



Remote Learning Plan



To be read in conjunction with RSS DfE review of remote education provision.

Introduction

In order to ensure that learning is continued, irrespective of full closure, bubble closure or self-isolation, Russell Street School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and require paper copies of work and resources. This plan will be applied in the following instances:

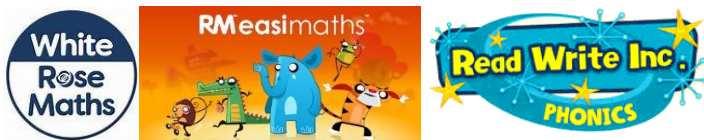
Situation 1: An individual/small number of children are self-isolating because of a positive test within the household or are displaying symptoms.

Situation 2: A whole bubble or cohort is self-isolating because of an outbreak of coronavirus.

Situation 3: Short term whole school closure except vulnerable children and children of critical workers.

This plan complies with the expectations and principles outlined in the DfE document Guidance for Full Opening of Schools.

At Russell Street School, we intend to provide children who are self-isolating with a curriculum which is aligned as close as possible to the in-school curriculum. This will be enabled through the use of adapted school planning as well as resources from organisations such as White Rose Maths, RM Easimaths and Read, Write Inc.



Children will be initially supplied with paper-based learning resources, then learning, matching our intended curriculum, will be placed on the school website. We understand the necessity of families having regular contact with the adults in their class/year group and we ensure that this happens through 1:1 phone calls, as well as - in the event of a bubble closing or full school closure - recorded lessons. Parents are also able to contact their Class Teacher via email to ask questions and to share learning.

In the event of any form of isolation and loss of learning caused by isolation, parents must understand that engagement in home learning is expected, as is the expectation that the school ensures that provision is available and accessible to all. However, if children themselves are too ill to attend, they are not expected to engage in home learning.

EYFS provision:

Nursery children will be provided with an overview of learning for the week precisely matching the learning that is taking place in school. Reception children will be given workbooks that will be aligned as close as possible to the in-school curriculum. If the whole bubble or schools closes, the workbooks will link to home learning videos that will be placed on the school website. Learning will focus on Communication and Language, reading, phonics, vocabulary development and maths. The children's learning needs in these areas will be met through activities to develop gross and fine motor skills, basic, everyday skills, language and conversation skills, daily phonics, writing and number activities. Activities will provide real life, play-based learning that can be completed as a family, that will help give meaning and context to the children.

A useful resource is the government's guidance of Development Matters in the Early Years Phase:

<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

KS1 Provision:

KS1 children will receive paper-based packs of work that will be aligned as close as possible to all subjects within the in-school curriculum. If the whole bubble or school closes, the learning packs will link to home learning videos that will be placed on the school website.

Reading Books:

Reading books will always be available from school. They will be quarantined for 72 hours when returned.

Assessment and Feedback will be given through a variety of age appropriate ways:

- Weekly phone calls.
- PurpleMash.
- Emailed responses.
- Marking of paper-based work.

Strategic Partnerships:

The school will share best practice and make positive use of any capacity across schools to improve practice.

Remote Learning

Situation 1: An individual/small number of children are self-isolating because of a positive test within the household or are displaying symptoms.	
Ongoing Support	Safeguarding & SEND
<p>Class teachers will prepare paper-based learning packs to be sent home with the child. If the child was not in school, a pack will be prepared and someone not in the child's household can collect the pack or it will be delivered to the child's home.</p> <p>Class Teachers will be contactable via e-mail for additional support.</p> <p>Class teachers will contact the family by phone once a week to ensure well-being and offer additional support.</p>	<p>If a child is entitled to benefit-related FSM, food vouchers will be made available.</p> <p>DSL will make regular contact with vulnerable families to ensure well-being and offer additional support where needed. The DSL will also ensure that any external agencies are notified where appropriate and the next steps agreed. Home visits may be undertaken if deemed appropriate. All safeguarding concerns and actions will be recorded on CPOMS.</p> <p>SENDSCO will advise and monitor the provision provided and ensure provision is in place as documented in the child's EHCP or SEN support plan.</p> <p>If a child has 1:1 support, a member of staff will contact the child / family at least weekly to provide support and learning updates.</p> <p>If a SEND child (not with an associated 1:1 adult) does not engage, the SENDSCO will make contact and discuss potential barriers.</p>

Situation 2: A whole bubble or cohort is self-isolating because of an outbreak of coronavirus.

Situation 3: Short term whole school closure except vulnerable children and children of critical workers.

Ongoing Support

Foundation Stage: (Around 2-3 hours daily)

Workbooks for the week to be provided. Daily pre-recorded lessons on the website will link to activities in the workbooks.

Workbooks/recorded lessons will include:

- Good morning and an overview of the day – delivered by a teacher within the year group. Other practical activities that could be completed during the day will be discussed.
- A White Rose Maths lesson delivered by the White Rose Maths team.
- An English lesson - delivered by a teacher within the year group.
- A phonics lesson delivered by the Read, Write Inc team.
- An 'other' subject lesson – this will have been explained during the introduction to the day.

Year 1: (3 hours daily)

A work pack for the week will be provided. Daily pre-recorded lessons on the website will link to activities in the work packs.

Work packs/recorded lessons will include:

- Good morning and an overview of the day – delivered by a teacher within the year group.
- A White Rose Maths lesson delivered by the White Rose Maths team.
- An English lesson - delivered by a teacher within the year group.
- A phonics lesson delivered by the Read, Write Inc team.
- An 'other' subject lesson – this will have been explained during the introduction to the day.
- Weekly spellings.

Year 2: (3 hours daily)

A work pack for the week will be provided. Daily pre-recorded lessons on the website will link to activities in the work packs.

Work packs/recorded lessons will include:

- Good morning and an overview of the day delivered by a teacher within the year group.
- A White Rose Maths lesson delivered by the White Rose Maths team.
- An English lesson - delivered by a teacher within the year group.
- An 'other' subject lesson – this will have been explained during the introduction to the day.
- Weekly spellings.

Whole School:

Regular activities will be planned to maintain a sense of community and belonging.

Safeguarding & SEND

If a child is entitled to benefit-related FSM, food vouchers will be made available.

DSL will also make regular contact with vulnerable families to ensure well-being and offer additional support where needed.

The DSL will also ensure that any external agencies are notified where appropriate and the next steps agreed. Home visits may be undertaken if deemed appropriate. All safeguarding concerns and actions will be recorded on CPOMS.

SENDSCO will advise and monitor the provision provided and ensure provision is in place as documented in the child's EHCP or SEN support plan.

If a child has 1:1 support, a member of staff will contact the family at least weekly to provide support and learning updates.

If an SEND child (not with an associated 1:1 adult) does not engage, the SENDSCO will make contact and discuss potential barriers.

Contact with every parent of children not in school will be made via telephone weekly by class teachers to check well-being, learning and any electronic device needs. (Staff: please ensure that you withhold your number, that the phone is on speaker and there is an adult present with the child.) If contact is not made by Thursday of any given week this will be logged on CPOMS for year group DSLs to address on the Friday.