

Purpose and aims of the Remote Learning Contingency Plan

- To outline our approach for pupils who are not attending as they are self isolating, shielding or awaiting the result of a COVID-19 test
- To outline our approach for pupils who will not be attending school, as a result of government guidance full lockdown, or the closure of a class bubble
- To outline our approach for pupils and staff if a partial lockdown is activated by the government we will offer immediate remote education
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils

This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

The contingency plan will:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources by undertaking an audit of need
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we will:

- set work so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

Pupils who are not attending as they are self isolating or awaiting the result of a COVID-19 test



Year 5 & 6

Year 5 & 6					
<u>Focus</u>	<u>Area of need</u>	<u>Plan of action</u>	Expectations from Teacher	Expectations from Pupil	Expectations from Senior Leaders

Safeguarding	Keeping children safe remotely	Risk analysis undertaken and phone calls/ home visits undertaken as necessary. all recorded on My Concern.	Highlight to SLT if work is not being accessed or completed		DSL to complete risk analysis. Monitor this is happening.
	Pupil well being	Phone call home to speak to the pupil once during the isolation period.	Teacher to make 1 phone call to speak with the child/parent about how they are doing accessing the remote learning. Teacher to upload a post each morning to ask questions, let the children know of extra things they can do etc.	Pupil to speak to their teacher and discuss how they are doing with remote learning.	HOS to invite to remote Gold Book assembly.
Disadvantaged Pupils	School Meals	Provide free school meals in school.	Ensure pupils receive their free school meals.		Review possibility of introducing hot meals
	Lack of IT at home	Undertake a pupil survey to ascertain who needs a chrome book and dongle in case of lockdown	Complete survey with the pupils		Purchase IT and have everything in place
SEND	EHCP/ K	Phone calls home weekly. Home visit as necessary. Resources provided if appropriate.	Teachers set appropriate work for pupils with SEND.		SENCO to monitor.
Curriculum Chromebook and dongle to be given if needed.	Weekly Timetable Only for self-isolation	Teachers to devise Year group timetable with identified subjects below and relevant links.	Upload weekly timetable onto Google Classroom for identified pupil/pupils	Pupil to log into Google Classroom to complete identified work and bring work back on return.	KS leaders to monitor child off and ensure curriculum is being received.
	Reading	SATS Companion: teacher to set one reading task per week. Independent Reading: choose book of your choice to read 5 times a week and a written task at the end of the week linked to this reading..	Set SATS companion work and review report following completion.	Pupil to complete daily reading tasks on SATS companion.	Add monitoring to spread sheet.
	Writing	Grammar: SATS companion teacher to set one activity per week.	Set SATS companion work and review report following completion.	Pupil to complete daily grammar tasks on SATS companion	

		Composition: link to Oak Academy provided which includes video.	Upload lesson links onto google classroom. Set expectations for submitting work on return to school. (Keep work in folder)	Pupil to complete written work from Oak Academy lesson and bring it back into school on return.	
	Maths	SATS companion: teacher to set one activity per week. Mathletics: set, as normal, three activities per week. Maths lessons: Teacher to set daily White Rose Maths	Set SATS companion work and review report following completion. Upload lesson links onto google classroom.	Pupil to complete maths tasks on SATS companion and Mathletics. Upload lesson links onto google classroom.	
	Connected Curriculum	Oak Academy: Curriculum lessons from the schedule for the Year group.	Upload lesson links onto google classroom. Set expectations for submitting work on return to school. (Keep work in folder)	Pupil to complete written work from Oak Academy lesson and bring it back into school on return. Complete exit quiz.	
Communication	Pupils	Phone calls Assemblies Newsletter Photos	1 phone call to child	Upload photos of your work on google to share with your friends	Newsletter sent home
	Parents		Upload photos of their learning completed at home and share with class	Parents to email the teacher.	Invite to Gold Book Assembly

Year 3 & 4

<u>Focus</u>	<u>Area of need</u>	<u>Plan of action</u>	<u>Expectations from Teacher</u>	<u>Expectations from Pupil</u>	<u>Expectations from Senior Leaders</u>
Safeguarding	Keeping children safe remotely	Risk analysis undertaken and phone calls/ home visits undertaken as necessary. all recorded on My Concern.	Highlight to SLT if work is not being accessed or completed		DSL to complete risk analysis. Monitor this is happening.
	Pupil well being	Phone call home to speak to the pupil once during the isolation period.	Teacher to make 1 phone call to speak with the child/parent about how they are doing accessing the remote learning.	Pupil to speak to their teacher and discuss how they are doing with remote learning.	HOS to invite to remote Gold Book assembly.
Disadvantaged Pupils	School Meals	Provide free school meals in school.	Ensure pupils receive their free school meals.		Review possibility of introducing hot meals
	Lack of IT at home	Undertake a pupil survey to ascertain who needs a chrome book and dongle in case of lockdown	Complete survey with the pupils		Purchase IT and have everything in place
SEND	EHCP/ K	Phone calls home weekly. Home visit as necessary. Resources provided if appropriate.	Teachers set appropriate work for pupils with SEND.		SENCO to monitor.
Curriculum Chromebook and dongle to be given if needed.	Weekly Timetable <i>Only for self-isolation</i>	Teachers to devise Year group timetable with identified subjects below and relevant links.	Upload weekly timetable onto google classroom for identified pupil/pupils	Pupil to log into google classroom to complete identified work and bring work back on return.	KS leaders to monitor child off and ensure curriculum is being received.
	Reading	Mirodo teacher to set one reading task per week. Independent Reading: choose book of your choice to read 5 times a week and	Set Mirodo work and review report following completion.	Pupil to complete daily reading tasks on SATS companion.	Add monitoring to spread sheet.

		a written task at the end of the week linked to this reading.			
	Writing	<p>Grammar: Mirodo teacher to set one activity per week.</p> <p>Composition: link to Oak Academy provided which includes video.</p>	<p>Set Mirodo work and review report following completion.</p> <p>Upload lesson links onto google classroom. Set expectations for submitting work on return to school. (Keep work in folder)</p>	<p>Pupil to complete daily grammar tasks on SATS companion</p> <p>Pupil to complete written work from Oak Academy lesson and bring it back into school on return.</p>	
	Maths	<p>Mirodo: teacher to set one activity per week.</p> <p>Mathletics: set, as normal, three activities per week.</p> <p>Maths lessons: Teacher to set daily White Rose Maths</p>	<p>Set Mirodo work and review report following completion.</p> <p>Upload lesson links onto google classroom.</p>	<p>Pupil to complete maths tasks on SATS companion and Mathletics.</p> <p>Upload lesson links onto google classroom.</p>	
	Connected Curriculum	<p>Oak Academy: Curriculum lessons from the schedule for the Year group.</p>	<p>Upload lesson links onto google classroom. Set expectations for submitting work on return to school. (Keep work in folder)</p>	<p>Pupil to complete written work from Oak Academy lesson and bring it back into school on return.</p> <p>Complete exit quiz.</p>	
Communication	Pupils	<p>Phone calls</p> <p>Assemblies</p> <p>Newsletter</p> <p>Photos</p>	1 phone call to child	Upload photos of your work on google to share with your friends	Newsletter sent home
	Parents		Upload photos of their learning completed at home and share with class	Parents to email the teacher.	Invite to Gold Book Assembly

Year 1 & 2

<u>Focus</u>	<u>Area of need</u>	<u>Plan of action</u>	<u>Expectations from Teacher</u>	<u>Expectations from Pupil</u>	<u>Expectations from Senior Leaders</u>
Safeguarding	Keeping children safe remotely	Risk analysis undertaken and phone calls/ home visits undertaken as necessary. all recorded on My Concern.	Highlight to SLT if work is not being accessed or completed		DSL to complete risk analysis. Monitor this is happening.
	Pupil well being	Phone call home to speak to the pupil once during the isolation period.	Teacher to make 1 phone call to speak with the child/parent about how they are doing accessing the remote learning.	Pupil to speak to their teacher and discuss how they are doing with remote learning.	HOS to invite to remote Gold Book assembly.
Disadvantaged Pupils	School Meals	Provide free school meals in school.	Ensure pupils receive their free school meals.		Review possibility of introducing hot meals
	Lack of IT at home	Undertake a pupil survey to ascertain who needs a chrome book and dongle in case of lockdown	Complete survey with the pupils		Purchase IT and have everything in place
SEND	EHCP/ K	Phone calls home weekly. Home visit as necessary. Resources provided if appropriate.	Teachers set appropriate work for pupils with SEND.		SENCO to monitor.
Curriculum Chromebook	Only for self-isolation Weekly Timetable	Teachers to devise Year group timetable with identified subjects below and relevant links.	Upload weekly timetable onto Google Classroom for identified pupil/pupils	Pupil to log into Google Classroom to complete identified work and bring it back into school on return.	KS leaders to monitor child off and ensure curriculum is being received.

and dongle to be given if needed.	English	<p>Oak Academy : link to Oak Academy provided which includes video.</p> <p>Independent Reading: choose book of your choice to read 5 times a week.</p> <p>Composition: link to Oak Academy provided which includes video.</p>	<p>Upload Oak Academy lesson links onto Google Classroom.</p> <p>Set expectations for submitting work on return to school. (Keep work in the folder) .</p>	<p>Pupil to log into Google Classroom to complete identified work and bring it back into school on return.</p>	Add monitoring to spread sheet.
	Maths	<p>Mathletics: teacher to set daily age appropriate maths focus.</p> <p>Oak Academy:link to Oak Academy provided which includes video.</p>	<p>Review report on Mathletics.</p> <p>Upload Oak Academy lesson links onto Tapestry.</p> <p>Set expectations for submitting work on return to school. (Keep work in folder)</p> <p>Complete exit quiz.</p>	<p>Pupil to complete daily maths tasks from Oak Academy lesson and bring it back into school on return.</p>	
	Connected Curriculum	<p>Oak Academy: Curriculum lessons from the schedule for the Year group.</p>	<p>Upload lesson links onto Google Classroom. Set expectations for submitting work on return to school. (Keep work in folder)</p>	<p>Pupil to complete written work from Oak Academy lesson and bring it back into school on return.</p> <p>Complete exit quiz.</p>	
Communication	Pupils	<p>Phone calls</p> <p>Assemblies</p> <p>Newsletter</p> <p>Photos</p>	1 phone call to child	<p>Upload photos of your work onto Google Classroom to share with your friends.</p>	Newsletter sent home
	Parents		<p>Upload photos of their learning completed at home and share with class</p>	<p>Parents to email the office or message via Google Classroom..</p>	Invite to Gold Book Assembly

EYFS

<u>Focus</u>	<u>Area of need</u>	<u>Plan of action</u>	Expectations from Teacher	Expectations from Pupil	Expectations from Senior Leaders
Pre-School	Work will not be set for pupils self-isolating at home.				
Safeguarding	Keeping children safe remotely	Risk analysis undertaken and phone calls/ home visits undertaken as necessary. all recorded on My Concern.	Highlight to SLT if work is not being accessed or completed		DSL to complete risk analysis. Monitor this is happening.
	Pupil well being	Phone call home to speak to the pupil once during the isolation period.	Teacher to make 1 phone call to speak with the child/parent about how they are doing accessing the remote learning.	Pupil to speak to their teacher and discuss how they are doing with remote learning.	HOS to invite to remote Gold Book assembly.
Disadvantaged Pupils	School Meals	Provide free school meals in school.	Ensure pupils receive their free school meals.		Review possibility of introducing hot meals
	Lack of IT at home	Undertake a pupil survey to ascertain who needs a chrome book and dongle in case of lockdown	Complete survey with the pupils		Purchase IT and have everything in place

SEND	EHCP/ K	Phone calls home weekly. Home visit as necessary. Resources provided if appropriate.	Teachers set appropriate work for pupils with SEND.		SENCO to monitor.
Curriculum Chromebook and dongle to be given if needed.	Weekly Timetable <i>Only for self-isolation</i>	Teachers to devise Year group timetable with identified subjects below and relevant links.	Upload weekly timetable onto Tapestry for identified pupil/pupils	Pupil to log into Tapestry to complete identified work and bring it back into school on return.	KS leaders to monitor child off and ensure curriculum is being received. Add monitoring to spread sheet.
	Literacy	Oak Academy : link to Oak Academy provided which includes video. Independent Reading: choose book of your choice to read 5 times a week.	Upload Oak Academy lesson links onto Tapestry. Set expectations for submitting work on return to school. (Keep work in the folder) .	Pupil to log into Tapestry to complete identified work and bring it back into school on return.	
	Maths	Oak Academy: link to Oak Academy provided which includes video.	Upload Oak Academy lesson links onto Tapestry. Set expectations for submitting work on return to school. (Keep work in folder) Complete exit quiz.	Pupil to complete daily maths tasks from Oak Academy lesson and bring it back into school on return.	
	Understanding of the World	Oak Academy: link to Oak Academy provided which includes video.	Upload Oak Academy lesson links onto Tapestry. Set expectations for submitting work on return to school. (Keep work in folder)	Pupil to complete written work from Oak Academy lesson and bring it back into school on return.	
	Free Flow Play	Menu of activities identified as options for free play - designed by EYFS team	Teacher to upload ideas for free play.	Pupils to complete some of the activities and share photos on Tapestry.	
Communication	Pupils	Phone calls Assemblies Newsletter	1 phone call to child	Upload photos of your work onto Tapestry to share with your friends.	Newsletter sent home

	Parents	Photos	Upload photos of their learning completed at home and share with class	Parents to email the office or message via Tapestry.	Invite to Gold Book Assembly
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To outline our approach for pupils who will not be attending school, as a result of government guidance, full lockdown, or the closure of a class bubble.

Year 5 & 6

<u>Focus</u>	<u>Area of need</u>	<u>Plan of action</u>	<u>Expectations from Teacher</u>	<u>Expectations from Pupil</u>	<u>Expectations from Senior Leaders</u>
Safeguarding	Keeping children safe remotely	Risk analysis undertaken and phone calls/ home visits undertaken as necessary. all recorded on My Concern.	<p>Highlight to SLT if work is not being accessed or completed.</p> <p>Highlight any concerns regarding safeguarding of pupils.</p>		<p>DSL to complete risk analysis. Monitor this is happening.</p> <p>DSL team to make regular home visits/phone calls based on risk analysis.</p>
	Pupil well being	Phone call home to speak to the pupil once during the lockdown period.	<p>If a teacher is on the rota to work from the TA will phone from school the children doing remote learning from that class.</p> <p>If a teacher is in school teaching in a bubble they are expected to phone each child remote learning each week.</p> <p>By the end of the week each pupil in each class has received a phone call from either the TA or Teacher.</p> <p>Record on class spreadsheet.</p> <p>Teacher to upload a post each morning to ask questions, let the children know of extra things they can do etc.</p>	Pupils speak to their teacher and discuss how they are doing with remote learning.	HOS to celebrate their achievement at home and upload recorded link of Gold Book assembly.

Disadvantaged Pupils	School Meals	Provide free school meals vouchers for pupils not in school	Check pupils are receiving their free school meals.		Monitor to ensure vouchers are sent
	Lack of IT at home	Provide IT and curriculum resources for pupils not in school	Set work for pupils and monitor completion		Purchase IT and have everything in place
SEND	EHCP/ K	Phone calls home weekly. Home visit as necessary. Resources provided if appropriate.	Teachers set appropriate work for pupils with SEND.		SENCO to monitor.
Curriculum	Weekly Timetable	Teachers to devise year group timetable with identified subjects below and relevant links.	Upload weekly timetable onto google classroom for whole class.	Pupil to log into google classroom to complete identified work and upload work onto google classroom.	Head of School/Assistant Heads to monitor engagement & ensure curriculum is being received.
	Reading	<p>SATS Companion: Teacher to set one age appropriate reading comprehension tasks.</p> <p>Independent Reading: choose book of your choice to read 5 times a week and complete a written task at the end of the week.</p> <p>Class Book: Each teacher to read the class book for 15 mins each day.</p>	<p>Set SATS companion work and review report following completion.</p> <p>Teacher to review and monitor online reading records.</p> <p>One teacher in the year group to record themselves for 15 minutes each day on upload.</p>	<p>Pupil to complete daily reading tasks on SATS companion.</p> <p>Online reading record and each pupil to record what they have read daily.</p> <p>Pupil to listen to class book.</p>	<p>Add monitoring to spread sheet.</p> <p>HOS to phone home.</p>
	Writing	<p>Grammar: SATS companion Teacher to set one task and link to video if there is one provided.</p> <p>Composition: planned daily teaching of writing linked to the Medium Term plan for the year group and linked to the class text. This will be recorded daily.</p>	<p>Set SATS companion work and review report following completion.</p> <p>Upload videos and tasks onto google classroom. Set expectations for submitting work onto google classroom.</p> <p>Teacher to provide feedback on the work via google classroom.</p>	<p>Pupil to complete grammar tasks on SATS companion</p> <p>Pupil to complete written work from composition lesson and upload it onto google classroom.</p>	

	Maths	<p>Maths teaching: planned daily teaching of maths linked to the Medium Term plans. Use White Rose slides and videos and upload.</p> <p>SATS companion: teacher to set one age appropriate maths focus linked to teacher input and link to the video if they have provided one.</p>	<p>Upload videos and tasks onto google classroom. Whiteboard work only.</p> <p>Set SATS companion work and review report following completion.</p>	<p>Pupil to watch video and complete whiteboard work</p> <p>Pupil to complete daily maths tasks on SATS companion.</p>	
	Connected Curriculum	<p>Connected Curriculum: Curriculum lessons from the termly Edison Connected Curriculum topic. Recorded voice over the smartboard to explain tasks and learning if required.</p>	<p>Upload videos and tasks onto google classroom. Set expectations for submitting work onto google classroom.</p> <p>Teacher to provide feedback on the work via google classroom.</p> <p>Teacher to comment on uploaded photos</p>	<p>Pupil to complete work from connected curriculum lesson.</p> <p>Pupils can upload photos of these tasks onto google classroom.</p>	
<p>Communication</p> <p>This is going to have to depend how long we are off school?</p>	Pupils	<p>Phone calls Newsletter Photos</p>	<p>1 phone call to child every week.</p>	<p>Upload photos of your work on google to share with your friends</p>	<p>Newsletter sent home celebrating home learning for each bubble.</p>
	Parents		<p>Upload photos of their learning completed at home and share with class</p>	<p>Parents to email the teacher.</p>	
<p>Assessment</p>	<p>To ensure progress continues to be made by</p>	<p>SATs companion assessment questions in maths and SPAG to be given.</p>	<p>To set the assessment questions.</p>	<p>To complete the assessment.</p>	<p>To monitor.</p>

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Year 3 & 4

<u>Focus</u>	<u>Area of need</u>	<u>Plan of action</u>	<u>Expectations from Teacher</u>	<u>Expectations from Pupil</u>	<u>Expectations from Senior Leaders</u>
Safeguarding	Keeping children safe remotely	Risk analysis undertaken and phone calls/ home visits undertaken as necessary. All recorded on My Concern.	Highlight to SLT if work is not being accessed or completed. Highlight any concerns regarding safeguarding of pupils.		DSL to complete risk analysis. Monitor this is happening. DSL team to make regular home visits/phone calls based on risk analysis.
	Pupil well being	Phone call home to speak to the pupil once during the lockdown period.	If a teacher is on the rota to work from the TA will phone from school the children doing remote learning from that class. If a teacher is in school teaching in a bubble they are expected to phone each child remote learning each week. By the end of the week each pupil in each class has received a phone call from either the TA or Teacher. Record on class spreadsheet. Teacher to upload a post each morning to ask questions, let the	Pupils speak to their teacher and discuss how they are doing with remote learning.	HOS to celebrate their achievement at home and upload a recorded link of the Gold Book assembly.

			children know of extra things they can do etc.		
Disadvantaged Pupils	School Meals	Provide free school meals vouchers for pupils not in school	Check pupils are receiving their free school meals.		Monitor to ensure vouchers are sent
	Lack of IT at home	Provide IT and curriculum resources for pupils not in school	Set work for pupils and monitor completion		Purchase IT and have everything in place
SEND	EHCP/ K	Phone calls home weekly. Home visit as necessary. Resources provided if appropriate.	Teachers set appropriate work for pupils with SEND.		SENCO to monitor.
Curriculum	Weekly Timetable	Teachers to devise year group timetable with identified subjects below and relevant links.	Upload weekly timetable onto google classroom for whole class.	Pupil to log into google classroom to complete identified work and upload work onto google classroom.	Head of School to monitor engagement & ensure curriculum is being received.
	Reading	<p>Mirodo: One reading task to be set per week.</p> <p>Independent Reading: choose book of your choice to read 5 times a week and complete a written task at the end.</p> <p>Class Book: One teacher in the year group to read the class book for 15 mins each day.</p>	<p>Teacher to review and monitor reading records.</p> <p>Teacher to record themselves on for 15 minutes each day and upload onto google classroom.</p>	<p>Pupil to read independently</p> <p>Pupil to login to listen to teacher reading</p>	<p>Add monitoring to spread sheet.</p> <p>HOS to phone home.</p>
	Writing	<p>Sounds Write : Planned daily teaching of Sounds Write lesson made as a google doc.</p> <p>Composition: planned daily teaching of writing linked to the Medium Term plan for the year group and linked to the class text. This will be recorded daily.</p>	<p>Teacher to record themselves and upload onto google classroom.</p>	<p>Pupil to watch video and complete whiteboard work</p> <p>Pupil to complete daily handwriting practice on whiteboards</p> <p>Pupil to complete written work from composition</p>	

		Mirodo: One task set per week linked to the SPAG focus for the week.	Upload videos and tasks onto google classroom. Set expectations for submitting work onto google classroom. Teacher to provide feedback on the work via google classroom.	lesson and upload it onto google classroom.	
	Maths	Maths teaching: planned daily teaching of maths linked to the Medium Term plans. Use White Rose slides and videos and upload. Mirodo: teacher to set one age appropriate maths focus linked to teacher input. Mathletics: teacher to set, as normal, three activities for the children to complete.	Upload videos and tasks onto google classroom. Provide a google doc for them to do this on and upload the worksheets to print if they want to. Set Mirodo work and review report following completion.	Pupil to watch video and complete maths work. Provide a google doc for them to do this on and upload the worksheets to print if they want to. Pupil to complete maths tasks on Mirodo.	
	Connected Curriculum	Connected Curriculum: Curriculum lessons from the termly Edison Connected Curriculum topic. Record voice over smartboard to explain tasks if needed.	Upload videos and tasks onto google classroom. Set expectations for submitting work onto google classroom. Teacher to provide feedback on the work via google classroom. Teacher to comment on uploaded photos	Pupil to complete work from connected curriculum lesson. Pupils can upload photos of these tasks onto google classroom.	
Communication	Pupils	Phone calls Newsletter Photos Teacher reading to pupils Pupil interaction via google classroom	1 phone call to a pupil every 3 weeks.	Upload photos of your work onto google classroom Daily post for pupils to	Newsletter sent home celebrating home learning

				interact with each other- please have comments turned on and if there is an issue with this please speak to Elle.	
	Parents		Upload photos of their learning completed at home and share with class	Parents to email the teacher.	
Assessment	To ensure progress continues to be made by children.	Mirodo assessment questions in maths and SPAG to be given.	To set the assessment questions.	To complete the assessment.	To monitor.

Year 1 & 2

<u>Focus</u>	<u>Area of need</u>	<u>Plan of action</u>	<u>Expectations from Teacher</u>	<u>Expectations from Pupil</u>	<u>Expectations from Senior Leaders</u>
Safeguarding	Keeping children safe remotely	Risk analysis undertaken and phone calls/ home visits undertaken as necessary. All recorded on My Concern.	Highlight to SLT if work is not being accessed or completed. Highlight any concerns regarding safeguarding of pupils.		DSL to complete risk analysis. Monitor this is happening. DSL team to make regular home visits/phone calls based on risk analysis.
	Pupil well being	Phone call home to speak to the pupil once during the lockdown period.	If a teacher is on the rota to work from the TA will phone from school the children doing remote learning from that class.	Pupils speak to their teacher and discuss how they are doing with remote learning.	HOS to celebrate their achievement at home and upload a recorded link of the Gold Book assembly.

			<p>If a teacher is in school teaching in a bubble they are expected to phone each child remote learning each week.</p> <p>By the end of the week each pupil in each class has received a phone call from either the TA or Teacher.</p> <p>Record on class spreadsheet.</p> <p>Teacher to upload a post each morning to ask questions, let the children know of extra things they can do etc.</p>		
Disadvantaged Pupils	School Meals	Provide free school meals vouchers for pupils not in school	Check pupils are receiving their free school meals.		Monitor to ensure vouchers are sent
	Lack of IT at home	Provide IT and curriculum resources for pupils not in school	Set work for pupils and monitor completion		Purchase IT and have everything in place
SEND	EHCP/ K	Phone calls home weekly. Home visit as necessary. Resources provided if appropriate.	Teachers set appropriate work for pupils with SEND.		SENCO to monitor.
Curriculum Chromebook and dongle to be given if needed.	Weekly Timetable	Teachers to devise year group timetable with identified subjects below and relevant links.	Upload weekly timetable onto Google Classroom. for whole class.	Parents to log into Google Classroom to complete identified work and upload work onto Google Classroom.	Head of School to monitor engagement & ensure curriculum is being received.
	English	<p>Independent Reading: choose book of your choice to read 5 times a week.</p> <p>Class Book: Each teacher to read the class book for 15 mins each day</p>	Teacher to record themselves each day and upload onto Google Classroom	Pupil to watch video and listen to the book.	<p>Add monitoring to spread sheet.</p> <p>HOS to phone home.</p>

		<p>Sounds Write : Planned daily teaching of Sounds Write lesson recorded daily via .</p> <p>Handwriting: Planned daily handwriting lesson recorded daily via .</p> <p>Composition: planned daily teaching of writing linked to the Medium Term plan for the year group and linked to the class text. This will be recorded daily via .</p>	<p>Teacher to record themselves each day and upload onto Google Classroom.</p> <p>Teacher to record themselves each day and upload onto Google Classroom.</p> <p>Upload videos and tasks onto Google Classroom. Set expectations for submitting work onto Google Classroom.</p> <p>Teacher to provide feedback on the work via Google Classroom.</p>	<p>Pupil to complete daily Sounds Write practice on whiteboards.</p> <p>Pupil to complete daily handwriting practice on whiteboards.</p> <p>Pupil to complete written work from composition lesson and upload it onto Google Classroom.</p>
	Maths	<p>Maths teaching: planned daily teaching of maths linked to the Medium Term plans. Use NCETM slides and script for recording.</p>	<p>Upload videos and tasks onto Google Classroom. Whiteboard work only.</p> <p>Upload independent maths task to complete on Google Classroom.</p>	<p>Pupil to watch video and complete whiteboard work</p> <p>Pupil to complete maths task and upload onto Google Classroom - photo.</p>
	Connected Curriculum	<p>Connected Curriculum: Curriculum lessons from the termly Edison Connected Curriculum topic</p> <p>Termly Home Learning Creative Menu: Additional independent tasks children can complete.</p>	<p>Upload videos and tasks onto Google Classroom. Set expectations for submitting work onto Google Classroom.</p> <p>Teacher to provide feedback on the work via Google Classroom.</p> <p>Teacher to comment on uploaded photos.</p>	<p>Pupil to complete written work from daily connected curriculum lesson.</p> <p>Pupils can upload photos of these tasks onto Google Classroom.</p>
Communication	Pupils	Phone calls Assemblies	1 phone call to child	Upload photos of your work onto Google

		Newsletter Photos		Classroom to share with your friends.	
	Parents		Upload photos of their learning completed at home and share with classz.	Parents to email the office or message via Google Classroom..	Invite to Gold Book Assembly
Assessment	To ensure progress continues to be made by children.	Assessment questions will be added as an observation on Google Classroom for children to complete.	These questions will be uploaded back to Google Classroom and teachers will check.	To complete the assessment.	To monitor.

EYFS

Focus	Area of need	Plan of action	Expectations from Teacher	Expectations from Pupil	Expectations from Senior Leaders
Pre-School	If there is a 'lockdown' then Pre-School will be closed.				
Safeguarding	Keeping children safe remotely	Risk analysis undertaken and phone calls/ home visits undertaken as necessary. all recorded on My Concern.	Highlight to SLT if work is not being accessed or completed. Highlight any concerns regarding safeguarding of pupils.		DSL to complete risk analysis. Monitor this is happening. DSL team to make regular home visits/phone calls based on risk analysis.
	Pupil well being	Phone call home to speak to the pupil once during the lockdown period.	If a teacher is on the rota to work from the TA will phone from school the children doing remote learning from that class.	Pupils speak to their teacher and discuss how they are doing with remote learning.	HOS to celebrate their achievement at home and upload a recorded link of the Gold Book assembly.

			<p>If a teacher is in school teaching in a bubble they are expected to phone each child remote learning each week.</p> <p>By the end of the week each pupil in each class has received a phone call from either the TA or Teacher.</p> <p>Record on class spreadsheet.</p> <p>Teacher to upload a post each morning to ask questions, let the children know of extra things they can do etc.</p>		
Disadvantaged Pupils	School Meals	Provide free school meals vouchers for pupils not in school	Check pupils are receiving their free school meals.		Monitor to ensure vouchers are sent
	Lack of IT at home	Provide IT and curriculum resources for pupils not in school	Set work for pupils and monitor completion		Purchase IT and have everything in place
SEND	EHCP/ K	Phone calls home weekly. Home visit as necessary. Resources provided if appropriate.	Teachers set appropriate work for pupils with SEND.		SENCO to monitor.
Curriculum Chromebook and dongle to be given if needed.	Weekly Timetable	Teachers to devise Year group timetable with identified subjects below and relevant links.	Upload weekly timetable onto google classroom for identified pupil/pupils	Pupil to log into Tapestry to complete identified work and upload photos of work.	Head of School to monitor engagement & ensure curriculum is being received.
	Literacy	<p>Independent Reading: choose book of your choice to read 5 times a week.</p> <p>Class Book: Each teacher to read the class book for 15 mins each day</p> <p>Sounds Write : Planned daily teaching of Sounds Write lesson recorded daily</p>	<p>Teacher to record themselves each day and upload onto Tapestry</p> <p>Teacher to record themselves each day and upload onto Tapestry</p> <p>Teacher to record themselves</p>	<p>Pupil to watch video and listen to the book.</p> <p>Pupil to complete daily Sounds Write practice on whiteboards</p> <p>Pupil to complete daily</p>	Add monitoring to spread sheet. HOS to phone home.

		<p>via .</p> <p>Handwriting: Planned daily handwriting lesson recorded daily via .</p> <p>Composition: planned daily teaching of writing linked to the Medium Term plan for the year group and linked to the class text. This will be recorded daily .</p>	<p>each day and upload onto Tapestry</p> <p>Upload videos and tasks onto Tapestry. Set expectations for submitting work onto Tapestry.</p> <p>Teacher to provide feedback on the work via Tapestry</p>	<p>handwriting practice on whiteboards</p> <p>Pupil to complete written work from composition lesson and upload it onto Tapestry.</p>	
	Maths	<p>Maths teaching: planned daily teaching of maths linked to the Medium Term plans. Use White Rose slides.</p>	<p>Upload videos and tasks onto Tapestry. Whiteboard work only.</p> <p>Upload independent maths task to complete on Tapestry</p>	<p>Pupil to watch video and complete whiteboard work</p> <p>Pupil to complete maths task and upload onto Tapestry - photo.</p>	
	Understanding of the World	<p>Termly Topic based lessons linked to ELGS for Understanding of the world.</p>	<p>Upload videos and tasks onto Tapestry. Set expectations for submitting work onto Tapestry</p> <p>Teacher to provide feedback on the work via Tapestry</p> <p>Teacher to comment on uploaded photos</p>	<p>Pupil to complete written work from daily connected curriculum lesson.</p> <p>Pupils can upload photos of these tasks onto google classroom.</p>	
	Free Flow Play	<p>Menu of activities identified as options for free play - designed by EYFS team</p>	<p>Teacher to upload ideas for free play.</p>	<p>Pupils to complete some of the activities and share photos on Tapestry.</p>	
Communication	Pupils	<p>Phone calls</p> <p>Assemblies</p> <p>Newsletter</p> <p>Photos</p>	<p>1 phone call to child</p>	<p>Upload photos of your work onto Tapestry to share with your friends.</p>	<p>Newsletter sent home</p>
	Parents		<p>Upload photos of their learning completed at home and share with class</p>	<p>Parents to email the office or message via Tapestry.</p>	<p>Invite to Gold Book Assembly</p>

Assessment	To ensure progress continues to be made by children.	Assessment opportunities to be identified using the EYFS Framework.	Teachers will continue with on-going assessments against the EYFS Framework.	To complete the learning linked to identified assessment opportunities.	To monitor.
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Year 3 Example:

	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 - 9.00	<i>Reading:</i> Read your own book and record in your online reading record.	<i>Reading:</i> Read your own book and record in your online reading record	<i>Reading:</i> Read your own book and record in your online reading record.	<i>Reading:</i> Read your own book and record in your online reading record.	<i>Reading:</i> Read your own book and record in your online reading record.
9.00	<i>First thing to do:</i> Check Google Classroom and respond to new posts.	<i>First thing to do:</i> Check Google Classroom and respond to new posts.	<i>First thing to do:</i> Check Google Classroom and respond to new posts.	<i>First thing to do:</i> Check Google Classroom and respond to new posts.	<i>First thing to do:</i> Check Google Classroom and respond to new posts.
9.15 - 10.15	<i>English:Composition</i> Video and task uploaded onto Google Classroom	<i>English:Composition</i> Video and task uploaded onto Google Classroom	<i>English:Composition</i> Video and task uploaded onto Google Classroom	<i>English:Composition</i> Video and task uploaded onto Google Classroom	<i>English:Composition</i> Video and task uploaded onto Google Classroom

10.15 - 10.30	Breaktime				
10.30 - 11.00	<i>Phonics:SoundsWrite</i> Video uploaded onto Google Classroom for whiteboard work.	<i>Phonics:SoundsWrite</i> Video uploaded onto Google Classroom for whiteboard work.	<i>Phonics:SoundsWrite</i> Video uploaded onto Google Classroom for whiteboard work.	<i>Phonics:SoundsWrite</i> Video uploaded onto Google Classroom for whiteboard work.	<i>Phonics:SoundsWrite</i> Video uploaded onto Google Classroom for whiteboard work.
11.00 - 12.00	<i>Maths:</i> Video uploaded onto Google Classroom for whiteboard work. SATS Companion: follow up task	<i>Maths:</i> Video uploaded onto Google Classroom for whiteboard work. SATS Companion: follow up task	<i>Maths:</i> Video uploaded onto Google Classroom for whiteboard work. SATS Companion: follow up task	<i>Maths:</i> Video uploaded onto Google Classroom for whiteboard work. SATS Companion: follow up task	<i>Maths:</i> Video uploaded onto Google Classroom for whiteboard work. SATS Companion: follow up task
12.00 - 1.00	Lunchtime				
1.00 - 1.15	<i>Handwriting</i> Video uploaded onto Google Classroom for whiteboard work.	<i>Handwriting</i> Video uploaded onto Google Classroom for whiteboard work.	<i>Handwriting</i> Video uploaded onto Google Classroom for whiteboard work.	<i>Handwriting</i> Video uploaded onto Google Classroom for whiteboard work.	<i>Handwriting</i> Video uploaded onto Google Classroom for whiteboard work.
1.15 - 2.00	<i>Physical Activity</i>	<i>Physical Activity</i>	<i>Physical Activity</i>	<i>Physical Activity</i>	<i>Physical Activity</i>
2.00 - 3.00	<i>Connected Curriculum</i> Video and task uploaded onto google classroom	<i>Connected Curriculum</i> Video and task uploaded onto google classroom	<i>Connected Curriculum</i> Video and task uploaded onto google classroom	<i>Connected Curriculum</i> Video and task uploaded onto google classroom	<i>Connected Curriculum</i> Video and task uploaded onto google classroom

Tier 4: To outline our plan for pupils and staff if a partial lockdown/blended learning is activated by the government



	Monday	Tuesday	Wednesday	Thursday	Friday AM
Week A Class split into 15 in school	Group A in school	Group A in school	Group A in school	Group A in school	Closed for cleaning - allowing 3 days for classroom to be empty and cleaned. Teachers planning for remote learning
Week A Class working at home follow up work	Group B at home	Group B at home	Group B at home	Group B at home	
Week B Class split into 15 in school	Group B in school	Group B in school	Group B in school	Group B in school	Closed for cleaning - allowing 3 days for classroom to be empty and cleaned. Teachers planning for remote learning
Week B Class working at home follow	Group A at home	Group A at home	Group A at home	Group A at home	

up work					
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To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils.

In the instance of a class and teacher self-isolating where the teacher is unwell and unable to work, the year group partner will set the work on Google

Classroom and SLT will monitor (including ringing parents if needed) and give feedback.



	Monday	Tuesday	Wednesday	Thursday	Friday
Teachers	Continue planning and delivering the curriculum via Google Classroom/ Tapestry as per timetable.				
Teaching Assistants	Engage in CPD linked to school priorities Record the class story and upload onto Tapestry/Google classroom Monitor reading records for KS2 Make phone calls home to increase capacity				
Senior Leaders	Monitor as per timetable Contact hard to reach children and parents Staff well being				
Pastoral Team	Risk analysis for vulnerable pupils Regular phone calls				

Office Team	Admin tasks Attendance analysis
Site Team	Engage in CPD linked to role Complete risk assessments

Resources and guidance to support planning and implementation of the plan

	Planning	Planning resources	Pupil resources to be ready
Individual isolated pupil	Each class teacher will plan an individual timetable for the child isolating.	Upload timetable and resources onto Google Classroom or Tapestry. Follow expectations set out for Tier 1/2/3 - ISolated pupil. Oak National Academy: Home SatsCompanion System Dashboard	Plastic wallet pack containing pencil, paper, whiteboard, whiteboard pen, Chrome book available to take if identified child.
Class bubble closed	Each class teacher will plan, record and upload the videos and work for their own class bubble that is isolated.	Upload timetable and resources onto Google Classroom or Tapestry. Follow expectations set out for Tier 1/2/3 - closing of a bubble. The expectations for planning as laid out for each year group will be followed. The content will be in line with the other year group class. SatsCompanion System Dashboard https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/ Primary video lessons NCETM	Plastic wallet pack containing pencil, paper, whiteboard, whiteboard pen, Chrome book available to take if identified child.
Full National	Work in teams and share out the recorded lessons so that	Upload timetable and resources onto Google Classroom or Tapestry.	Plastic wallet pack containing pencil, paper, whiteboard, whiteboard pen,

<p>lockdown</p>	<p>each teacher plans for that particular subject</p> <p>2 staff to plan and direct work for the pupils at home</p> <p>1 staff member to deliver for the key worker children who remain in school</p>	<p>Follow expectations set out for Tier 4 - total lockdown</p> <p>The expectations for planning as laid out for each year group will be followed. The content will be in line with the other 2 year group classes.</p> <p>SatsCompanion System Dashboard</p> <p>https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/</p> <p>Primary video lessons NCETM</p>	<p>Chrome book available to take if identified child.</p>
<p>Partial lockdown (blended learning)</p>	<p>Work in teams - plan work for in the classroom and then the follow up work and tasks to be completed at home.</p> <p>In school delivered normally to follow closed bubble timetable</p> <p>At home to follow closed bubble timetable</p> <p>Friday is a planning day.</p>	<p>Upload timetable and resources onto Google Classroom or Tapestry.</p> <p>Follow expectations set out for Tier 1/2/3 - closing of a bubble. The expectations for planning as laid out for each year group will be followed. The content will be in line with the other year group class.</p> <p>SatsCompanion System Dashboard</p> <p>Exemplification of ready-to-progress criteria</p> <p>Primary video lessons NCETM</p>	<p>Plastic wallet pack containing pencil, paper, whiteboard, whiteboard pen,</p> <p>Chromebook available to take if identified child.</p>