emails.
- Continue to reward hard work and good attitudes with merits (On Class DoJo) and celebration assembly nominations.

The Headteacher (Ali Pook) will:

- Liaise with the IT lead (Jill Slade) to monitor and respond to children not logging on by 10am. Normal attendance procedures are in place if children do not complete the 'register'.
- Ensure all school wide communication continues during any closure eg weekly updates, social media etc.
- Stream and/or record daily collective worship.
- Use Google Forms to survey parents and pupils; outcomes from these surveys to be used to further improve blended learning offer.

The Designated Safeguarding Lead (Ali Pook) will:

- Monitor and respond to any issues/safeguarding concerns.
- Continue to attend regular Team Around the School meetings.
- Liaise with other professionals were needed..

- Liaise with safeguarding team to regularly review safeguarding concerns.

The SENDCo (Jo Ward) will:

- Co-ordinate interventions for pupils with SEND for both children in school and those learning from home.
- Support the head teacher in monitoring and responding to any issues/ safeguarding concerns.
- Support teachers and TAs in meeting the needs of pupils with SEND.
- Co-ordinate on-going training needs.

IT Lead (Jill Slade) will:

- Provide technical support for families and staff.
- Co-ordinate provision of devices for families in need.
- Support head teacher in daily attendance checks.
- Keep 'Remote Learning' tab up-to-date on website.

Support Staff will:

- Work normal contracted hours supporting the class teacher. E.g. In encouraging children with their learning if problems are encountered.
- Support SEND pupils where possible E.g. In one-to-one reading, class work and interventions as directed by SENDCo and class teacher.
- Phone each family over the course of a two-week period to check on well-being.
- Attend staff meetings/ updates when required.

Safeguarding

- All staff will continue to look out for any signs that indicate a child may be at risk (including at risk online) and will report and respond to concerns in line with the Child Protection Policy.

Please note:

If a single pupil or small group is self-isolating, it will not be possible for staff to provide teaching and learning for the whole curriculum through Google Classroom, as they will be committed to the pupils who are attending school. However, they will ensure key learning tasks are shared through the platform.

<p>Parents need to be aware of the following:</p>	<ul style="list-style-type: none"> • Consent must be given for live sessions as they will be recorded. • Staff will hide their 'caller ID' if phonecalls are made • Staff will ensure they follow data protection rules and adhere to confidentiality standards • Staff will ensure that the leadership team are made aware of any families who are having difficulty accessing online learning. In this event, school will endeavour to support as best they can - posted resources/ lending equipment. • Teachers have one afternoon a week PPA (Planning, Preparation and Assessment), so will set self-directed tasks for that period (E.g. Music for R/KS1 and French for KS2). • Staff will attend normal staff meetings and training sessions via virtual platforms • Staff may have commitments which effect their work schedule & timings. E.g. Caring for young children themselves. • Setting on-line learning is a new skill for our staff and we may not get everything right first time. We are open to feedback and will respond to suggestions. • The expectation of hours is: KS1- 3 hours a day KS2- 4 hours a day • Of course this does not take into account brain breaks, food and drink breaks, time to take some exercise and play. Please do not expect your child to sit in front of a screen for many hours straight, as screen breaks are vital. Even in a school day, lessons are broken up into smaller chunks and there are many natural breaks in the school day.
<p>Our pupils/students will be expected to:</p>	<ul style="list-style-type: none"> • Log on to the classroom each morning and complete the registration task. • Take a full and active part in them. • Complete the learning tasks set by their teacher each day and upload their learning as requested by the teacher. • Use online resources such as Mymaths & TT Rockstars and any other resources provided by the school. • Report any concerns including on-line safety issues directly to their parents/carers and teachers. • Attend daily collective worship and celebration assembly.
<p>Parents are responsible for:</p>	<ul style="list-style-type: none"> • Setting a clear routine with each child using the timetable and the daily learning set. • Read all communications that come out from the school to ensure they are fully aware and up to date with news. • Support their children to complete the learning set where possible and assist with technology. • Ensure courtesy and politeness to any member of staff within any communication. • Liaise with school staff and seek support on behalf of their child when needed, with class teacher via email
<p>On-Line safety</p>	<ul style="list-style-type: none"> • The school has an On-Line Safety Policy. • The school has introduced a Live Learning Policy. • Some assemblies focus on on-line learning. • Safer Internet day has been promoted. • Advice for parents is shared in weekly updates, regarding keeping safe on line. • On-line safety lessons will be taught via Google Classroom.

<p>Security and online safety Screen time and being active</p>	<p>We ask parents to:</p> <ol style="list-style-type: none"> 1. TAKE AN ACTIVE INTEREST IN YOUR CHILD'S LEARNING: As a parent or carer, your school may have explained how remote education works already, but children may still need help. Take an active interest in their learning and help support them whenever they need a helping hand. 2. MONITOR YOUR CHILD'S COMMUNICATION AND ONLINE ACTIVITY: It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer 3. ESTABLISH A DAILY SCHEDULE AND ROUTINE: Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning. 4. ENCOURAGE SCREEN BREAKS AND PHYSICAL ACTIVITY AWAY FROM DEVICES Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks: however, it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise. 5. ENSURE YOUR LEARNING DEVICE IS IN PUBLIC SPACE IN THE HOME: It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral, with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate. 6. IMPLEMENT SAFETY CONTROLS AND PRIVACY RESTRICTIONS ON APPS AND SOFTWARE: Your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution. 7. ENSURE YOUR CHILD ONLY USES OFFICIAL SCHOOL COMMUNICATION CHANNELS It's important that all communication with teachers and school staff is directed through the agreed email addresses supplied to you.
<p>Wellbeing</p>	<p>We ask parents to:</p> <p>MONITOR YOUR CHILD'S WELLBEING AND MENTAL HEALTH: Remote education will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as they can. Whilst learning from home might seem fun and exciting to start to with, missing out on seeing their friends every day might take its toll</p> <p>School will:</p> <ul style="list-style-type: none"> • Offer weekly 'Well-being Wednesday' sessions for children. • Offer weekly well-being tips for parents via weekly updates. • Offer some live sessions for classes to enjoy being together. • Be available for parents and children to raise concerns. • Signpost families to relevant services. • Offer ELSA support to pupils if possible.

As we develop our skills, and review impact, this contingency plan will be adjusted and changed to reflect new learning.