



## Valence Primary School

January 2021

### Plan for Remote Learning

TIER	ACTIONS	
1	We will remain open for all pupils.	
2	We will remain open for all pupils.	
3	We will remain open for all pupils.	
4	<p>We will remain open for vulnerable pupils and the children of critical workers.</p> <p>We will provide remote education for all other pupils.</p>	<p><b>Vulnerable pupils</b> We will strongly encourage vulnerable pupils to continue attending school. To do this, we will:</p> <ul style="list-style-type: none"> <li>• Work with our local authority (LA)</li> <li>• Contact a pupil's parent or carer, and (where applicable) social worker if the pupil doesn't attend, to find out why and discuss their concerns</li> </ul> <p><b>Free school meals</b> We will work with our catering provision on both sites to prepare meals for pupils on site, or food vouchers for pupils at home.</p> <p><b>Remote learning</b> We will:</p> <ul style="list-style-type: none"> <li>• use a curriculum sequence that allows access to high-quality online and offline resources and that is linked to the school's curriculum expectations;</li> <li>• give access to high quality remote education resources;</li> <li>• 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;</li> <li>• provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;</li> <li>• recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so we will provide appropriate tasks for those pupils to complete.</li> </ul>

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	<p>Through our remote teaching, we will:</p> <ul style="list-style-type: none"> <li>• set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;</li> <li>• 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;</li> <li>• provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources including, but not limited to, the use of pre-recorded teaching;</li> <li>• gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks;</li> <li>• expect teachers to regularly check work;</li> <li>• expect teachers to be in contact with families regularly;</li> <li>• work with teachers to develop a safe, effective and manageable approach to the use of live streaming through the means of Google Meet;</li> <li>• 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;</li> <li>• plan a programme that is of equivalent length to the <b>core</b> teaching pupils would receive in school, including daily contact with teachers via the learning platform and ClassDojo.</li> </ul> <p>Teachers will use in-school resources alongside quality resources available online e.g. BBC Bitesize, Oak National Academy.</p> <p><b>Home support</b> We will seek to support pupils at home who do not have appropriate access to a suitable device by loaning a school Chromebook, laptop or iPad. Through an online survey and careful pupil questioning, we will know which pupils have adequate access to a device so that we are able to support those who are lacking. Where there is no internet access, we will offer 4G routers, increased data packages (as available through government programmes) or provide hard copies of work to be completed.</p> <p><b>Laptops for disadvantaged pupils</b> Where we have not been able to provide a device from our existing inventory, we will provide DfE-issued laptops for children who do not have suitable access to a device.</p> <p><b>Staff training</b> We will build in regular training sessions as part of our CPD schedule. We will also direct staff to self-study units in regard to becoming a Google Certified Educator.</p> <p><b>Pupils in school</b> Pupils will be supported by an adult to complete their Google Classroom activities as planned by teachers. Risk assessment guidelines will be adhered to diligently.</p> <p><b>The scenarios below are relevant for non-lockdown periods:</b></p>

TIER	ACTIONS
	<p data-bbox="512 297 1123 327"><i>1. Whole-class or bubble self-isolation for 14 days</i></p> <p data-bbox="458 358 1377 477">EYFS teachers will primarily use ClassDojo to manage remote learning. Teachers will upload the weekly overview of tasks and activities, covering a range of subjects. The volume of work will be manageable both for pupils and teachers. It will align with, but not be identical to, the in-school provision.</p> <p data-bbox="458 508 1398 683">KS1 and KS2 teachers will primarily use Google Classroom to manage remote learning. Teachers will upload work as per normal practice, covering a range of subjects. The volume of work will be manageable both for pupils and teachers but must include daily reading, literacy and numeracy tasks, alongside a weekly coverage of humanities and PSHE. Teachers will monitor the work completed daily.</p> <p data-bbox="458 714 1299 743">Where there is no internet access, the pupils will be given a work pack.</p> <p data-bbox="458 775 1315 835">All Year Groups will use ClassDojo as the means of communication with parents &amp; carers in regard to learning needs.</p> <p data-bbox="512 893 895 922"><i>2. Individual pupil self-isolation</i></p> <p data-bbox="458 954 1377 1072">EYFS teachers will primarily use ClassDojo to manage remote learning. Teachers will upload the weekly overview of tasks and activities, covering a range of subjects. The volume of work will be manageable both for pupils and teachers. It will align with, but not be identical to, the in-school provision.</p> <p data-bbox="458 1104 1398 1279">KS1 and KS2 teachers will primarily use Google Classroom to manage remote learning. Teachers will upload work as per normal practice, covering a range of subjects. The volume of work will be manageable both for pupils and teachers but must include daily reading, literacy and numeracy tasks, alongside a weekly coverage of humanities and PSHE. Teachers will monitor the work completed twice per week.</p> <p data-bbox="458 1310 1299 1339">Where there is no internet access, the pupils will be given a work pack.</p> <p data-bbox="458 1370 1315 1431">All Year Groups will use ClassDojo as the means of communication with parents &amp; carers in regard to learning needs.</p> <p data-bbox="512 1489 820 1518"><i>3. Class teacher off-sick</i></p> <p data-bbox="458 1550 1398 1635">Where feasible, a supply teacher will be brought in to continue the education of the pupils at school. Year Group Leaders will co-ordinate the provision of remote learning for pupils who are self-isolating.</p>