



## **Ralph Butterfield Primary School** **Remote Education Plan - April 2022**

Ralph Butterfield Primary School is committed to ensuring that all children continue to receive a quality education, should the need for remote learning arise.

In the event of isolation due to a child having an infectious disease, whereby the child is feeling well enough to receive and engage with school work, Ralph Butterfield Primary School will make remote education provision available and accessible to all. If a child is too unwell to engage in learning, and instead needs to rest or recuperate, then they should not be expected to engage in home learning.

In order to ensure that learning is continued, Ralph Butterfield Primary School has developed the following remote education plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices, therefore requiring hard-copies of work and resources.

This plan will be applied in the following circumstances:

1. An individual is self-isolating because they have been confirmed to have an infectious disease (including Covid-19);
2. A class/es or whole school closure in response to Public Health or Government directive.

The plan complies with the expectations and principles outlined in the DFE documents

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools>

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely>

- Teaching quality is more important than how lessons are delivered (there is no evidence that live online lessons are of any advantage over pre-recorded lessons)
- Ensuring access to technology is key, especially for disadvantaged pupils
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

In line with Government Guidance issued in March 2022, KS1 children will receive approx. 3 hours work a day and KS2 children will receive approx. 4 hours work a day.

### **Software and online platforms**

Within all remote education plans, teachers will set appropriate work in-line with the relevant year group's long and medium term plans which are part of the school's current curriculum; these plans meet the objectives from the National Curriculum. Remote education will be primarily supplemented by a range of resources provided by Oak Academy and White Rose Maths.

Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can firstly access physical teaching from a teacher, then access the related work to the lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support.

White Rose Maths resources will be used, where appropriate, as they are matched to our current maths curriculum model.

Bug Club, Phonics Play, and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills.

Our approach includes a blend of paper resources and resources available through online learning platforms. In preparation for home-learning, parents and children need to receive logins and passwords for the following platforms:

- Purple Mash
- Bug Club
- TT Rockstars/Numbots
- NESSY – (already distributed to those applicable individuals)

### **Support for a child(ren) who does not have digital or online access at home**

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Parents/carers know to contact school via email or telephone to discuss issues around devices. Devices lent out will be prepared for home use by the school's service provider SMD and collected from the school office. Parents/carers will need to sign a 'Device Loan Agreement' when borrowing a school device.
- Parents/carers know to contact school via email or telephone to discuss issues around any printed materials needed if they do not have online access. Paper copies provided can be collected from the school office.

### **Remote Education**

<b>Pupil needs to isolate because they have tested positive on either a lateral flow or a PCR test for Covid 19. Remote Education will only be provided for the required 3 days of isolation.</b>	
<b>Ongoing Support</b>	<b>Safeguarding/SEND</b>
<p>Admin staff receive notification that a pupil is self-isolating as they have received a positive lateral flow or PCR test.</p> <p>Admin staff to confirm whether the child is ill or well enough to complete work at home.</p> <p>If ill, then the child will not be set work and parents/carers are to keep the school updated if this changes.</p> <p>If a child is well enough to work, Admin staff to advise parent/carers of remote education provision and then send the relevant documents including phase learning task sheet and relevant worksheets.</p> <p>If remote education is required, Admin staff to advise the parent/carer that any contact with the class teacher is to be made via the school office.</p> <p>Admin staff to inform class teacher and phase lead that the child is isolating and provide an update as to whether they require full remote education as detailed in this plan.</p> <p>To cater for the differing needs of families, where applicable, worksheets can be sent home if required.</p> <p>If teaching input is required for core lessons, teacher guidance will be provided on each worksheet, via a relevant Oak National Academy taught session or</p>	<p>If a child is entitled to benefit-related FSMs, the catering team will prepare a food parcel.</p> <p>If child is vulnerable in any way, the DSL/DDSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL/DDSL.</p> <p>If a child does not engage with the remote education, the class teacher is to call the parents to discuss obstacles and offer support and solutions e.g. further teaching/provision of paper packs and/or electronic devices.</p> <p>If a child is on the SEND, PP, PLAC, LAC register, or vulnerable in any way, the class teacher is to ring the family at least once per week.</p> <p>The Designated Teacher will also make regular contact with PLAC/LAC families.</p>

<p>alternative high-quality resources and video links where appropriate.</p> <p>On the child's return to school, the worksheets are to be brought in to school where the class teacher will check and any marking and/or feedback will be given as required.</p> <p>If a child requires SEND support or provision, then the class teacher will advise the inclusion and phase leader in order for alternative arrangements to be made. Individualised learning will be delivered/facilitated with appropriate resources to complete at home where applicable. SEND advice and support will be provided by the Inclusion Lead.</p>	
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**Pupil needs to self-isolate because they have a confirmed infectious disease.**

Ongoing Support	Safeguarding/SEND
<p>Admin staff receive notification that a pupil is self-isolating as they have a confirmed infectious disease.</p> <p>Admin staff to confirm whether the child is ill or well enough to complete work at home.</p> <p>If ill, then the child will not be set work; parents/carers are to keep the school updated on the child's health status.</p> <p>If a child is well enough to work, Admin staff to advise parent/carers of the remote education provisions and then send the relevant documents including phase learning task and relevant worksheets.</p> <p>If remote education is required, Admin staff to advise the parent/carers that any contact with the class teacher is to be made via the school office.</p> <p>Admin staff to inform class teacher and phase lead that the child is isolating and provide an update as to whether they require full remote education as detailed in this plan.</p> <p>To cater for the differing needs of families, where applicable, worksheets can be sent home if required.</p> <p>If teaching input is required for core lessons, teacher guidance will be provided on each worksheet, via a relevant Oak National Academy taught session or alternative high-quality resources and video links where appropriate.</p> <p>On the child's return to school, the worksheets are to be brought in to school where the class teacher will check and any marking and/or feedback will be given as required.</p> <p>If a child requires SEND support or provision, then the class teacher will advise the inclusion and phase leader in order for alternative arrangements to be made. Individualised</p>	<p>If a child is entitled to benefit-related FSMs, the catering team will prepare a food parcel.</p> <p>If child is vulnerable in any way, the DSL/DDSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL/DDSL.</p> <p>If a child does not engage with the remote education, the class teacher is to call the parents to discuss obstacles and offer support and solutions e.g. further teaching/provision of paper packs and/or electronic devices.</p> <p>If a child is on the SEND, PP, PLAC, LAC register, or vulnerable in any way, the class teacher is to ring the family at least once per week.</p> <p>The Designated Teacher will also make regular contact with PLAC/LAC families.</p>

<p>learning will be delivered/facilitated with appropriate resources to complete at home where applicable. SEND advice and support will be provided by the Inclusion Lead.</p>	
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**A class/es or whole school closure in response to Public Health or Government directive.**

Ongoing Support	Safeguarding/SEND
<p>Using Purple Mash, the class teacher will upload the remote education lessons for the week and then subsequently upload the necessary worksheets and guidance the evening before they are required. This will allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for each individual child.</p> <p>To cater for the differing needs of families, where applicable, Word documents and PowerPoints will also be sent home in pdf format.</p> <p>The class teacher will share links to appropriate lessons from White Rose Maths or Oak National lessons through Purple Mash. Teachers will then be accessible to children through Purple Mash emails so that any issues can be highlighted with the class teacher able to ring families to talk through tasks with the pupil. It may also be appropriate to offer this support via a Google Meet.</p> <p>For non-core lessons, resources will be uploaded to Purple Mash and where possible, web-links to appropriate support materials will be shared. This will often be through Oak National Academy using lessons that link to the Ralph Butterfield Primary School curriculum. Teachers will be available via email on Purple Mash for parents/carers to notify the class teacher, throughout the day, of those children needing additional input. Older children will be able to notify teachers and ask questions themselves. The class teacher will then be available to ring the family and verbally work with the child. For younger children, teachers will proactively make phone calls throughout the day and meet children virtually where required.</p> <p>Completed work not returned via a 2Do on Purple Mash should be photographed or scanned and uploaded to Purple Mash. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using Purple Mash. Those children that need additional support following feedback are to be contacted either by a class teacher or TA; children are expected to be available during the school day.</p> <p>For pupils working significantly below age-related expectations, teachers may recommend more appropriate video lessons from Oak Academy; teachers will make every effort to ensure that each child's individual needs are met.</p> <p>As appropriate throughout the day, the class teacher will check Purple Mash and respond with age appropriate expectations any marking and/or feedback required, including celebrating work and motivating children.</p>	<p>If a child is entitled to benefit-related FSMs, the catering team will prepare a food parcel.</p> <p>If child is vulnerable in any way, the DSL/DDSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL/DDSL.</p> <p>If a child does not engage with the remote education, the class teacher is to call the parents to discuss obstacles and offer support and solutions e.g. further teaching/different approaches/ provision of paper packs and/or electronic devices.</p> <p>Those not engaging with remote education are to receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family. This could then be followed up by calls from ELSA if there are ELSA issues.</p> <p>Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue as long as the agencies engage.</p> <p>The SENDCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.</p> <p>If a child is on the SEND, PP, PLAC, LAC register, or vulnerable in any way, the class teacher is to ring the family at least once per week.</p> <p>The Designated Teacher will also make regular calls to PLAC/LAC families.</p>

If interaction with a child is limited as questions are not being asked and engagement is not proactive, the class teacher will make a welfare call no later than 2 days after notification of self-isolation.

Should remote learning need to be set for a class or in the event of phase/whole school closure, the remote education learning task sheets that details the lessons for the week will be emailed to all children requiring remote education, via Purple Mash, by 9:00 pm the evening before.

The information on this learning task sheet will contain:

- All website links needed to access home learning resources along with clear information about the learning for that week. This will include reference to daily tasks for relevant subjects.
- Links to daily English lessons – a mixture of Oak Academy and the school's own curriculum plans however teachers will provide further resources and guidance.
- Links to daily Maths lessons – these will predominately be linked to the White Rose Maths curriculum however teachers will provide further resources and guidance.
- A suggested timetable as a guide for young people to maintain a regular and familiar routine (see appendix E).

At least once per week, the class teacher will make a phone call to each family and will expect to speak to the child whilst the parent/carer is present.

Where possible, at least one weekly class Google Meet, meet will take place to give opportunity for live interaction between children and their teacher and each other.

Children and parents/carers may communicate with teachers via the child's Purple Mash email. Parents are encouraged to continue to use Purple Mash to upload comments, photographs and videos so staff can comment on the children's activities and offer feedback.

HLTA/Teaching assistants will be able to support the class teacher in identifying resources and making phone calls as appropriate.

All teachers will still receive statutory PPA release time. Teachers will be contactable via email on Purple Mash throughout each weekday - with the exception of one afternoon/morning per week.

SEND support or provision should be discussed with parents/carers if child has an EHCP or is on the SEND register. Individualised learning will be delivered/facilitated with appropriate resources to complete at home where applicable. SEND advice and support will be provided by SENDCO remotely.

In the event of teachers becoming ill, a member of SLT will arrange a 'takeover' of the teacher's email on Purple Mash account and ensure, that as far as is possible, the teachers account will be regularly checked and responded to as appropriate. In this instance, communication between school and the child may not be as frequent as that which would be in place were the class teacher available.

**Example weekly and daily timetable for KS1/KS2**

Monday	Tuesday	Wednesday	Thursday	Friday
Maths Lesson	Maths Lesson	Maths Lesson	Maths Lesson	Maths Lesson
English Lesson	English Lesson	English Lesson	English Lesson	English Lesson
Non - core activity (could be Science/History/ Geography/RE/PE/ French	Non - core activity (could be Science/History/ Geography/RE/PE/ French			
Spellings/phonics and reading	Spellings/phonics and reading	Spellings/phonics and reading	Spellings/phonics and reading	Spellings/phonics and reading
Time	Suggested activity		Ideas	
9.00 - 10.00	Maths lesson			
10.00 - 10.30	Exercise		If you have a dog, take it for a walk. Youtube exercise video – Joe Wicks, Yoga	
10.30 - 11.30	English lesson			
11.30 – 12.00	Creative time		Drawing, painting, learn to cook, sew, knit	
12.00	Lunch			
12.30	Chores		Create a list of 12 household jobs. Roll 2 dice and whatever number it makes tackle that household job first	
1.00 - 2.00	Topic lesson			
2.00-3.00	Spelling/phonics Reading			
3.00-4.00	Outdoor/Fresh air			

