

# Remote Teaching Plan



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## **Academy Contingency Planning**

The DfE expects schools to have a contingency plan in place to provide remote education in case of a local outbreak of coronavirus. In addition, Redhill Primary Academy has also considered plans to be implemented in the eventuality that the Head, or other key personnel become unavailable due to Covid 19.

### **Remote Education**

This plan will be put into action immediately if:

- There's a local outbreak and you're asked to close temporarily for most pupils like during the initial school closures in March 2020; or
- Individuals or groups of pupils need to self-isolate, but the rest of the Academy is still open.

This will include:

- A programme that is of equivalent length to the core subject teaching pupils would receive at the Academy, including daily contact with teachers.
- Selecting a digital platform, Microsoft Teams, for our remote education provision. It is used consistently across the school in order to allow interaction, assessment and feedback. Staff are trained and confident in its use and regular updates around good practice are shared through staff meetings.
- Assignments so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments.
- Teaching a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what is intended to be taught and practised in each subject.
- Providing frequent and clear explanations of new content and what is intended to be taught, delivered by a teacher in the Academy or through curriculum resources and/or videos.
- Scaffolded practice is provided through teaching and activities set through assignments.
- Allowing for opportunities for interactivity, including questioning, eliciting and reflective discussion for children (and where appropriate with parents).
- Gauging how well pupils are progressing through the curriculum, using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work.
- Work is submitted at least twice weekly in Reception increasing to four times a week in Year 6. Feedback and Close the Gap activities are given to children on these particular pieces of work. Other feedback by inserting their handed in work for discussion the next day, staff exemplify where children have met the success criteria and model how to improve it further. Staff also mark work alongside the children in the next session if work hasn't been submitted.
- Teachers are regularly making changes to planning and lessons as a result of evidence from submitted work. They make good use of the chat facility on Teams and the hands up features to assess understanding and provide instant feedback.
- Giving opportunities for children to apply their new knowledge and skills through carefully chosen activities.

- The facility for 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. Support materials are dropped into the chat facility to support children further when completing independent tasks, reminding them of task expectations and providing them with a worked example.
- All online teaching is monitored by team leaders in the following ways:
  - Monitoring planning
  - Monitoring the chat facility
  - Monitoring submission of work
  - Regular discussions with teaching staff around provision
  - Pupil discussions around remote learning offer.
- The delivery of a curriculum sequence that allows access to online (e.g. teaching videos, tests, signposting websites like My Maths, TTRS, and Active Learn etc.) and offline (e.g. resource packs, reading books) resources, and that is linked to our curriculum expectations. Teachers will follow the breadth and depth of the curriculum where possible, leaving only those elements which are particularly difficult to deliver via the online learning platform e.g. elements of art, music and DT, until children return to school, meaning the sequence of learning may be adapted slightly.
- Prioritising the teaching of early reading, ensuring that pupils continue to access appropriate reading books and resources through subscriptions to online services: Big Cat Collins, Oxford Reading Tree and Shropshire Library Service. Interventions delivered by teaching assistants continue for those children who need support to catch up in their reading.
- A high emphasis on physical education, supporting pupils to take regular physical exercise to maintain fitness, outdoor learning (wherever possible) and PSHCE, focussing on children's well-being and mental health.
- Teaching staff are continuing to lead events such as year or whole-school assemblies. We recognise the importance of maintaining these aspects of school life during any period of disruption. Celebration of work via Twitter, celebration assemblies and through Headteacher commendations continue.
- The use of online tools that will be consistently used across the Academy in order to allow interaction, assessment and feedback.
- Provision of printed resources, such as textbooks and workbooks, for pupils who don't have suitable online access.
- Laptops and SIM cards provided to children who do not have access to online learning to ensure equality for all.
- Children to be invited into school if they don't have access to a quiet space and/or resources to support them in their learning.
- A recognition that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so we will work with families to deliver an appropriate accessible curriculum. Staff to undertake regular well-being calls, calls to children with SEND and offer additional support which is bespoke to those with additional needs through carefully tailored work and/or pre-recorded videos to support further. Signposting to assistive technologies like overlay technology, immersive reader, dictation tools and use of Clicker 8. Use of bold fonts rather than italics and underlined text in documents sent home for children to work on.

- Attendance is monitored weekly and parents are phoned if children are not participating in live sessions and/or they are not submitting work.

#### Staff will:

- Set work that is released to pupils on a daily/weekly basis, following the weekly published timetable.
- All work will be set by the class teacher through Microsoft Teams Assignment so that both pupils and parents can see it by 8.30am each morning. Staff aim to have this completed the night before due to parent feedback.
- Most work will require pupils to use Microsoft Teams and/or Oak Academy. Teachers may also direct children to White Rose Maths, MyMaths, Numbots, Times Tables Rock Stars, Active Learn, Bug Club, Oxford Owl and Purple Mash.
- The time allocation for each subject is almost exactly the same proportion of time pupils would have spent on the subject at the Academy but recognises that they may find working at home to be a different experience to the routine of school.
- Assess work completed and provide feedback.

#### Children will:

- Pupils in Nursery will be expected to complete a minimum of 4 tasks a day (15 minutes of phonics, 15 minutes of literacy, 15 minutes of maths, 5-10 minutes of reading) as well as 10 minutes of fine or gross motor skills. Every day, children will be asked to complete at least 20 minutes of daily exercise.
- Pupils in Reception will be expected to complete a minimum of 4 tasks a day (30 minutes phonics, 30 minutes of literacy, 10 minutes of reading, 30 minutes of mathematics) as well as at least 30 minutes of one other subject. Every day, children will be asked to complete at least 20 minutes of daily exercise.
- Pupils in Year 1 and 2 will be expected to complete a minimum of 4 tasks a day (30 minutes phonics, 40 minutes of literacy, 10 minutes of reading, 40 minutes of mathematics) as well as at least 40 minutes of one other subject. Every day, children will be asked to complete at least 20 minutes of daily exercise.
- Pupils in Year 3 and 4 will be expected to complete a minimum of 4 tasks a day (1 hour of mathematics, 1 hour of literacy, 30 minutes of guided reading, 1 hour of another subject). Every day, children will be asked to complete at least 30 minutes of daily exercise.
- Pupils in Year 5 and 6 will be expected to complete a minimum of 4 tasks a day (1 hour of mathematics, 1 hour of literacy, 30 minutes of guided reading, 1 hour of another subject) as well as at least 30 minutes of independent reading or research. Every day, children will be asked to complete at least 30 minutes of daily exercise.

- Pupils will submit all work set for marking and feedback as required by the teacher.
- Pupils can complete work in exercise books/on paper but will need to take clear photos of it and upload them to Microsoft Teams for feedback.

### **Safeguarding Arrangements:**

- Our DSL has reviewed the school's safeguarding policy to reflect these updates and the move to remote education for most pupils.
- We have added a coronavirus (COVID-19) annex or addendum to the policy that summarises related changes and all staff are aware of these updates. Our website has been updated with key policies relating to safeguarding and parents/carers have been signposted to these.
- We have a trained DSL available on site.
- We have read and understood the guidance on teaching online safety in schools that provides information to help schools ensure their pupils understand how to stay safe and behave online.
- We are aware of the following guidance:
  - The National Cyber Security Centre (NCSC) on [which video conference service is right for your school](#) and [using video conferencing services securely](#) could help schools to set up video conferencing safely.
  - And, [guidance from the UK Safer Internet Centre on safe remote learning](#) which includes detailed advice on live, online teaching, and the [safeguarding guidance from London grid for learning \(LGfL\)](#) which includes platform-specific advice.
- When communicating online with parents and pupils, our staff:
  - communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
  - communicate through the school channels approved by the senior leadership team
  - use school email accounts (not personal ones)
  - use school devices
  - do not to share personal information.
- We have provided parents with our online learning expectations document and let parents know the sites they will be expected to use and the members of staff their child will interact with whilst online.
- We have advised parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.
- We have given staff guidance about appropriate use of webcams, including setting backgrounds and ensuring staff are in a suitable room.
- Safeguarding continues to be an agenda item throughout every staff meeting.
- Regular phone calls, well-being checks for those pupils deemed vulnerable who have not taken up their place in school.

### **Mental Health and Well-being Support:**

- Teaching staff keep in frequent contact with pupils and parents.
- Well-being checks are completed regularly, and we frequently ask our parents to let us know if any of the children are struggling at home, for schooling reasons or otherwise.
- Well-being continues to take high priority across the school through a daily lesson for all pupils and with training forming a regular agenda item through all staff meetings.
- Virtual picnic lunches to allow children to socialise and catch up with their peers.
- Regular no screens days to allow children, parents and staff to have a break from online sessions.
- Rota based system to operate ensuring that the majority staff are not in school full time; thus reducing the risk of transmission.
- Alleviating concerns and signposting staff to relevant services or resources if necessary, including support from our Mental Health First Aiders.
- Reducing workload to remove non-essential tasks, that are not a priority during this pandemic e.g. staff meetings have been reduced considerably.

### **Support for Parents:**

- Numerous letters, guides and video tutorials sent out for parents and carers to support them in accessing Microsoft Teams. Where parents have continued to struggle, our It technician calls parents and offers 1:1 technical support.
- Parent questionnaire to be sent out to ask parents thoughts around remote learning offer. As a result of findings, where possible, improvements will be made to our offer and in turn, this plan updated.
- Every week in the mail on Friday, there is a selection of support resources and materials for parents and carers to read in relation to supporting their child through Covid-19 and beyond (including resources from the EEF, The Book Trust Beacon House, and CAMHS etc.).
- Our website is plentiful with signposts to services and agencies:  
<https://redhill.ttsonline.net/page/services-and-signposting-for-families>
- Alongside our weekly timetables, we often send out specific resources to support parents with home learning and/or their child's mental health e.g. My Covid-19 Time Capsule and How to Stay Calm in a Global Pandemic e-book.