Lowercroft Primary School COVID-19 Remote Learning Provision 2020 21



NATIONAL CONTEXT

The DfE says when teaching pupils remotely schools are expected 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 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, were necessary, revisiting material or simplifying explanation 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.

Schools should base their contingency plans on 4 tiers. (Not to be confused with the national system)

- **Tier 1** All schools are fully open.
- Tier 2 Primary, special and Additional Provision (AP) schools remain fully open. Secondary schools and FE colleges operate a rota system.
- **Tier 3** Primary, special and AP schools remain fully open. Secondary schools and FE colleges open to vulnerable children, children of critical workers and selected year groups.
- Tier 4 Special and AP schools remain open. All secondary and primary schools limit attendance to vulnerable children and children of critical workers.

LOCAL CONTEXT

At Lowercroft remote learning will start immediately when:

- 1. An individual or small groups of pupils are absent from school because they are awaiting a test result for themselves or a member of their household or they have been identified as a close contact with someone who has tested positive.
- 2. A whole class is self-isolating because there has been a confirmed case of COVID-19 in their class.
- 3. The whole school is told to lockdown. Only vulnerable children and children of critical workers are in school.



Contingency Plan – Outbreaks – For individuals or groups of self-isolating pupils

Absence Level	School Response	Staff	Key A	ctivities	Lessons	
		Who to inform?	Who?	What?	Children may be absent from school for anytime between 24 hours and 3 weeks.	
An individual or small	School will provide	Good communication		Teachers will provide a	Lessons will focus on	
groups of pupils are	work in either a digital	between parents,		timetable of activities	the priorities of	
absent from school	or paper format for	school and staff is		that is broadly in line	phonics (in EYFS and	
because they are	pupils who are well	essential.		with what the rest of	KS1), Reading, Writing	
awaiting a test result	enough to complete it.			the class are learning	and Maths.	
for themselves or a		Parents will be		in school.		
member of their	The work set will be	reminded to contact			Where appropriate,	
household or they	broadly in line with	the school office about		Worksheets and	learning will be	
have been identified	what the children in	any absence related to		website links will be	directed to pre-	
as a close contact with someone who has	class are learning.	COVID-19.		shared with parents.	recorded lessons, especially for phonics	
tested positive.	Learning Packs can be	Any messages received		Parents will be advised	(Playing with Sounds)	
	collected from the	on the class Dojo	Class teacher	on how to balance	and maths (White	
	school office or sent	related to COVID-19		work and play at each	Rose). The Oak	
	out to parents.	must be		stage of learning. (EYFS	Academy Trust and	
		communicated to the		mostly play based	BBC websites may also	
	Using audit of access to	school office, or		learning building up to	be used.	
	digital devices,	Headteacher if out of		10-15 minutes of work		
	establish if a digital	hours.		for each session in KS1	In cases where a child	
	device needs to be			and 30 minutes + in	will be absent for more	
	loaned to a pupil.	Teachers and teaching		Year 6.)	than a few days,	
		assistants will be			learning activities may	
		notified by the office		Support and feedback	be provided on a	
		staff or headteacher if		will be provided at a	weekly rather than	
		a child in their class is		specified point in the	daily basis and project	
		awaiting a test result.		day when the teacher	style activities will be	
				has capacity to do so.	encouraged one	



Headteacher to ensure		Consideration will be	priority work is
that teachers and		given to balancing	completed.
teaching assistants are		whole class	
fully aware of their		responsibilities with	Lessons will be shared
role.		individuals/small	via class Dojo, email or
		groups at home.	class pages on school
DHT to ensure that all		Support class teacher	website. (The class
teachers and teaching		in preparing paper	teacher will determine
assistants have the		copies of remote	the best way for based
necessary knowledge		learning, reading books	on either the number
and skills to support		and other resources as	of children absent
remote learning.	TA / One to one	specified by the class	and/or each individual
	support assistant	teacher.	case.)
		Support class teacher	Parents will
		by providing support to	photograph or film
		SEND children, either	learning outcomes to
		via class Dojo, by	share on the class Dojo
		phone or using MS	for feedback.
		Teams. (Parent must	
		be with child if live	
		contact is made.)	
		Maintain contact with	
		families of children	
		who are out of school	
	Headteacher	for longer than a week.	
		Invite families to	
		assemblies via MS	
		Teams.	
		Monitor quality of	
		remote learning offer.	



Contingency Plan – Outbreaks – For Whole Class Self-Isolating Pupils

Absence Level	School Response	Staff	Key Activities / Timetable		Lessons
		Who to inform?	Who?	What?	
A whole class is self-	School will provide	The Headteacher will		A full 2-week timetable	Lessons will focus on
isolating because there	work in either a digital	notify all staff if there		will be provided to all	the priorities of
has been a confirmed	or paper format for	is a confirmed case of		self-isolating children.	phonics (in EYFS and
case of COVID-19 in	pupils who are well	COVID-19 starting with			KS1), Reading, Writing
their class.	enough to complete it.	the teacher, teaching		In Year 5 and Year 6	and Maths.
		assistant and parents		teachers will teach	
	The work set will be a	in the class where the		children how to login	Where appropriate,
	standalone 2 weeks	case is confirmed.		to their MS Teams	learning will be
	block of learning			accounts and will be	directed to pre-
	appropriate for the	The Headteacher will		able to access learning	recorded lessons,
	year group for all	ensure all staff know		safely, confidently and	especially for phonics
	subjects except writing	and understand their		independently.	(Playing with Sounds(
	(Power of Reading)	role.			and maths (White
	where possible and			Parents will be advised	Rose). The Oak
	phonics which will	The Deputy		on how to balance	Academy Trust and
	continue on from	Headteacher will offer		work and play at each	BBC websites may also
	learning in class.	support to self-	Class teacher	stage of learning. (EYFS	be used.
		isolating staff to		mostly play based	. 5)450
	Learning packs will be	provide support and		learning building up to	In EYFS pre-recorded
	available online or can	ensure that all have		10-15 minutes of work	lessons/stories will be
	be collected from the	the access to MS		for each session in KS1	shared.
	school office.	Teams and can use it		and 30 minutes + in	1 1/64 1/ 0 11/
	Heine andit of accests	effectively to support		Year 6.)	In KS1, Year 3 and Year
	Using audit of access to	delivery / recording or		Cuppout and foodless!	4 consideration will be
	digital devices,	live lessons.		Support and feedback	given to pre-recorded
	establish if a digital			will be provided for	or live Power of
	device needs to be			children. The class	Reading lessons will be
	loaned to a pupil.			teacher will determine	provided.



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Vulnerable families		when this will be	
prioritised for devices.		provided each day.	In Year 5 and Year 6
Laptops must have		Support class teacher	consideration will be
adequate safeguarding		by providing support to	given to live lessons in
software installed as		SEND children and the	a wider range of
well as Office 365 and		most vulnerable	subjects prioritising
MS Teams shortcut.		children, either via	English and Maths.
		class Dojo, by phone or	
Provide children		using MS Teams.	For all other subjects,
/parents with MS	Teaching assistant /	(Parent must be with	activities will be
Teams login details.	one to one support	child if live contact is	project based.
In Year 1 – Year 4,		made.)	
parents will have MS			Lessons will be shared
Teams uploaded to		Prepare resources for	via class pages on
their devices. In Year 5		SEND children and	school website.
and Year 6 children will		provide feedback on	
know how to access		work produced.	Parents will
MS Teams safely,			photograph or film
confidently and		EYFS TAs to provide	learning outcomes to
independently.		pre-recorded stories /	share on the class Dojo
		activities for children	for feedback.
Teacher to keep a copy		to access.	
of login details and		Maintain contact with	
provide to families who		families of the children	
may misplace their		and staff in self-	
login details.		isolating class.	
	Head teacher		
Guidance on how to		Invite families to	
use MS Teams will be		assemblies via MS	
provided.		Teams.	
		Monitor quality of	
		remote learning offer.	



Contingency Plan – Outbreaks – Whole School Lockdown

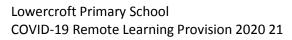
Absence Level	School Response	Staff	Key Activities / Timetable		Lessons	
		Who to inform?	Who?	What?		
The whole school is	Depending on	The Headteacher will		Prepare 1-2 weeks of	Phonics (in EYFS and	
told to lockdown. Only	numbers, the school	communicate with all		learning at a time for	KS1), English and	
vulnerable children and	will create a rota for	staff and keep them		families accessing	Maths lessons will be	
children of critical	teaching vulnerable	regularly updated on		remote learning.	planned for every day.	
workers are in school.	children and children	the current situation.				
	of critical workers.			In Year 5 and Year 6	Where appropriate,	
This would be the same		The SBM will maintain		teachers will teach	learning will be	
scenario as the	Teachers who are not	the directory of		children how to login	directed to pre-	
lockdown in March	on the rota will provide	vulnerable children and		to their MS Teams	recorded lessons,	
2020.	learning for all other	children of critical		accounts and will be	especially for phonics	
	pupils.	workers updated.		able to access learning	(Playing with Sounds)	
			Class teacher	safely, confidently and	and maths (White	
	If staffing allows, clubs	The SENCo will ensure		independently.	Rose). The Oak	
	will be set up to	children with SEND			Academy Trust and	
	engage children	who are at home have		Depending on age, 2-4	BBC websites may also	
	beyond the curriculum.	adequate face to face		hours of work/activity	be used.	
	Attendance will be	support and resources		will be provided for	. 5,450	
	optional.	to access and work		each child.	In EYFS pre-recorded	
	Lasurias usala fausash	through.		Comment and for allegal.	lessons/stories will be	
	Learning packs for each	The DUT will accomment		Support and feedback	shared.	
	year group will be available online or can	The DHT will support with the MS Teams		will be provided for children. The class	In KS1, Year 3 and Year	
	be collected from the			teacher will determine	·	
	school office.	technology.		when this will be	4, consideration will be given to pre-recorded	
	School office.			provided each day.	and live lessons or	
	Using audit of access to			provided each day.	instructions. This may	
	digital devices,			Make wellbeing	be in the form of	
	establish if a digital			phones calls to every	De in the form of	
	estantisti ii a digitai			priories cans to every		



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/pa Tea In N par Tea the and kno MS cor	ovide children arents with MS ams login details. Year 1 – Year 4, arents will have MS ams uploaded to eir devices. In Year 5 ad Year 6 children will allow how to access S Teams safely, anfidently and dependently.			All lessons will be linked to the school's curriculum and will progressively build children's knowledge and skills over time. Lessons will be uploaded to the school's YouTube account and shared on the class Dojo.
of I pro ma log Gu use	login details and ovide to families who ay misplace their gin details. Juidance on how to e MS Teams will be ovided.			Parents will photograph or film learning outcomes to share on the class Dojo for feedback from class teacher.



Organise for FSM	Support clas	s teacher
children to receive	by providing	
food / vouchers if not	SEND childr	
in school.	most vulner	able
	children, eit	her via
	class Dojo, I	y phone or
	using MS Te	
	(Parent mus	t be with
	child if live o	ontact is
	TA/SSA made.)	
	Prepare res	ources for
	SEND childr	en and
	provide fee	dback on
	work produ	ced.
	EYFS TAs to	provide
	pre-recorde	d stories /
	activities fo	children
	to access.	
	Organise fo	
	books to be	
	on a weekly	
	Maintain co	
	families of t	
	who are at l	
	learning rer	
	Headteacher through reg	ular
	updates.	





		Invite families to assemblies via MS Teams.	
		Monitor quality of remote learning offer.	
		Lead regular update meetings with SLT and staff.	
		Keep up to date with DfE updates on current practice and developments.	
		Keep in regular contact with governor representative.	