

Hampton Lucy Remote Learning Action Plan

Government Guidance

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19).

In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils.

Remote education support where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.

Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September.

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.

In developing these contingency plans, we expect schools to:

- 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
- 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 expect schools to:

- Set assignments 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: -
 - We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.
 - We expect schools to avoid an over-reliance on long-term projects or internet research activities.

Further document used to develop plan

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

Hampton Lucy C of E Primary School and Nursery Plan

Pupils	
In the event of a child waiting for a test result.	Children are sent daily work for maths (white rose) and English via class email. This will include the mathematics activities and spelling frame for Classes 2, 3 and 4. Class 1 children have access to letter join. Children will be given other subjects if appropriate to complete.
In the event of a child receiving a positive test and being in isolation for 10 days, assuming they feel well. In the event of a child shielding. In the event of a child in isolation for 10 days.	As above with the addition of Grid Learning activity sheet to give the child a greater breadth of the curriculum in all classes. With the agreement from the parents a child may be invited using google meet to join a lesson in class for the introduction of key work in class 3 and 4.
In the event of a local lockdown resulting in full school closure. In the event of an outbreak in a bubble and the bubble having to close	<i>Class 3 and 4 to use google classroom to set work daily and google meet to hold live lessons when appropriate.</i> Class 4 – it will be a timetabled day, with children at home invited to join lessons using google classroom. Class 3 – the expectation will be 1 live lesson a day to begin with using google classroom. Class 2 - will receive three tasks via the class email daily. A live lesson will be delivered every morning using google meet, this will be scheduled when suitable by the teacher. This will be a chance to share the days activities and teaching for specific tasks.

	Class 1 – will have three tasks to carry out daily, which will be sent at the beginning of the week via the class email. This will include access to a recorded story once a week and a live session for show and tell once a week using google meet.
Teaching Staff	
In the event of a staff member receiving a positive test and being in isolation for 10 days, assuming they feel well.	The bubble will close and all pupils and staff within the bubble will isolate. Work will be sent via class email or goggle classroom (as above)
In the event of a staff member receiving a positive test and being in isolation for 10 days and assuming they are unwell	The work will be set by member of SLT and include signposts to remote learning resources.
In the event of the class teacher having to isolate for 10 days due to contact with a positive case out of school. (e.g. track and trace)	The bubble will remain open and this will be covered by a member of staff. This could be a Teaching Assistant or a Supply Teacher Should other staff be isolated too and the bubble is unable to be covered then it will close and work will be set via email and the use of google classroom will be launched.
In the event that a member of staff isolating due to their child's bubble closing and they have no one to support them in looking after their children.	
Parents	
Difficulty accessing hardware for remote	Children in classes 4 and 3 will be able to have access to their Chromebook/iPad. We will endeavour to loan equipment where possible to other classes if required or signpost parents if eligible for extra support. Parents will be asked to agree to a loan agreement before devices are released, to children who are not in school during a period of isolation or lockdown.
On-line learning via Google Classroom.	
Attendance.	
Live lessons on Google Meet & safeguarding.	
	Just as in school, we will expect all children to complete the lessons set using the platform and to hand it in if requested.
	Attendance will be monitored by staff and any concerns will be shared with SLT and these will be followed up.
	For Safeguarding reasons, children accessing live lessons online must have an adult present. Children will work in agreement with the school's online code of practise, as

Completed learning	agreed. Children must be dressed appropriately, there will be high expectation of behaviour and they sat with GDPR safe back drop. Students can submit work via the class email or google classroom.
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