

# Remote Learning Plan – RFPS School Offer – January 2021

The plan below is intended to provide clarity and transparency to pupils and parents or carers about the school’s tiered offer for Remote Learning.

Offer	What it means for our school	Expectations
A	Year group/Class bubble have been sent home to self-isolate	<ul style="list-style-type: none"> <li>• Lessons are relevant to the curriculum focus for that year group.</li> <li>• Lessons will continue to follow the curriculum we had planned for our pupils to access within school as closely as possible. There are some subjects which lend themselves better to remote education than others. However in all instances, we will try our hardest to adapt lessons to ensure we meet the national curriculum requirements. For example, if it is an Art or Design Technology lesson, we will adapt the lesson so that your child has an understanding of the mechanisms or techniques that are used rather than physically completing the project. This is because we understand that not all parents have access physical resources which would be required in this instance.</li> <li>• Parents will continue to be sent half-termly curriculum letters and long term plans can be found on the our website.</li> <li>• We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day: 3 daily hours for Reception and Key Stage One pupils and 4 daily hours for Key Stage Two pupils. A timetable will be sent on Seesaw to share with parents and pupils of exactly what this will look like each week.</li> <li>• Teachers to set work via Seesaw for all year groups – each child has been provided with instructions and an individual log in to access this.</li> <li>• All lessons and activities will be posted on Seesaw and the first lesson will be scheduled for 9:00am every day. The lessons following this will be posted throughout the remainder of the school day.</li> <li>• A combination of strategies will be used when teaching children remotely including:               <ul style="list-style-type: none"> <li>- Pre-recorded lessons from your child’s class teacher</li> <li>- Follow up activities created by teachers to be posted on Seesaw which will be interactive for your child to complete.</li> <li>- Directing children to commercially available websites supporting the teaching of specific subjects. E.g. Whiterose, BBC bitesize, Oak National Academy.</li> <li>- Zoom calls for two-way interaction between pupils and teachers. Details of this will be posted on Seesaw.</li> <li>- Teachers to be contactable via Seesaw, e-mail or phone calls via the school number throughout the school day.</li> <li>- Fortnightly phone calls to all pupils and parents to support well-being.</li> </ul> </li> <li>• Children to access the lessons set on Seesaw every day.</li> <li>• Teachers will be available for pupils and parents to contact throughout the normal school day (except where teachers are undertaking PPA each week)</li> <li>• Parents who are working from home to support their children in accessing the lessons that are put online and encouraging children to complete the lessons every day. This is to prevent gaps in learning from occurring.</li> </ul>

		<ul style="list-style-type: none"> <li>• Teachers will be assessing children’s work and progress through the work that pupils are producing on Seesaw.</li> <li>• Teachers may assign quizzes or ask further questions to the individual pupil to assess their understanding of what is being taught. If we notice frequent misconceptions for a number of pupils, we intend to use zoom to re-visit these misconceptions. Further information about how to access zoom is found on Seesaw.</li> <li>• Teachers will look at the progress that has been made by the pupils each day and adapt the next lesson to suit the needs of the pupils, just as they would if the child was physically attending school.</li> <li>• Feedback to pupils will be given daily via audio comments, written comments or videos for individual children. These can be viewed instantly once the comment has been made. Teachers will be checking pupils work at frequent periods throughout the school day.</li> <li>• One piece of work to be provided with individual feedback a week.</li> <li>• If there is concern around the level of engagement of a pupil/s, parents should be contacted via phone to access whether school intervention can assist engagement.</li> <li>• We recognise that some pupils may not have suitable online access at home, please contact the school if this is the case for you. There are a number of solutions for this but it will be based on a case by case basis as each individual has different circumstances.</li> <li>• We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils by looking closely at their individual support plans and making necessary steps to ensure we are meeting these as closely as possible.</li> </ul>
B	Half a class bubble (or large group of pupils) have been sent home to self-isolate	<p><b>This will be a reduced offer due to the fact that the teacher will need to fulfil their full-time duties providing within class teaching. Group feedback will be provided but will be proportionate to the time teachers have during the week for normal marking/feedback</b></p> <ul style="list-style-type: none"> <li>• Lessons are relevant to the curriculum focus for that year group.</li> <li>• Lessons will continue to follow the curriculum we had planned for our pupils to access within school as closely as possible. There are some subjects which lend themselves better to remote education than others. However in all instances, we will try our hardest to adapt lessons to ensure we meet the national curriculum requirements. For example, if it is an Art or Design Technology lesson, we will adapt the lesson so that your child has an understanding of the mechanisms or techniques that are used rather than physically completing the project. This is because we understand that not all parents have access physical resources which would be required in this instance.</li> <li>• Parents will continue to be sent half-termly curriculum letters and long term plans can be found on the our website.</li> <li>• Teachers to set work via Seesaw for all year groups – each child has been provided with instructions and an individual log in to access this.</li> <li>• Children to access the lessons set on Seesaw every day.</li> <li>• Parents who are working from home to support their children in accessing the lessons that are put online and encouraging children to complete the lessons every day. This is to prevent gaps in learning from occurring.</li> <li>• Teachers will be assessing children’s work and progress through the work that pupils are producing on Seesaw.</li> </ul>

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C	An individual child or small number of individuals are sent home to self-isolate	<p><b>This will be a reduced offer due to the fact that the teacher will need to fulfil their full-time duties providing within class teaching. Individual feedback will be provided but will be proportionate to the time teachers have during the week for normal marking/feedback</b></p> <ul style="list-style-type: none"> <li>• Lessons are relevant to the curriculum focus for that year group.</li> <li>• Lessons will continue to follow the curriculum we had planned for our pupils to access within school as closely as possible. There are some subjects which lend themselves better to remote education than others. However in all instances, we will try our hardest to adapt lessons to ensure we meet the national curriculum requirements. For example, if it is an Art or Design Technology lesson, we will adapt the lesson so that your child has an understanding of the mechanisms or techniques that are used rather than physically completing the project. This is because we understand that not all parents have access physical resources which would be required in this instance.</li> <li>• Parents will continue to be sent half-termly curriculum letters and long term plans can be found on the our website.</li> <li>• Teachers to set work via Seesaw for all year groups – each child has been provided with instructions and an individual log in to access this.</li> <li>• Children to access the lessons set on Seesaw every day.</li> <li>• Parents who are working from home to support their children in accessing the lessons that are put online and encouraging children to complete the lessons every day. This is to prevent gaps in learning from occurring.</li> <li>• Teachers may assign quizzes or ask further questions to the individual pupil to assess their understanding of what is being taught.</li> <li>• Feedback to pupils will be given daily via audio comments, written comments or videos for individual children. These can be viewed instantly once the comment has been made.</li> </ul>

		<ul style="list-style-type: none"> <li>• One piece of work to be provided with individual feedback a week.</li> <li>• If there is concern around the level of engagement of a pupil/s, parents should be contacted via phone to access whether school intervention can assist engagement.</li> <li>• We recognise that some pupils may not have suitable online access at home, please contact the school if this is the case for you. There are a number of solutions for this but it will be based on a case by case basis as each individual has different circumstances.</li> <li>• We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils by looking closely at their individual support plans and making necessary steps to ensure we are meeting these as closely as possible.</li> </ul>
D	Whole school is in lockdown, the majority of children are working from home, the school is providing face to face provision for Key Worker and Vulnerable children only	<ul style="list-style-type: none"> <li>• As offer A, however where staff are providing face to face provision for Key worker/Vulnerable children, year group colleagues will take the lead on the delivery of remote learning. This may mean that whilst daily teacher contact will be available, for some children this may not be with their own class teacher.</li> <li>• All Key worker/vulnerable children will have opportunities during the school day to access year group remote learning with the support of school staff.</li> <li>• Team leaders will make sure that PPA is provided to ensure teachers are receiving their allocation of time.</li> </ul>
E	Teacher has been sent to self-isolate but class is still in school	<ul style="list-style-type: none"> <li>• Teacher to provide cover/supply teacher with planning and support to deliver lessons within school, this may involve remote meetings to discuss/clarify planning and children's progress. Delivery of some sessions may be conducted remotely to the class where appropriate and may include pre-recorded resources e.g. morning message, story time, voice over PowerPoints etc.</li> <li>• Teachers to take responsibility for the remote learning of any children in that year group who are also self-isolating (Offer C).</li> <li>• Teacher will have the flexibility to take their allocated PPA time within their working week around the above tasks</li> </ul> <p><b>Note: Where the teacher is unwell they should follow the normal sickness absence procedure, there will be no expectation for them to work from home under these circumstances.</b></p>