



Remote Learning Plan – January 2021 (updated Teams)

Specific Aims

- To outline our approach for pupils who will not be attending school, as a result of Government Guidance, individual isolation or the closure of a year group bubble
- 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.

Who is the plan applicable to?

Every child is expected to attend school from September 1st 2020.

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- **A continuous, dry cough**
- **A high temperature above 37.8°C**
- **A loss of, or change to, their sense of smell or taste**

Or

- **Have had access to a test and this has returned a positive result for Covid-19**

There are 3 sets of Remote Learning plans that we have devised as school:

1. Individual pupil isolation plans

If parents inform us their child is self-isolating, we will provide them with an individual 2-week learning plan which includes an English, Maths and Foundation activity to be completed over 10 school days.

2. Year group 'Bubble' isolation plans

In the event of a year group bubble having to isolate we will provide a 2-week learning plan for the whole year group including English and Maths activities, Foundation subject activities and links to the Oak Academy lessons in line with the current year group learning.

We will continue to utilise Purple Mash and MathsWhizz in the event of a year group isolation.

3. Tier 4 Remote Learning plans

There are four tiers to the educational side of current COVID Guidance:

Tier 1 – fully open to all pupils' full time, with face coverings required in corridors and communal areas for pupils in Year 7 and above

Tier 2 - would advise secondary schools and colleges in a restricted area to use rotas to help break chains of transmission of coronavirus, while primary schools remain open to all pupils

Tier 3 - Primary, AP and Special schools will remain open to all pupils, but secondary schools and FE colleges will allow full-time on-site provision only to vulnerable pupils, the children of critical workers and selected year groups which will be identified by the DfE.

Tier 4 - All mainstream schools and colleges will only allow full-time attendance to vulnerable pupils and the children of key workers, with all other pupils staying home and receiving remote education.

From current Government guidance, Primary schools will remain open until Tier 4.

At Tier 4, we would only open for Key Worker & vulnerable pupils:



- All other pupils would access home learning utilising the resources as detailed below
- We will have a Remote Learning team consisting of Teachers and Support Staff who will be providing activities in 2 week blocks for individual pupil absence (non-digital) and sharing daily lessons from the Oak Academy site as well as pre-recorded lessons for each year group from teachers
- This plan covers the actions needed and sets out expectations for a Tier 4 partial closure.

Curriculum

We know that there has been much disruption to children's education, therefore, we are committed to ensuring that all children continue to receive a quality education should the need for remote learning arise. Our approach includes a blend of paper resources, online learning including some virtual lessons (pre-recorded) utilising Microsoft Teams and resources available through online learning platforms such as:

- Oak National Academy
- BBC Bitesize
- White Rose Maths
- Purple Mash
- Youtube – Letters & Sounds Phonics
- Times Tables Rockstars
- MathsWhizz
- Reading Eggs

The remote learning set for children will be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the main aspects of the curriculum plan; this includes Relationship and Health Education.

The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year and keep up.

Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

All children will be provided with a set of useful links to a variety of websites to support their learning.

Teacher Expectations

- Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for home learners.
- Should remote learning need to be set for a year group isolation this will be available on the school website and the school App (Piota) on the day of isolation and every day following.
- IN addition, from January 2021, Daily learning plans will be available via MS Teams with a 'team' for each year group from reception → year 6.
- For any individual pupil isolation, work will be provided once the school have been informed of a 2-week isolation period and delivery of this work will be arranged with the parents/carers
- In the event of a full or partial closure, the teachers will contact each family via phone individually every 2 weeks to ensure that the learning plans are in place and discuss any additional learning needs with the parent/carer and/or pupil.
- Teachers will provide feedback to any work shared remotely on at least a weekly basis.



- Teachers will provide differentiated work to ensure they are fully meeting the needs of all pupils. – in line with core curriculum and homework expectations, this will be three-way differentiation of activities / spellings / times tables

Family Expectations (pupil/parent/carers)

- It is the responsibility of families to print/use the resources provided at home. In the event of unforeseen circumstances which make this difficult, parents can contact the School Office to discuss alternative arrangements.
- Parents/carers can contact the class teachers via the dedicated email address homelearning@richmond-pri.southend.sch.uk with any work completed or questions. Teachers will respond promptly, within 36 hours, to requests for support from families at home.
- From January 2021, Teachers will be able to engage with / respond to questions and queries via the MS Teams platform.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. We recommend that each 'school day' maintains structure. A suggested timetable will be made available on the relevant website page for the year groups as a guide.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via MS Teams. They should make clear which year group and subject the question relates to.
- We encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but the school cannot guarantee that the chosen platforms will work on all devices. Should accessing online tasks be an issue at any point, parents should report these issues to the school promptly and solutions can be discussed on a case by case basis.
- We would ask that all parent/carers ensure the School Office has an up to date contact telephone number and email address to ensure good communication can be maintained.

The Academy Committee members and Senior Leadership Team at Richmond are fully aware that these are exceptional times and each family is unique - because of this, we will approach remote learning in way which suits families with their individual needs.

We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides in particular parents may be trying to work from home so access to technology as a family may be limited. Therefore, we can provide a range of non-digital activities to support these families on an individual basis.

Remote teaching for staff who are self-isolating

- Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or if they have been told to shield and/or have received a letter to confirm this.
- If a member of staff is required to self-isolate, they are expected to follow normal reporting procedure for planned absence.
- It is expected that staff get tested if they display any symptoms. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating non-teaching staff will be given an individual project to work on which is-line with whole school improvement priorities or asked to support with the online learning provision for



their year group. These projects will be communicated by a member of SLT and will be allocated on a case-by-case basis.

- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.

Timetable

In the event of a year group isolation or full or partial closure, teachers will provide a daily timetable with a summary of each lesson that will take place over the week. (see proforma)

Within these daily plans, links / information will be provided to where parents and children can find the online teaching videos and resources for each lesson. These will include links to the teacher recorded lessons.

Each daily timetable will be shared on the school website and via MS Teams 'year group teams'

The expectation of lessons will be:

- A daily recorded welcome / introduction to the days learning
- Pre-recorded daily Maths lesson (including times tables)
- Pre-recorded daily English lesson
- Pre-recorded daily Phonics lesson (Foundation Stage and Key Stage 1)
- Pre-recorded daily Spelling lesson / Handwriting lesson (Key Stage 2)
- Daily Reading
- Each day there will be a lesson for one of the Foundation subjects (science, history, geography, music, computing, art)
- Daily physical activities will be provided that children can undertake at home

It is expected that during bubble / full / partial closure, the following are recorded by staff each day (so that not all lessons are from outside online resources and that children still have connection / contact with teachers):

- A daily recorded welcome / introduction to the days learning
- A phonics (EYFS/KS1) or Spelling/ Handwriting (KS2) lesson
- A story time session
- At least one of the days other lessons

Content for Foundation Subjects

As well as English and Maths, there will be a lesson provided for one other subject each day. This will follow the same schemes / topics that are being followed in school.

The school curriculum will be mapped against the Oak National Academy curriculum (see Appendix 3) and videos and resources from the Oak units will be used where these are available. Where they are not available, teachers will make a video to teach the objective and then set learning tasks for the children to complete and submit.

Access to Technology at Home

A survey will be carried out in early October to find out about access to technology. This will help inform the school as to children that may need the provision altered to suit their access to technology or to look at which children may be eligible for new technology that is made available by the Department for Education.

A section will be created on the school website containing information about each of the different online learning platforms that we use to ensure that parents are able to support their child to access each site.



Logins to Online Learning Platforms

The school subscribes to a number of online learning resources which can be accessed at home. It is essential that children and parents have access to all the relevant login details from the start of the school year so that they are immediately available in the event of a closure of self-isolation. Pupils will be sent home with these login details.

Login details that will be included are:

- Purple Mash
- ReadingEggs
- Maths Whizz
- Times Tables Rockstars

Printed Resources

We will discuss individual family circumstances should there be extenuating circumstances regarding accessing online materials.

In Tiers 1 – 3, if an individual child is self-isolating, they will be provided with an emailed / printed pack of work that is the same or similar to what the children in class are working on. Where there is significant new learning taking place in class that requires a teacher input, the child who is self-isolating will be directed to a relevant lesson on Oak Academy and on their return to school will work with a teacher or teaching assistant to check their understanding and provide further teaching where required.

Safeguarding

We must emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

A separate document 'Covid – online safety during remote learning' (Appendix 1) will be shared with parents / carers when remote learning is set.

We ask parents/carers to have discussions with their children about the importance of online safety and what to do if anything makes them feel uncomfortable. If they ever wish to report harmful online content then they should visit: [UK Safer Internet Centre](#). If they wish to get advice on reporting online abuse they should visit the National Crime Agency's [Child Exploitation and Online Protection command](#) or click on the CEOP button at the bottom of the school website.

It is especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

We will continue to emphasise the importance of a safe online environment and encourage parents and carers to set age appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

Parents/carers can also find a range of links to help keep their children safe online here:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online



- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Communicating with parents, carers and pupils

During remote education it is important for schools, teachers and pupils to maintain professional practice as much as possible.

When communicating online with parents and pupils, the school will:

- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
- communicate only through the school channels approved by the Senior Leadership Team
- use school email accounts (not personal ones)
- use school devices over personal devices wherever possible
- advise teachers not to share personal information

Providing online videos

Teaching from home is different to teaching in the classroom. Teachers working at home will use a quiet or private room or area to prepare lessons for pupils, or to communicate with parents or carers.

Staff should refer to 'COVID – Staff guidance for Remote Teaching' (appendix 2) and ensure they adhere to all expectations within it.

When staff are recording lessons from home, it is important to remember the following:

- Set your computer up with a neutral background
- Do not record anything whilst in a bedroom
- Dress as you would if you were in school teaching
- Double check you do not have any other tabs / info open on your computer that would not be appropriate for children to see
- Use professional language in all that you say



- Be mindful of any other people / animals in your home that could cause distractions to the children when watching the recording
- Ensure that you follow the same school rules, code of conduct and professional conduct expectations as if you were in school teaching.

Personal Data and GDPR

Schools and colleges should continue to follow the guidance outlined in the Data protection Toolkit for schools when managing personal data and may need to consider:

- taking care not to share contact details when emailing multiple people
- being careful when sharing usernames and other personal data for access to online resources
- providing access to school data systems safely

Monitoring Engagement with Remote Education

It is important that children engage with the remote education provided so that they don't fall back with their learning, however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or limited access to technology amongst other factors.

Communication is essential and we would ask that if there are circumstances that mean a child cannot engage at least partially with the remote education that their parent speaks to the teacher. We can then work together to find a means of providing remote education that works for that family's circumstances.



Appendix 1

Keeping Children Safe online during Remote Learning

Remote Learning is a new way to help support your child and their education whilst they can not physically attend school.

Whilst it is an exciting and useful tool to be able to learn online, we would like to take the opportunity to remind you of the importance of online safety when remote learning and different online platforms are being used by your children.

Today's pupils are growing up in an increasingly complex world, living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In school, we teach the children about these risks and how to stay safe when online.

To help support parents/carers with this when pupils are working from home, we would like to offer the following support / advice:

When watching online lessons – things to consider:

- Ensure your child has a clear, quiet workspace
- Make sure they have a comfortable seat and that the screen is at an appropriate height for them to look at for an extended period
- Ensure your child has the required resources at the start of the lesson
- Monitor your child to ensure they understand what is being asked of them
- Remember you can email the school with work questions / queries via: homelearning@richmond-pri.southend.sch.uk

We can help protect our children by teaching them 'critical thinking skills' - a way of thinking that helps them spot potential harm and work out what to do.

Critical thinking empowers children because they can take what they know and adapt it to new situations or to solve problems that may emerge.

Thinking about what we see online – questions to consider:

- is this website/URL/email fake? How can I tell?
- what does this cookie do and what information am I sharing?
- is this person who they say they are?
- why does someone want me to see this?
- why does someone want me to send this?
- why would someone want me to believe this?
- why does this person want my personal information?
- what's behind this post?
- is this too good to be true?
- is this fact or opinion?



Useful weblinks for parents / carers:

Helping parents keep their children safe online:

https://www.internetmatters.org/?gclid=EAIaIQobChMIktuA5LWK2wIVRYXVCh2afg2aEAAAYASAAEgIJ5vD_BwE

NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

ThinkuKnow – An education program to support online safety for children: <https://www.thinkuknow.co.uk/>

Family friendly filters: <https://www.internetmatters.org/parental-controls/>

Staying safe at home online: <https://www.internetmatters.org/resources/staysafestayhome-tech-advice-for-families/>



Appendix 2

Staff Guidance for Remote Teaching

To support children with their online learning, you may be asked to record lessons that our pupils can then watch and work along with remotely from their homes.

Please remember there should be no communication with pupils or parents outside the school channels. Purple Mash will be used, during local lockdown / bubble closure as the communication tool alongside the dedicated school email address for home learning: homelearning@richmond-pri.southend.sch.uk

We will not ask you to live-stream lessons.

When recording lessons from home, it is important to remember the following:

- Set your computer up with a neutral background
- Do not record anything whilst in a bedroom
- Dress as you would if you were in school teaching
- Double check you do not have any other tabs / info open on your computer that would not be appropriate for children to see
- Use professional language in all that you say
- Be mindful of any other people / animals in your home that could cause distractions to the children when watching the recording
- Ensure that you follow the same school rules, code of conduct and professional conduct expectations as if you were in school teaching.

For further guidance, you can use the following links to ensure you are undertaking remote teaching safely and all our children are safeguarded effectively:

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

Recording a lesson:

To [record](#) in Microsoft Teams:

1. Open up Teams and start a meeting
2. In the meeting, click 'More options' (the 3 dots) > 'Start recording'
3. Wait for the recording to start (you'll get a notification saying 'Recording has started')
4. When you finish, click 'More options' > 'Stop recording'
5. Wait for the recording to be saved in Microsoft Stream (whoever started the recording will get an email notification when it's ready to watch)



Remote Working

a guide for education professionals

It is likely that COVID-19 restrictions will continue for some time. There is a growing sense of mis-information about what is and isn't good practice around safeguarding students who are learning remotely.

In these extraordinary circumstances, following your safeguarding policies has never been more important. Your understanding of the child may change due to reduced contact and seeing them in a home setting. Make sure your safeguarding policies are robust enough for this situation.

Your Workspace

- Find a suitable space to work and strike a balance between work and family, and fun
- Set reasonable daily goals
Workload should not increase
- Be clear about how your work-provided device can be used (if you have one)

Staff Communications

- Only use work devices for work, and personal devices for personal (if possible)
- Informal online staff groups should be voluntary and not used for official communications

Data Protection

- For any data protection related questions, speak to your data protection officer (DPO). Data protection exists to protect our personal information and shouldn't be used as a barrier to innovation, especially at the current time. The data protection risks of doing, or not doing something, should be assessed and mitigated in line with legislation.

Working with Students

- Where possible, only use work-provided devices/platforms/systems
- Provide offline activities – not all families have 1-to-1 devices
- Pre-record content for students to access when it suits them
- Only live-stream or use video conferencing with clear permission from school
- Get supervision from another adult, following local guidelines as relevant. If a second adult is not available, record the stream (with necessary policy, permissions and following local guidelines)
- Make sure you and your students follow school policy and understand how to use systems
- Select independent activities for students, there may be limited contact with parents
- Don't forget safeguarding – protect your students from 'bad actors', log/refer any concerns to your safeguarding lead

swgfl.org.uk/coronavirus



If you have questions or concerns then contact the
Professionals Online Safety Helpline on 0344 381 4772
 or email at helpline@saferinternet.org.uk





Appendix 3 - EXAMPLE – WILL BE COMPLETED TO SUIT OUR CURRICULUM FOR EACH YEAR GROUP

Spring Term Curriculum Mapped to Oak National Academy (and alternative teaching resource if not in line with Oak)

Reception

Subject	Theme/Unit	Oak National Academy Materials	Teaching Resource if not Oak
Phonics – phase __			Teacher Produced Resources
Understanding the World)			
Geography (Understanding the World)			
Science (Understanding the World)			
Music (Expressive Arts and Design)			
Art (Expressive Arts and Design)			Teacher Produced Resources
PSHE			

Year 1

Subject	Theme/Unit	Oak National Academy Materials	Teaching Resource if not Oak
Phonics – phase 3			https://www.youtube.com/watch?v=HGgrov_ie2w&list=PLXKeximRDJ8oRuowmqyt2KJ7YKjkgbE7v
History			
Geography			
Science			
Computing			
Music			
Design Technology			
Art			

Year 2

Subject	Theme/Unit	Oak National Academy Materials	Teaching Resource if not Oak
History			
Geography			
Science			
Computing			
Music			
Design Technology			
Art			

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Year 3

Subject	Theme/Unit	Oak National Academy Materials	Teaching Resource if not Oak
History			
Geography			
Science			
Computing			
Music			
Design Technology			
Art			

Year 4

Subject	Theme/Unit	Oak National Academy Materials	Teaching Resource if not Oak
History			
Geography			
Science			
Computing			
Music			
Design Technology			
Art			

Year 5

Subject	Theme/Unit	Oak National Academy Materials	Teaching Resource if not Oak
History			
Geography			
Science			
Computing			
Music			
Design Technology			
Art			

Year 6

Subject	Theme/Unit	Oak National Academy Materials	Teaching Resource if not Oak
History			
Geography			
Science			
Computing			
Music			
Design Technology			
Art			



Weekly Remote Learning Plans:

Remote Learning – At Home provision:

Year 6 – SAMPLE

	Web Link to Lesson	Summary Information
Spelling (KS2)	https://classroom.thenational.academy/lessons/to-practise-curriculum-words-6tj32d?activity=video&step=1	Spelling curriculum words
English	https://classroom.thenational.academy/lessons/to-explore-word-class-65k6ar	Revising word classes
Reading –	https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-cgukgt	Reading for pleasure
Maths	https://classroom.thenational.academy/lessons/order-of-operations-ctk3et?activity=video&step=2	Order of operations
Foundation Subject	Geography https://classroom.thenational.academy/lessons/what-are-the-countries-of-europe-69k6cr	Countries of Europe cc WW2
Physical Activity	https://www.bbc.co.uk/teach/super-movers/ks2-pshe-teamwork-with-the-super-movers-crew/zkpdk7	Lesson on teamwork taught through p.e.