



## Cupernham Infant School

*Together we care, we learn and we achieve.*



### Remote Learning Contingency Plan

Further to the DfE guidance, we have a remote learning plan will ensure continuity of education for all children. This is a contingency plan if there is to be a further lockdown or we have to reduce provision due to a localised outbreak of COVID19.

This document outlines our contingency plans for remote learning, should children need to access this due to needing to self-isolate and are well enough to work. It distinguishes between **Scenario 1**- the default plan to be implemented for individuals and small groups needing to self-isolate, **Scenario 2** - which would be triggered in the event of a learning pod or year group needing to self-isolate and **Scenario 3** – which would be triggered if there is a partial or full school closure.

These plans are underpinned by the moral imperative to equip our children with continued knowledge and learning strategies. They ensure that there is absolute alignment between a blended approach of remote education, so that, should children need to self-isolate (and are well enough) they can transition smoothly back into the classroom having followed the same curriculum sequence as their peers who are in school.

#### Cupernham Infant School's overarching principles for remote education:

- **Curricular alignment:** our remote plans will follow precisely the same sequence as face-to-face delivery of the curriculum.
- **High quality resources** that mirror those used in face-to-face teaching, where appropriate, are easily accessible and break learning down into small steps (avoiding long-term project type tasks). This includes the use of pre-recorded videos, short live video sessions and nationally produced resources such as the National Oak Academy.
- **Feedback and assessment of learning** should remain regular, in line with normal curriculum expectations

Revisiting **prior learning**, giving a clear **purpose**, **direct instruction** through teacher **explanation** and **demonstration**, **guided practice** through **modelling/scaffolding**, **independent practice**, and **feedback**, are still fundamental to effective learning. It is essential that what is learned at home aligns with what is taught in school - children should be set work to do at home that gives them opportunities to practise what has been or would be modelled for them in the classroom.

This blended approach to remote education will ensure that no child falls behind. We have followed and implemented guidance from the DfE, the Local Authority and have used research from the Educational Endowment Foundation as a basis for our approach to remote learning. (See link below). We have also reviewed the findings of our recent questionnaire we sent to you regarding your previous experience of remote learning during lockdown and have implemented these into our plan.

#### DfE guidance on remote education: summary of key points can be found here:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

### Our Remote Education Contingency Plan:

Remote Learning		
Scenario 1	Scenario 2	Scenario 3
remote learning plan to be implemented for individuals or a small group who are needing to self-isolate.	remote learning plan for larger groups would be triggered in the event of a learning pod or year group needing to self-isolate.	remote learning plan for a partial or full school closure. (Subject to updated DfE Guidance re; key workers / vulnerable children / year group etc.)
Year R	Year R	Year R
The use of Tapestry will be used to provide a blended approach to remote learning in line with the KS1 expectations.	The use of Tapestry will be used to provide a blended approach to remote learning in line with the KS1 expectations.	The use of Tapestry will be used to provide a blended approach to remote learning in line with the KS1 expectations.
<b>KS1</b>	<b>KS1</b>	<b>KS1</b>
<p>A. Children who are self-isolating <b>follow their normal timetable each day where possible.</b></p> <p>B. All resources will be accessible on <b>our website under their home learning pages.</b></p> <p>C. Resources will support guided and independent practice and may include either an <b>introductory video to the learning activity, worksheet or booklet available through our website.</b></p> <p>D. Children may be given the opportunity to join sessions using <b>Microsoft Teams</b>; an invite will be sent to the children as appropriate.</p>	<p>A. Children who are self-isolating will <b>follow their timetable for each day where possible.</b></p> <p>B. Teachers should use their professional judgement as to how face-to-face teaching ought to be assigned to <b>review and consolidate</b> and how much can be given over to the <b>introduction of new content.</b></p> <p>E. All resources will be accessible via the school website under their home learning pages- including either an <b>introductory video to the learning activity, worksheet or booklet available through our website.</b></p> <p>C. Children may be given the opportunity to join a <b>Microsoft Teams session</b> with their teacher within small groups or whole class.</p>	<p><b>A.</b> Children who are asked to stay at home will <b>follow a timetable for each day where possible</b></p> <p>B. Teachers / senior leader will use their professional judgement as to how face-to-face teaching ought to be assigned to <b>review and consolidate</b> and how much can be given over to the <b>introduction of new content.</b></p> <p>C. All resources will be accessible via the school website under their home learning pages. They may be shared through <b>Microsoft Teams.</b></p> <p>D. Children may be given the opportunity to join a <b>Microsoft Teams meeting</b> with a teacher / senior leader within small groups or whole class.</p>

**Scenario 1: remote learning plan to be implemented for individuals who are needing to self-isolate.**

**Summary:**

- A. Students who are self-isolating **follow their normal timetable each day**
- B. All resources will be sent via Tapestry and resources will support guided and independent practice and will normally include either an **introductory video to the learning activity, worksheet or booklet.**
- C. Children may be given the opportunity to join a live lesson via **Microsoft Teams**; an invite will be sent to the children as appropriate.

Further information - Scenario 1	Notes
A. Children who are self-isolating <b>follow their normal timetable where possible each day.</b>	<ul style="list-style-type: none"> <li>• a copy of their timetable can be found on the website under their home learning page.</li> </ul>
B. All resources will be available via Tapestry and will be uploaded on a daily basis ready for the days learning.	<ul style="list-style-type: none"> <li>• Work for ALL lessons will be set on the day the lesson would usually be timetabled.</li> <li>• Work will be available via tapestry</li> <li>• children may need support with various technological issues such as locating the resources on the website or accessing the learning blog</li> </ul>
C. Resources will support guided and independent practice. <b>Paper copies will be available for collection or delivery on a case by case basis. (adhering to government guidelines)</b>	<ul style="list-style-type: none"> <li>• Adults will need to support the child in all or part of every lesson checking the accuracy of and content of work produced.</li> <li>• Resources will mirror those used in class, containing a blended approach of both online and off line learning resources. We will also provide resources for children to read and tasks for them to complete to allow them to practise applying the knowledge they acquire.</li> <li>• General classroom practical resources, such a number square and sound mats are available on the website</li> </ul>
D. Children may be given the opportunity to join sessions via <b>Microsoft Teams</b> ; an invite will be sent to the children as appropriate.	<ul style="list-style-type: none"> <li>• Parents will need to support children on know how to respond to a Microsoft Team invite and how to join a Teams session.</li> </ul>

**Scenario 2 - remote learning plan for larger groups would be triggered in the event of a learning bubble or year group needing to self-isolate.**

**Summary**

- A. Children who are self-isolating will **follow their normal timetable, where possible, each day**
- B. Teachers will use their **professional judgement as to how much of the face-to-face teaching ought to be assigned** to review and consolidate learning and how much can be given over to the introduction of new content. **New content may be delivered through pre-recorded or short sessions using Microsoft Teams** to help improve children’s understanding.
- C. All resources will be accessible via the school website under home learning pages.
- D. Children will be given the opportunity to join short sessions through Microsoft Team with their teacher **every other day through small groups or whole class.**

Further information - scenario 2	Notes
A. children who are self-isolating <b>follow their normal timetable each day</b>	<ul style="list-style-type: none"> <li>• All students need an up to date copy of their normal timetable.</li> </ul>
B. Teachers should provide work that follows the remote learning <b>guidance.</b>	<ul style="list-style-type: none"> <li>• Work for ALL lessons will be set on the day the lesson would usually be timetabled.</li> <li>• Work will be available via tapestry</li> </ul>
C. Small group or Face-to-face teaching sessions may be assigned to <b>review and consolidate learning</b> and the <b>introduction of new content.</b>	<ul style="list-style-type: none"> <li>• Face-to-face group or class sessions will be timetabled and invites will be sent as an email.</li> <li>• New content may be delivered in small or larger groups using Microsoft Teams as short episodes to help improve children’s understanding either at the beginning, middle or end of an activity.</li> </ul>
D. All resources will be accessible via tapestry. <b>Paper copies will available for collection or delivery on a case by case basis (adhering to government guidelines)</b>	<ul style="list-style-type: none"> <li>• Adults will need to support the child in all or part of every lesson checking the accuracy of and content of work produced.</li> <li>• Children may need support with various technological issues such as accessing the website and navigating around the site.</li> </ul>
E. Children will be given the opportunity to join <b>Microsoft Teams sessions</b> with their teacher every other class day through small groups or whole class.	<ul style="list-style-type: none"> <li>• children will need support with accessing a device and responding to a Microsoft Teams invite and how to join a Teams meeting. A guidance document will be provided to help adults.</li> </ul>

**Scenario 3 - The assumption here is that in the event of a partial or full closure, not all staff would be in school. When not in school, teachers would be expected to create remote teaching resources.**

### Summary

- A. Children who are asked to stay at home will **follow an agreed timetable for each day**
- B. Teachers / senior leader will use their **professional judgement as to how face-to-face teaching ought to be assigned** to review and consolidate and how much can be given over to the introduction of new content.
- C. All resources will be accessible via the school website under their home learning pages. .
- D. Children may be given the opportunity to join a Microsoft Teams meeting with a **teacher / senior leader within small groups or whole class.**

Further information - scenario 3	Notes
A. Children who are asked to stay at home will follow an agreed timetable for each day	<ul style="list-style-type: none"> <li>• Tasks will be set to complete on that day. Be mindful of the reliance of IT as members of household may be using technology</li> </ul>
B. A teacher / senior leader will provide work that follows the remote learning guidance.	<ul style="list-style-type: none"> <li>• Delegation of responsibilities will be shared and agreed with the team if a member of staff is in school delivering teaching for vulnerable children and children of key workers.</li> </ul>
C. Teachers / senior leader will use their professional judgement as to how face-to-face teaching ought to be assigned to <b>review and consolidate</b> and how much can be given over to the <b>introduction of new content.</b>	<ul style="list-style-type: none"> <li>• Manageable sessions of groups of 6 at least weekly.</li> <li>• Pre-recorded lessons for the rest of the week.</li> </ul>
D. All resources will be accessible via the school website and Tapestry for Year R under their year group home learning pages.	<ul style="list-style-type: none"> <li>• Year teams responsibility to upload these in advance.</li> </ul>
E. Children will be given the opportunity to join sessions though <b>Microsoft Teams</b> with a teacher / senior leader within small groups or whole class.	<ul style="list-style-type: none"> <li>• Manageable - once/ twice a week</li> </ul>