Rationale

In September 2020, the Department for Education outlined the following expectations of mainstream primary schools in case of a further COVID-19 outbreak:

'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 December 2020, the Department for Education updated their guidance for schools:

'Where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, the Department for Education expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is safe, high quality and aligns as closely as possible with in-school provision.'

In response to these expectations, Bassingham Primary School has devised this plan to ensure Remote Learning opportunities are available to all pupils, when required. This plan will be implemented in the following scenarios:

- **Scenario 1 - an individual is self-isolating awaiting the outcome of a test for themselves or a member of their household**
- **Scenario 2 - an individual is self-isolating as a result of a positive test outcome for themselves, a close contact or a member of their household**
- **Scenario 3 - a class bubble is self-isolating as a result of a positive test within their year group or the whole school is closed as a result of government guidance**

Managing Expectations

Teaching Staff (including Teaching Assistants) will:

- Continue teaching in line with current planning that is already in place throughout the school
- Plan a range of activities that will not always require the use of a digital device
- Accept the fact that Remote Learning will be more difficult to deliver so tasks will be set in smaller steps
- Set work and reply to messages during normal teaching hours
- Acknowledge and provide feedback on work where necessary
- Allow flexibility in the completion of activities, understanding that the circumstances will affect families in different ways
- Take regular breaks away from the computer in line with normal teaching hours
- If unwell, be covered by another staff member for the delivery of Remote Learning
- Contact parents/carers and children if work is not completed or to a satisfactory standard
- Contact parents/carers if children are not engaging with Remote Learning to discuss any obstacles and to provide support
- Find a quiet or private room/area (not bedrooms) to talk to pupils and dress in a professional manner
- Use a neutral or blurred background when delivering Remote Learning

Senior Leaders will:

- Co-ordinate the Remote Learning approach across the school
- Monitor the overall effectiveness of Remote Learning through meetings with teachers, parents/carers and pupils
- Monitor the security of Remote Learning systems, including data protection and safeguarding considerations
- Work as a team to ensure the highest quality Remote Learning is provided for our children
- Alongside class teachers, keep a record of and monitor engagement with Remote Learning

Designated Safeguarding Lead (DSL) will:

- Identify 'vulnerable pupils' (pupils who are deemed to be vulnerable or are at risk of harm)
- Make weekly phone calls to vulnerable pupils using school phones where possible
- Contact with vulnerable pupils' social workers or other care professionals during the period of Remote Learning, as required
- Meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements
- Ensure that all members of staff report any safeguarding concerns to the DSL immediately (via My Concern)
- If a vulnerable pupil is absent and not accessing Remote Learning, the DSL will ensure that appropriate agencies are notified

Children will:

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks
- Be given additional time to complete a task if devices are being shared within a family
- Only send messages and queries that are in relation to tasks set by the teacher
- Consider using the school closure time to learn a new skill or follow their own interests to discover more about the world
- Follow the normal school rules during Remote Learning lessons

Parents will:

- Ensure their child, and everyone in the household, are appropriately dressed for Remote Learning (school uniform not compulsory)
- Where required, set up online accounts/learning platforms in advance to ensure children have access to Remote Learning
- Encourage their child to access and engage with tasks set by the class teacher and support where required
- Refrain from recording, screenshotting or copying any information, messages or posts
- Know they can continue to contact their class teacher as normal through relevant email addresses
- Check their child has completed work each day and encourage the progress that is being made
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks
- Parents/carers, and any other persons present, must not use inappropriate language
- Find a quiet or private room/area to access Remote Learning and use neutral or blurred background (where possible)

Remote Learning

Scenario 1 - an individual is self-isolating awaiting the outcome of a test for themselves or a member of their household

This is likely to be a short-term absence (12 – 48 hours) where the outcome of a test for a pupil/household member is being established. In this scenario, work will be available via the following platforms:

Purple Mash (Whole School) – this is a creative online space aimed at primary school pupils which aims to inspire creative learning both at school and at home. It covers spelling, grammar and maths as well as other work related to the curriculum and various open-ended tools allowing children to try their hand at story creation, art and game design, among other things.

Education City (Whole School) – this platform allows pupils to access engaging learning activities via an individual login. These activities are set via the class teacher to ensure they are relevant and specific to work being covered in the classroom. This resource can be accessed via laptops, tablets and mobile devices.

Times Tables Rock Stars (Whole School) – this is a carefully sequenced programme of daily times tables practice aimed at improving times tables recall and fluency. This resource can be accessed via laptops, tablets and mobile devices using an individual login.

Bug Club (Reception and Key Stage 1) – this is a comprehensive reading programme that includes access to online books closely matched to pupil reading progression. Each pupil has access to an engaging online reading world to capture their imagination. It aims to develop decoding, fluency and comprehension. This resource can be accessed via laptops, tablets and mobile devices using an individual login.

Scenario 2 - an individual is self-isolating as a result of a positive test outcome for themselves, a close contact or a member of their household

This is likely to be a longer-term absence (10 days) where pupils are self-isolating due to a positive test outcome for themselves or a close contact. In this scenario, work will be available as follows:

- Work will be sent home via email on a daily or weekly basis to the parent email address on record
- Work will consist of high-quality video lessons, worksheets and online learning platforms
- This work will cover Maths, Reading, Writing and Topic learning
- Where possible, parents are encouraged to print any attached resources
- Recording can also take place on plain, lined or squared paper
- Parents are encouraged to send photos/examples of your work back to the class teacher
- Class teachers will provide feedback for any work that is returned or shared
- Pupils with no access to required technology or internet will be provided with comprehensive, printed work packs

To support the systems mentioned above, pupils will continue to have access to Purple Mash, Education City, Bug Club and Times Tables Rock Stars. These are aimed to supplement work being sent home and not to replace it.

Scenario 3 - a class bubble is self-isolating as a result of a positive test within their year group or the whole school is closed as a result of government guidance

This is likely to be a longer-term absence for the class bubble (10 days) where pupils are self-isolating due to a positive test within their year group. It could also be a longer time period due to school being closed as a result of direct government guidance. In this scenario, work will be available as follows:

- Teachers will schedule daily 'live lessons' via Microsoft Teams
- Work will be set to cover a minimum of 3 hours learning time per day
- Teaching will include a combination of teacher input, pre-recorded videos and independent tasks
- Remote Learning arrangements and expectations will be discussed with all pupils
- A timetable of learning will be shared with parents/carers and pupils
- Work will consist of Maths, Reading, Writing and Topic activities
- Links will be shared by the class teacher to appropriate lessons/resources
- Feedback will be provided via whole-class marking, verbal feedback, interactive quizzes and written feedback (where required)
- Pupil books will be sent home to support the recoding of work during Remote Learning
- Pupils with no access to required technology or internet will be provided with comprehensive, printed work packs

To support the systems mentioned above, pupils will continue to have access to Purple Mash, Education City, Bug Club and Times Tables Rock Stars. These are aimed to supplement work being sent home and not to replace it.