Madley Brook Primary School
Remote Learning Contingency Plan
Updated January 2021 (v.2)

The Need for Contingency Planning

'Remote Learning' refers to the provision of work and teacher support in the event that normal lessons are unable to be delivered face-to-face as usual. This contingency plan may apply when the school has had to close a bubble, the school has been asked to close, or when specific pupils within a group are required to isolate.

Specifically this could be:

- Public Health England (PHE) Health Protection Team may ask the school to close temporarily to help control transmission in the event of a local outbreak of Covid-19.
- PHE could also direct the school to close particular classes or groups, asking those affected to self-isolate for a set period of time.
- Pupils may also be required to self-isolate whilst they or someone in their household is awaiting test results for a suspected case of Covid, or if there is a confirmed case in the group

In circumstances such as these and in order to maintain the continuity of pupils' education, we will initiate our remote learning plan as outlined below.

Principles

We recognise that not all families have access to sufficient devices to allow all pupils to engage with online learning during the school day. We also recognise the value of time for pupils to be creative and to be away from a screen. We believe that routine is beneficial to pupils and will support them in the management of their work and time. We therefore encourage families to agree a routine for accessing remote learning and to try and stick to this as much as possible.

However, given the circumstances in which remote learning may be needed we understand that families will be managing the challenges in many different ways. Each Department Team (EYFS, KS1, LKS2 and UKS2) will make their expectations clear in relation to the work that should be completed by pupils depending on their age and stage of education but we are keen to underline the importance of protecting mental health and wellbeing, ensuring adequate fresh air and exercise and pursuing pupils' own areas of interest alongside remote learning. (See Appendix A - Department Timetables)

All school staff will continue to promote reading to all pupils in all year groups. Reading materials will be suggested and where necessary provided to ensure that all pupils are able to continue to develop their reading skills throughout any period of remote learning.

Online learning platforms / communication
Teachers will communicate with parents and pupil in the following ways:
- Email – all year groups
- Google classroom and Tapestry – EYFS
- Dojo (looking to move to Google Classroom by February half term) – Key Stage 1
- Google Classroom – Key Stage 2

Individual short periods of absence
- Emergency home learning packs will be sent out to parents via email or Google Classroom / Dojo / Tapestry whilst pupils are awaiting the outcome of a Covid test be it for themselves or a member of their household / support bubble
- This will provide learning activities for essential practice of age appropriate key skills which will be useful over a few days
- Pupils can upload any activities completed using Google Classroom / Dojo / Tapestry in order to share them and receive feedback and further guidance from teachers

Individual longer periods of absence
- Where individual pupils or families are feeling well, but must continue to self-isolate for up to two weeks, class teachers will provide daily maths and focused writing linked to lessons being delivered in class, and will accept work and provide feedback via Google Classroom / Dojo

Cohorts or bubbles of pupil required to self-isolate
- Learning for each cohort will be delivered via Google Classroom / Dojo / Tapestry with tasks updated daily by class teachers. These will include:

    - Age appropriate reading expectation
    - Daily Phonics / Spelling Practice / Handwriting Practice
    - Times Tables Rockstars
    - White Rose Maths lesson – including video and associate worksheet (and sign posting to additional consolidation / challenge tasks)
    - Writing Activity – with daily stimulus as introduction, resulting in a weekly written longer piece
    - One wider curriculum area each day (linked to usual timetable or topic areas – with interactive content and expectations of new learning)
- Staff will make clear with each activity when they are expecting pupils to submit work for feedback
- Learning will follow medium term curriculum plans and enable pupils to build key skills and learning sequentially and will provide clear explanations of new content and learning
- Teachers will monitor pupils' progress through submission of tasks across the week (employing low stakes assessment activities, quizzes and end of unit tests as appropriate) and will adapt or differentiate activities to suit groups of pupils where this is appropriate and will work directly with parents to ensure that pupils with SEND can access appropriate learning materials and any appropriate interventions are in place.

- Feedback will be given to children's work through the appropriate online platform for each phase. Teachers will provide detailed feedback on one piece of work per day.

Whole school closure, linked to local or national restrictions

Class teachers will plan work for their pupils as above, which will be delivered, monitored and responded to by staff in school and also by staff working remotely themselves

- This will be supplemented by 'live' lessons which pupils will be expected to 'attend' online followed by some independent learning tasks or activities
- For our younger pupils these 'live' lessons may not be every day but will be planned to provide opportunities for pupils to interact in smaller groups as appropriate
- There will also be times when pupils will be expected to take part in a 'live register' in order to ensure that regular contact is maintained between school and home, and between pupils and their classmates
- The aim will be to ensure that our Remote Learning provision completely reflects our in-school provision and that the day is as 'school like' as possible for all pupils
- Unplugged Day - Once a fortnight, children at school and children remote learning will have the opportunity to engage in a screen free activity day. This day will incorporate creative activities and enable children a chance to build independence. (see appendix Unplugged days timetable)
- Parents will be able to contact teachers directly via class emails or their online platform for advice and support with Remote Learning and teachers will contact parents on a regular basis to 'check-in'
- Teachers will complete a 'pupil engagement tracker' every day: this document will be monitored by members of the Senior Leadership Team
- Where pupils are observed not to be engaging with home learning then school leaders will contact parents to offer support and consider if different approaches might be relevant – for example, off-line and printed resources.

The role of Teaching Assistants

All staff will be available during their normal working hours on the days they are normally required in school. If any staff members are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. Teaching Assistants may:

- Work in school delivering learning sessions planned by the teacher (see above) or for specific tasks as required;
- Undertake remote and/or online CPD training;
- Support class teachers remotely with the delivery, monitoring and feedback of any online learning;
- Attend virtual meetings with colleagues

Safeguarding and Wellbeing

During any period of remote learning the school will continue to monitor pupils' wellbeing in so far as it is able to do so, given any restrictions that are imposed by legislation. The Headteacher and SENCO will have oversight of all pupils who have been identified as being especially vulnerable and will deal with any concerns regarding pupils' wellbeing that are shared with them by class teachers.

Where staff have any concerns regarding the safety or well being of any of the pupils in their class they will report these, without delay, to the DSL. Pupils who are not supported by parents to engage with Remote Learning will be monitored closely. The school's safeguarding and child protection policies will continue to be followed, and referrals to Social Care made if required.

If appropriate, staff are encouraged to make contact with parents to discuss any concerns raised. Where communication takes place via telephone the school lines should ideally be used. Where it is not possible to use the school telephone a personal device may be used, but the caller's number must be withheld.

Supporting access at home
- How will we issue laptops and/or Internet Access?
  - Pupils who do not have access to adequate IT equipment or resources to effectively access remote learning will be identified and contacted
  - Parents will be invited to inform school if they have concerns about remote learning access or inadequate IT provision at home
  - The school will provide a device or data in order that remote learning can be accessed effectively
- How can children access printed materials if not online?
  - If required paper packs of resources will be provided by teachers
  - These will be available to be collected from school or delivered by a member of school staff is necessary due to self-isolation
- How can work be submitted if not online?
  - Parents will return the completed paper packs to school
  - Staff will follow hygiene protocol and respond to work as appropriate

Concerns
If parents have any concerns about the home learning that has been set, they should in the first instance contact their child's class teacher, either using the class teacher's school email address, the relevant learning platform or via the school office.

Data Protection
In line with school policy, all staff are expected to take appropriate steps to ensure that their school laptop remains secure, including but not limited to -
- Keeping their school laptop password protected
- Making sure their school laptop locks if it is left inactive for a period of time
- Not allowing other family members to use their school laptop

This document will be reviewed regularly in the light of rapidly changing local and national circumstances.

Marianne Ray
Headteacher

APPENDIX A - TIMETABLES Timings are a rough guide

EYFS timetable - Nursery Apple class post daily videos from the staff: songs, stories, rhymes with activities and ideas for all the areas of the curriculum over the week.

Reception Classes	8.45 -8.50 LIVE	8.50-9.15 Live	Maths for the day	Between 10-10.45 LIVE	11-11.20	12.00-1.00	Afternoon		
							1.00-1.15	2-2.15pm	2.30-2.45pm
Monday	Register time	Wake up, shake up	White Rose Maths session	Show and Tell small group sessions	Live phonics Lions Group	Lunch	Zebras Group video	Live phonics Tigers Group	Live Storytime
Tuesday	Register time	Topic Story	White Rose Maths session	Show and Tell small group sessions	Live phonics Lions Group	Lunch	Live phonics Zebras Group	Tigers Group video	Live Storytime
Wednesday	Register time	Wake up Shake up	White Rose maths session	Parents to choose activities from weekly topic grid	RWI Ruth Miskin online sessions for all	Lunch	Parents to choose activities from weekly topic grid	Parents to choose activities from weekly topic grid	Songs and rhymes video
Thursday	Register time	SCARF session	White Rose maths session	Parents to choose activities from weekly topic grid	Live phonics Lions Group	Lunch	Live phonics Zebras Group	Live phonics Tigers Group	Video of Storytime
Friday	Register time	Topic story	White Rose maths session	Show and Tell small group sessions	RWI Ruth Miskin online sessions for all	Lunch	Parents to choose activities from weekly topic grid	Parents to choose activities from weekly topic grid	Wows! Sharing achievements video

KS1

	9- 9.05	9.05 - 9.30	9.30 - 10	10 - 10.30	10.30-11.00	11 - 11.30	11.30 - 12.00	Afternoon		
								1.15 - 1.20	1.20 - 1.50 Live 1.50 - 2.30 Independent	2.30 - 2.50 Live
Monday	Live Register	English Live	Independent writing following input.	Break time	Daily RWI from RWI website.	Live maths	Independent maths work following input.	Live Register	Live Topic work followed by independent follow up activity.	Live daily story and discussion.
Tuesday	Live Register	English Live	Independent writing following input.	Break time	Daily RWI from RWI website.	Live maths	Independent maths work following input.	Live Register	Live RE / PSHE work followed by independent activity.	Live daily story and discussion.
Wednesday	Live Register	English Live	Independent writing following input.	Break time	Daily RWI from RWI website.	Live maths	Independent maths work following input.	No live register	Non live PE and Music	Filmed story for children to watch.
Thursday	Live Register	English Live	Independent writing following input.	Break time	Daily RWI from RWI website.	Live maths	Independent maths work following input.	Live Register	Live Science followed by independent task.	Live daily story and discussion.
Friday	Live Register	English Live	Independent writing following input.	Break time	Daily RWI from RWI website.	Live maths	Independent maths work following input.	Live Register	Live Art / DT followed by independent task.	Live daily story and discussion.

LKS2

	8.45-8.50 LIVE	8.50-9.20	9.20-9.30	9.30-10.30	10.30-10.45	10.45-12.00	12.00-1.00	Afternoon	
								Week A	Week B
Monday	Register LIVE	Guided reading LIVE	Break	ENGLISH LIVE	Break	MATHS LIVE	Lunch	PE	PE
Tuesday	Register LIVE	Guided reading LIVE	Break	ENGLISH LIVE	Break	MATHS LIVE	Lunch	Topic	Science
Wednesday	Register LIVE	Guided reading LIVE	Break	ENGLISH LIVE	Break	MATHS LIVE	Lunch	RE	French
Thursday	Register LIVE	Guided reading LIVE	Break	ENGLISH LIVE	Break	MATHS LIVE	Lunch	Music	Art
Friday	Register LIVE	Guided reading LIVE	Break	ENGLISH LIVE	Break	MATHS LIVE	Lunch	Computing	PSHE

UKS2

	8.45-9.00	9.00-10.00	10.00-10.15	10.15-11.00	11.00-12.00	12.00-1.00	1.00-1.15	Afternoon	
								1.15	2.15
Monday	Register Early morning activity	English LIVE	Break	Guided Reading LIVE	Maths LIVE	Lunch	Class story	science	computing
Tuesday	Register Early morning activity	English LIVE	Break	Guided Reading LIVE	Maths LIVE	Lunch	Class story	PEYear 5/science	PE year 6/science
Wednesday	Register Early morning activity	English LIVE	Break	Guided Reading LIVE	Maths LIVE	Lunch	Class story	PEYear 5	music
Thursday	Register Early morning activity	English LIVE	Break	Guided Reading LIVE	Maths LIVE	Lunch	Class story	Art/DT	Assembly
Friday	Register Early morning activity	English LIVE	Break	Guided Reading LIVE	Maths LIVE	Lunch	Class story	Topic	PE year 6

APPENDIX B - 'Unplugged Days'

UNPLUGGED DAYS - specific details about each day will be sent to parents a week in advance.	
DATE	THEME
Friday 29th January	NUMBER DAY
Monday 8th February	GET ACTIVE
Friday 5th March	WORLD BOOK DAY
Monday 15th March	LET'S GET CREATIVE
Friday 26th March	BIG SCIENCE