



CORPORATION ROAD COMMUNIT PRIMARY SCHOOL REMOTE LEARNING STRATEGY JANUARY 2021

Ann Pringleton Headteacher

Schools have statutory obligations and expectations with regard to remote education:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: primary: 3 hours a day, on average, across the school cohort; secondary: 4 hours a day, with more for pupils working towards formal qualifications this year
- Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- 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

Key findings and implications from *The Education Endowment Foundation April 2020*

https://educationendowmentfoundation.org.uk/public/files/Remote_Learning_Rapid_Evidence_Assessment.pdf

1. Teaching quality is more important than how lessons are delivered

- Pupils can learn through remote teaching.
- Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided. There was no clear difference between teaching in real time (“synchronous teaching”) and alternatives (“asynchronous teaching”).
- For example, teachers might explain a new idea live or in a pre-recorded video. But what matters most is whether the explanation builds clearly on pupils' prior learning or how pupils' understanding is subsequently assessed.

2. Ensuring access to technology is key, particularly for disadvantaged pupils

- Almost all remote learning uses digital technology, typically requiring access to both computers and the internet.

- Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology.
- In addition to providing access to technology, ensuring that teachers and pupils are provided with support and guidance to use specific platforms is essential, particularly if new forms of technology are being implemented.

3. Peer interactions can provide motivation and improve learning outcomes

- Multiple reviews highlight the importance of peer interaction during remote learning, as a way to motivate pupils and improve outcomes.
- Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content.
- The value of collaborative approaches was emphasised in many reviews, although notably many studies involved older learners. Different approaches to peer interaction are likely to be better suited to different age groups.

4. Supporting pupils to work independently can improve learning outcomes

- Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success.
- For example, prompting pupils to reflect on their work or to consider the strategies they will use if they get stuck have been highlighted as valuable.
- Wider evidence related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently, for example, by providing checklists or daily plans.

5. Different approaches to remote learning suit different tasks and types of content

- Approaches to remote learning vary widely and have different strengths and weaknesses. Teachers should be supported to consider which approaches are best suited to the content they are teaching and the age of their pupils.
- For example, games for learning were found to have a high impact on vocabulary learning in foreign languages, but there is less evidence related to their use in other subjects.
- Likewise, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge, but is not a replacement for other forms of assessment.

Strategic Planning for Lockdown from 5th January 2021

- Leadership Team defined criteria for bringing vulnerable and key worker children onto school, from DFE guidance
- Contact made with families to organise vulnerable groups to return to school
- Children and families identified who have no access to internet or electronic devices
- All staff inset day on Teams 6th January as preparation to support on-line learning
- School to move to Teams as consistent medium for online learning
- Transition stage between using MarvelousMe and See-Saw
- All families visited by staff across school.
- Home learning packs delivered including logins, instructions, for downloading APPs needed delivered to homes
- SIMS card included in packs to access data
- Register set up for families needing laptops and laptops delivered to families
- Families supported with logging in on Monday 11th January
- Register kept of children in school and children accessing remotely
- Addendum written to sit alongside Child Protection Policy
- Protocols written and shared for and with staff, children and parents for remote learning

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EYFS Key Aspects: Guidance and Reflection	<ul style="list-style-type: none"> School Actions 	Who is responsible to lead on this
<p>1.Expectations of remote learning:</p> <p>Set learning so that children have meaningful and ambitious work each day in several different subjects</p> <p>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</p> <p>Provide frequent, clear explanations of new content, delivered by a teacher in the Academy or through high quality curriculum resources and/or videos</p>	<ul style="list-style-type: none"> Staff in Reception: Daily plans for English, Maths and Phonics. Handwriting and reading planned for across the week. Staff in Nursery -Daily plans for English and Maths, two weekly phonics. Staff in Reception: Learning expectations –weekly lesson in science, Art, history/geography, Science, PSHE. Staff in Nursery: A lesson – weekly lesson in Art, Music, History/Geography, Science, PE. The above sessions would be communicated at the beginning of each session. Clear expectations sheet for staff of teaching and learning. Clear expectation sheet for parents around teaching and learning. Parents to ensure work is completed and access Teams live session (Nursery 11am, Reception 2pm), throughout the day. Parents to upload children's work onto Teams for teacher to give feedback if needed. Parents to contact-class teacher via class email or Teams chat if requiring further support Parents to indicate if technology at home is not appropriate for our learning platform and resources so that school can offer alternatives and adapt to each family need Teams will be used to deliver LIVE lessons and support learning remotely (Risk assessment and parental consent) Teaching to be pre-recorded and uploaded to TEAMS to 	<ul style="list-style-type: none"> DHT to monitor planning Staff to create and share planning and resources Senior Leadership to create expectation sheet for teaching and learning Senior leadership to create a parent agreement letter about completing and uploading work Teachers/senior leaders Staff to feedback to children and senior leadership to ensure this is completed by staff to a high standard

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	deliver lessons and support learning remotely.	
<p>2. Communication of systems and procedures</p> <p>What information will be communicated to parents, staff, children - who will communicate</p> <p>On-going communication with parents, staff, children</p> <p>Attendance- monitoring, registration</p> <p>Safeguarding – vulnerable children's list process</p>	<ul style="list-style-type: none"> • Information about learning platform (Teams) to be shared with pupils and parents through a guidance sheet. • Information and guidance around teaching and learning tasks to be provided through LIVE sessions, class email and chat function on Teams. • TEAMS to be used to celebrate children's work completed at home. • Feedback and response through Teams • Keep record of children who don't engage with home learning and pass on to SLT. 	<ul style="list-style-type: none"> • Class Teachers • Parents • Teachers/SLT
<p>3. Quality of Education offer.</p> <p>Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the School's curriculum expectations</p> <p>Recognise that younger children and some children with SEND may not be able to access remote education without adult support, and so school should work with families to deliver a broad and ambitious curriculum.</p> <p>Challenge for groups – more able/less able. Expectations in relation to the child's age, stage of development</p> <p>Teaching and Planning for Remote Learning – plan a programme that is of equivalent length to the core teaching children would receive in school, ideally including daily contact with teachers</p>	<ul style="list-style-type: none"> • EYFS teachers to regularly discuss planning and resources for teaching and learning. Share good practise wherever possible. • Curriculum sequences will mirror established systems in place and where possible follow LTP and MTP in place. • EYFS parents to ensure their children are accessing the LIVE sessions on Teams, and the pre-recorded teaching. • EYFS parents to upload children's work on Teams. • Parents to contact school if requiring further support • TEAMS to be used to celebrate children's work completed at home. • Phone calls home made where children are not engaging and to check in with the children if needed. • To support and engage with parents and children at all opportunities. • Some tasks to be differentiated to ensure children can access learning. Particularly in subjects such as Maths. Differentiation may also be evident through expected outcome in subjects such as English. 	<ul style="list-style-type: none"> • Class Teachers • Parents • Teachers/SLT

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<p>4.Educational Resources for Remote Learning</p> <p>Give access to high quality remote education resources</p> <p>Select the online tools that will be consistently used across the Academy in order to allow interaction, assessment and feedback, and make sure staff are trained in their use</p> <p>provide printed resources, such as textbooks and workbooks, for children who do not have suitable online access</p>	<ul style="list-style-type: none"> Using developed curriculum programs to support the teaching and online teaching of maths and literacy Oak Academy and use of learning resources – guided with weekly expectations and opportunities to use materials to enhance and support needs. 	<ul style="list-style-type: none"> Teachers
<p>4.Educational Resources for Remote Learning</p> <p>Give access to high quality remote education resources</p> <p>Select the online tools that will be consistently used across the Academy in order to allow interaction, assessment and feedback, and make sure staff are trained in their use</p> <p>provide printed resources, such as textbooks and workbooks, for children who do not have suitable online access</p>	<ul style="list-style-type: none"> Curriculum sequences will mirror established systems in place and where possible follow LTP and MTP in place. EYFS Online resources to include: Topmarks, Sounds Write Scheme, 5-a-day Fitness, Books for Topics Story-time online, Youtube links. Additional EYFS resources to be sent home include: a blank exercise book, pencil, ruler, sharpener, whiteboard, and pen, number line (Reception), cubes/counters, numicon, phoneme cards, weekly worksheets sent, name card (Nursery) resources needed for the weeks remote learning. Staff to create resources and deliver to children weekly so they can access remote learning for the following week. Decodable reading book to be sent home weekly, option for parents to return and change once a week (Reception) Story book sent home as books for parents to share with the children (Nursery) 	<ul style="list-style-type: none"> Teachers Parents

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<p>6. Live Teaching Plan</p> <p>To deliver curriculum aspects through LIVE teaching and ensuring objectives are covered effectively in each year group</p>	<ul style="list-style-type: none"> • EYFS timetable created. Staff to have LIVE elements for each taught session, pre-recorded. • Curriculum sequences will mirror established systems in place and where possible follow LTP and MTP in place. • Steps to learning to be broken down further if and when required to cater for learning remotely. • Pre-record all sessions so children who cannot access at the given time can access at a later point. 	<ul style="list-style-type: none"> • Teachers
<p>7. Staff/children well being</p> <p>Staff absence plan Support mechanisms for well-being shared Reviewing time and contact with children</p>	<ul style="list-style-type: none"> • Regular check in with EYFS team via Teams. • Phone calls made to check in with children working remotely. • Weekly visits to check in with children working remotely. 	<ul style="list-style-type: none"> • Senior Leadership • Teachers

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Key Stage 1 Key Aspects: Guidance and Reflection	<ul style="list-style-type: none"> School Actions 	Who is responsible to lead on this
<p>1.Expectations of remote learning:</p> <p>Set learning so that children have meaningful and ambitious work each day in several different subjects</p> <p>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</p> <p>Provide frequent, clear explanations of new content, delivered by a teacher in the Academy or through high quality curriculum resources and/or videos</p>	<ul style="list-style-type: none"> Staff in KS1: Daily plans for English, Maths and Phonics. Handwriting and reading planned for across the week. Staff in KS1: Afternoon learning expectations –weekly lesson in science, history/geography & PSHE/RE. The above sessions would be communicated at the beginning of each session. Clear expectations sheet for staff of teaching and learning. Clear expectation sheet for parents around teaching and learning Clear expectation sheet for children around teaching and learning Parents to ensure work is completed and access Teams live sessions throughout the day. Parents to upload children’s work onto Teams for teacher to give feedback if needed. Parents to contact-class teacher via class email or Teams chat if requiring further support Parents to indicate if technology at home is not appropriate for our learning platform and resources so that school can offer alternatives and adapt to each family need Teams will be used to deliver LIVE lessons and support learning remotely (Risk assessment and parental consent) 	<ul style="list-style-type: none"> DHT to monitor planning Staff to create and share planning and resources Senior Leadership to create expectation sheet for teaching and learning Senior leadership to create a parent agreement letter about completing and uploading work Teachers/senior leaders Staff to feedback to children and senior leadership to ensure this is completed by staff to a high standard LIVE sessions discussed and reviewed before sharing with parents – with senior leadership team
<p>2. Communication of systems and procedures</p> <p>What information will be communicated to parents, staff, children - who will communicate</p>	<ul style="list-style-type: none"> Information about learning platform (Teams) to be shared with pupils and parents through a guidance sheet. Information and guidance around teaching and learning tasks to be provided through LIVE sessions, class email 	<ul style="list-style-type: none"> Class Teachers Parents Teachers/SLT

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<p>On-going communication with parents, staff, children</p> <p>Attendance- monitoring, registration</p> <p>Safeguarding – vulnerable children's list process</p>	<p>and chat function on Teams.</p> <ul style="list-style-type: none"> • Feedback and response through Teams • MarvellousMe to be used to celebrate children's work completed at home. • Keep record of children who don't engage with home learning and pass on to SLT. 	
<p>3. Quality of Education offer.</p> <p>Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the School's curriculum expectations</p> <p>Recognise that younger children and some children with SEND may not be able to access remote education without adult support, and so school should work with families to deliver a broad and ambitious curriculum.</p> <p>Challenge for groups – more able/less able. Expectations in relation to the child's age, stage of development</p> <p>Teaching and Planning for Remote Learning – plan a programme that is of equivalent length to the core teaching children would receive in school, ideally including daily contact with teachers</p>	<ul style="list-style-type: none"> • KS1 teachers to regularly discuss planning and resources for teaching and learning. Share good practise wherever possible. • Curriculum sequences will mirror established systems in place and where possible follow LTP and MTP in place. • KS1 parents to ensure their children are accessing the LIVE sessions on Teams. • KS1 parents to upload children's work on Teams. • Parents to contact school if requiring further support • MarvellousMe to be used to celebrate children's work completed at home. • Phone calls home made where children are not engaging and to check in with the children if needed. • To support and engage with parents and children at all opportunities • Some tasks to be differentiated to ensure children can access learning. Particularly in subjects such as Maths. Differentiation may also be evident through expected outcome in subjects such as English. 	<ul style="list-style-type: none"> • Class Teachers • Parents • Teachers/SLT
<p>4.Educational Resources for Remote Learning</p> <p>Give access to high quality remote education resources</p> <p>Select the online tools that will be consistently used across the Academy in order to allow interaction, assessment and feedback, and make sure staff are trained in their use</p>	<ul style="list-style-type: none"> • Using developed curriculum programs to support the teaching and online teaching of maths and literacy • White Rose Maths – videos, flashbacks • Literacy Shed • TT Rockstars • Numbots • DfE Phonics through Youtube. • Oak Academy and use of learning resources – guided 	<ul style="list-style-type: none"> • Teachers

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provide printed resources, such as textbooks and workbooks, for children who do not have suitable online access	with weekly expectations and opportunities to use materials to enhance and support needs	
4.Educational Resources for Remote Learning Give access to high quality remote education resources Select the online tools that will be consistently used across the Academy in order to allow interaction, assessment and feedback, and make sure staff are trained in their use provide printed resources, such as textbooks and workbooks, for children who do not have suitable online access	<ul style="list-style-type: none"> Curriculum sequences will mirror established systems in place and where possible follow LTP and MTP in place. KS1 Online resources to include: TT Rockstars, Hit the Button, Sounds Write Scheme, 5-a-day Fitness, Books for Topics Story-time online. Additional KS1 resources to be sent home include: a squared and a lined exercise book, pencil, ruler, sharpener, whiteboard (squared and lined), whiteboard rubber, 100 square, number line (Year 1), HFW word mat, sound mat, phoneme sheet (Year 1). Decodable reading book to be sent home weekly, option for parents to return and change once a week. Non-decodable fiction and non-fiction book sent home as books for parents to share with the children. 	<ul style="list-style-type: none"> Teacherts Parents
6. Live Teaching Plan To deliver curriculum aspects through LIVE teaching and ensuring objectives are covered effectively in each year group	<ul style="list-style-type: none"> KS1 timetable created. Staff to have LIVE elements for each taught session. Curriculum sequences will mirror established systems in place and where possible follow LTP and MTP in place. Steps to learning to be broken down further if and when required to cater for learning remotely. LIVE sessions to be recorded so children who cannot access at the given time can access at a later point. 	<ul style="list-style-type: none"> Teachers
7. Staff/children well being Staff absence plan Support mechanisms for well-being shared Reviewing time and contact with children	<ul style="list-style-type: none"> Regular check in with KS1 team via Teams. Phone calls made to check in with children working remotely. 	<ul style="list-style-type: none"> Senior Leadership Teachers

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Key Stage 2 Key Aspects: Guidance and Reflection	School Actions	Who is responsible to lead on this
<p>1.Expectations of remote learning:</p> <p>Set learning so that children have meaningful and ambitious work each day in several different subjects</p> <p>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</p> <p>Provide frequent, clear explanations of new content, delivered by a teacher in the Academy or through high quality curriculum resources and/or videos</p>	<ul style="list-style-type: none"> • Staff in LKS2: Daily plans for reading, writing and maths. Spellings, handwriting, phonics and grammar will be weekly. Staff in LKS2: Afternoon learning expectations – weekly lesson in science, history/geography, art/MFL, PSHE/RE and PE • Clear expectations sheet for staff of teaching and learning. • Clear expectation sheet for parents around teaching and learning • Clear expectation sheet for children around teaching and learning • Parents to ensure work is completed and access Teams live sessions throughout the day. • Parents to upload children's work onto Teams for teacher to give feedback if needed. • Parents to contact-class teacher via class email or Teams chat if requiring further support • Parents to indicate if technology at home is not appropriate for our learning platform and resources so that school can offer alternatives and adapt to each family need • Teams will be used to deliver LIVE lessons and support learning remotely (Risk assessment and parental consent) • Children to be offered a place in school if they do not have access to online learning. Provide telephone support for them in this instance for children. 	<ul style="list-style-type: none"> • DHT to monitor planning • Staff to create and share planning and resources • Senior Leadership to create expectation sheet for teaching and learning • Senior leadership to create a parent agreement letter about completing and uploading work • Teachers/senior leaders • Staff to feedback to children and senior leadership to ensure this is completed by staff to a high standard • LIVE sessions discussed and reviewed before sharing with parents – with senior leadership team
<p>2. Communication of systems and procedures</p>	<ul style="list-style-type: none"> • Information about learning platforms • Information and guidance around teaching and learning tasks 	<ul style="list-style-type: none"> • DHT & Senior Leadership Team

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<p>What information will be communicated to parents, staff, children - who will communicate</p> <p>On-going communication with parents, staff, children</p> <p>Attendance- monitoring, registration</p> <p>Safeguarding – vulnerable children’s list process</p>	<ul style="list-style-type: none"> • Feedback and response through platform messages • Marvellous Me to be used to celebrate children’s work completed at home. • Safeguarding information to staff, agencies and parents regarding meetings – support • Vulnerable group lists developed from staff to offer support – DSL and teachers to check in 2-3x a week with these families. Home visits if appropriate. • Clear plans to support vulnerable children • Attendance updates daily, weekly and half termly for staff, governors, Trust • Keep record of children who don’t engage with home learning and pass on to SLT. 	<ul style="list-style-type: none"> • Teachers
<p>3. Quality of Education offer.</p> <p>Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the School’s curriculum expectations</p> <p>Recognise that younger children and some children with SEND may not be able to access remote education without adult support, and so school should work with families to deliver a broad and ambitious curriculum.</p> <p>Challenge for groups – more able/less able. Expectations in relation to the child’s age, stage of development</p> <p>Teaching and Planning for Remote Learning – plan a programme that is of equivalent length to the core teaching children would receive in school, ideally including daily contact with teachers</p>	<ul style="list-style-type: none"> • LKS2 teachers to discuss planning and resources for teaching and learning regularly. Share good practice wherever possible. • Curriculum sequences will mirror established systems- CCCs for English, CPR for maths, WCR sequence etc. Learning Missions are well planned to ensure they are accessible from home or school and include ongoing wellbeing focus • Parents to complete work and access Teams live session per day • Parents to upload children’s work onto suggested platform • Parents to contact school if requiring further support • MarvellousMe to be used to celebrate children’s work completed at home. • Phone calls home made where children are not engaging and to check in with the children if needed. • To support and engage with parents and children at all opportunities • Some tasks to be differentiated to ensure children can access learning. Particularly in subjects such as Maths. Differentiation may also be evident through expected 	<ul style="list-style-type: none"> • Class Teachers • Parents • SLT

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	outcome in subjects such as English.	
4.Educational Resources for Remote Learning Give access to high quality remote education resources Select the online tools that will be consistently used across the Academy in order to allow interaction, assessment and feedback, and make sure staff are trained in their use provide printed resources, such as textbooks and workbooks, for children who do not have suitable online access	<ul style="list-style-type: none"> Curriculum sequences will mirror established systems in place and where possible follow LTP and MTP in place. LKS2 online resources to include: TTRS, Sounds Write Scheme, 5-a-day fitness, Epic, Books for Topics Stotry-time online. Additional LKS2 resources to be sent home include: a squared and a lined exercise books, a pencil, ruler, sharpener, whiteboards (lined and squared), whiteboard rubber, 100 squares, conjunctions and adverbials list. Home reading book to be sent home weekly, option for parents to return and change once a week. A fiction and non-fictions books sent home as books for parents to share with the children. 	<ul style="list-style-type: none"> Teachers
5. Feedback and Response to Remote Learning Gauge how well children are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work 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 children's' understanding	<ul style="list-style-type: none"> Feedback via Teams E-mail/Texts via SIMs to parents as and when needed Phone calls from class teacher to ensure progress and questions are answered. More regular contact for vulnerable families 	<ul style="list-style-type: none"> Parents, children, teachers, senior leaders
6. Live Teaching Plan To deliver curriculum aspects through LIVE teaching and ensuring objectives are covered effectively in each year group	<ul style="list-style-type: none"> Curriculum sequences will mirror established systems in place and where possible follow LTP and MTP in place. KS1 timetable created. Staff to have LIVE elements for each taught session. Steps to learning to be broken down further if and when required to cater for learning remotely. LIVE sessions to be recorded so children who cannot access at the given time can access at a later point. 	<ul style="list-style-type: none"> Teachers
7. Staff/children well being Staff absence plan Support mechanisms for well-being shared Reviewing time and contact with children	<ul style="list-style-type: none"> Regular check in with KS1 team via Teams. Phone calls made to check in with children working remotely. 	<ul style="list-style-type: none"> Senior Leadership Teachers

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Upper Key Stage 2 Key Aspects: Guidance and Reflection	School Actions	Who is responsible to lead on this
<p>1.Expectations of remote learning:</p> <p>Set learning so that children have meaningful and ambitious work each day in several different subjects</p> <p>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</p> <p>Provide frequent, clear explanations of new content, delivered by a teacher in the Academy or through high quality curriculum resources and/or videos</p>	<ul style="list-style-type: none"> • Staff in UKS2: Daily plans for Reading, Writing, Maths, Spelling. • Staff in UKS2: Afternoon learning expectations –daily lesson in science, history/geography, art, PSHE etc • A timetable will be sent, if any changes are made parents will be notified. • Clear expectations sheet/format for staff of teaching and learning • Clear expectation sheet/format for parents teaching and learning • Clear expectation sheet/format for children of teaching and learning • Parents to ensure work is completed and access Teams live sessions daily. • Parents to upload children's work onto Teams for teacher to mark and comment on. • Parents to contact-class teacher via Teams or email if requiring further support • If children access remote learning, they will be asked to attend school to complete work. • Parents to indicate if technology at home is not appropriate for our learning platform and resources so that school can offer alternatives and adapt to each family need • Feedback provided daily by teachers on Teams 	<ul style="list-style-type: none"> • Staff to feedback to children and senior leadership to ensure this is completed by staff to a high standard • DHT to monitor planning • Staff to create and share planning • Senior Leadership to create expectation sheet for teaching and learning
<p>2. Communication of systems and procedures</p> <p>What information will be communicated to parents, staff, children - who will communicate</p> <p>On-going communication with parents, staff, children</p>	<ul style="list-style-type: none"> • Objectives for learning • Information about learning platforms • Information and guidance around teaching and learning tasks • Feedback and response through platform messages • Certificates/Postcards for success and encouraging 	<ul style="list-style-type: none"> • DHT & Senior Leadership Team • Teachers & TAs • Class Teachers/SEND CO

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<p>Attendance- monitoring, registration</p> <p>Safeguarding – vulnerable children’s list process</p>	<p>learning – motivational aspects</p> <ul style="list-style-type: none"> • Safeguarding information to staff, agencies and parents regarding meetings – support • Vulnerable group lists developed from staff to offer support – DSL and teachers to check in 2-3x a week with these families. Home visits if appropriate. • Clear plans to support vulnerable children • Attendance updates daily, weekly and half termly for staff, governors, Trust • Keep record of children who don’t engage with home learning and pass on to SLT. 	<ul style="list-style-type: none"> • Admin Staff
<p>3. Quality of Education offer.</p> <p>Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the School’s curriculum expectations</p> <p>Recognise that younger children and some children with SEND may not be able to access remote education without adult support, and so school should work with families to deliver a broad and ambitious curriculum.</p> <p>Challenge for groups – more able/less able. Expectations in relation to the child’s age, stage of development</p> <p>Teaching and Planning for Remote Learning - plan a programme that is of equivalent length to the core teaching children would receive in school, ideally including daily contact with teachers</p>	<ul style="list-style-type: none"> • Staff meetings to continue weekly with staff – via Teams – continue with school training, development aspects, monitoring • Monitor standards of planning, teaching and observe a percentage of LIVE teaching sessions through weekly monitoring • SLT meetings to continue weekly via Teams • Parents to complete work and access Teams live sessions per day • Parents to upload children’s work onto Teams • Parents to contact school if requiring further support • Parents to contact school if requiring aspects printed • Parents to indicate if technology at home is not appropriate for our learning platform and resources so that school can offer alternatives and adapt to each family need • Letters to children for encouragement and motivation • Celebrate children’s work on social media if appropriate and parent’s permission • To support and engage with parents and children at all opportunities • Survey - parent/child and staff surveys for well-being • Differentiated activities for children to access learning 	<ul style="list-style-type: none"> • Class Teachers • Parents • Teachers/SLT • Class teacher

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	<ul style="list-style-type: none"> • Personalised SEND videos and resources made by teachers and support staff. • Lexia will be used for selected children. • Each half term – Teams meetings with parents of SEND need and to discuss progress, support and aspects to help at home for learning 	
4.Educational Resources for Remote Learning Give access to high quality remote education resources 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 provide printed resources, such as textbooks and workbooks, for children who do not have suitable online access	<ul style="list-style-type: none"> • Using developed curriculum programs to support the teaching and online teaching of maths and literacy • White Rose Maths – videos, flashbacks • Literacy Shed • TT Rockstars • Numbots • Oak Academy and use of learning resources – guided with weekly expectations and opportunities to use materials to enhance and support needs • Read Theory • BBC Bitesize • Explorify • Charanga 	<ul style="list-style-type: none"> • Teachers
5. Feedback and Response to Remote Learning Gauge how well children are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work 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 children's' understanding	<ul style="list-style-type: none"> • Feedback via Teams • Certificates/Postcards to children for encouragement and motivation • Regular phone calls from class teacher to ensure progress and questions are answered. More regular contact for vulnerable families • To support and engage with parents and children at all opportunities • Survey – half termly questions around learning to assess understanding of objectives • Survey = parent/child and staff surveys for well-being 	<ul style="list-style-type: none"> • Parents, children, teachers, senior leaders • Parents, children, teachers, senior leaders • Senior Leaders • Teachers
6. Live Teaching Plan	<ul style="list-style-type: none"> • KS1 timetable created. Staff to have LIVE elements for each taught session. 	<ul style="list-style-type: none"> • Teachers

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To deliver curriculum aspects through LIVE teaching and ensuring objectives are covered effectively in each year group	<ul style="list-style-type: none">Curriculum sequences will mirror established systems in place and where possible follow LTP and MTP in place.Steps to learning to be broken down further if and when required to cater for learning remotely.LIVE sessions to be recorded so children who cannot access at the given time can access at a later point.	
7. Staff/children well being Staff absence plan Support mechanisms for well-being shared Reviewing time and contact with children	<ul style="list-style-type: none">Staff well-being plan completed and shared with all staffWeekly phone calls to staff to check in with their wellbeing and workload.Ensuring systems are in place for staff absenceStaff counselling	<ul style="list-style-type: none">Senior Leadership

Appendix 1. Remote Learning Guidelines for Parents 2. Remote Learning Expectations 3. Staff Behaviour Guidance for Remote Learning 4. DFE Guidance to Remote Learning 5. Rapid Evidence Assessment – Education Endowment Foundation		
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Appendix 1 Remote Learning Expectations For Parents

Remote Learning Expectations for Parents

Microsoft Teams

- This is where children complete 'live' lessons, watch videos or complete assignments. Children will complete their work on Teams and send it back to the teacher. Teams can be used in web browsers, you can download the Microsoft Teams app which can be used on most electronic devices or you can also access Teams via PlayStation and Xbox. Instructions as to how to join Teams have been included in your pack.
- Children should log on ready for the school day to begin at 9am. Teachers will deliver live lessons. If your child can not access lessons during the timetabled times, then recordings will be available for children to watch. It is important that your child watches these before attempting any assignments.
- Assignments should be completed on the same day and submitted. Teachers will not be able to mark work on a Tuesday or Wednesday that should have been submitted on a Monday.
- If children do not access the remote learning, then those children become 'vulnerable' and staff will follow the framework around this.
- Staff will be available between 8.45am and 3.30pm each day. Please message through Teams or email school to get in touch with staff if you are having difficulties.
- Reading books will be able to be changed on a Thursday afternoon. Years 1 and 2 will be from 1.30pm – 2.00pm. Years 3 and 4 from 2.00pm to 2.30pm. Years 5 and 6 from 2.30pm to 3.00pm. You will need to socially distance and wear a face covering.

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- If you are having an issues accessing and completing the online learning school is setting then please contact school and we will support you in any way we can.

Remote Learning Websites

TT Rockstars: <https://trockstars.com/>

Microsoft Outlook where you can sign into Teams: <https://outlook.office.com>

BBC Bitesize: <https://www.bbc.co.uk/bitesize>

Read Theory: <https://readtheory.org/auth/login>

Oak National Academy: <https://www.thenational.academy/>

Online Learning Protocols

Clothing	Children should dress in their school jumper when accessing online learning.
Camera	Children should switch on the camera if appropriate so please be aware of what is behind your child when they are accessing live learning.
Lessons	Children will have daily reading, writing, maths, phonics (where appropriate) and a foundation subject in the afternoon. This may be science, PE, history, geography, PSHE or music.
Lesson format	Teachers will deliver a short input which should last between 10-20 minutes. Then children will be asked to complete an assignment based on the input. The input will be recorded and children will be able to watch it before completing the work. The recording will stay online for a week before being deleted.
Routine	Try to get into a routine with your child. Once this routine is embedded, then children will find it easier to complete the online learning.

Engagement	Teachers will make a list of children who engage daily and rewards will be sent to children to engage and complete their work to a high standard. If children do not engage then a phone call will be made and children who do not access online learning will be invited into school.
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Appendix 2 Remote Learning Expectations For Children

Remote Learning Expectations for Children

1. Behaviour expectations are the same as in school.
 - a. Be respectful to all participants.
 - b. Use the hand up function or type a question in the chat box in Teams rather than shouting out.
 - c. Anything you type or send will be monitored by staff.
 - d. Children should actively engage in each session.
2. Children should attend and complete work in each session.
3. Assignments should be completed and sent before the end of the school day.
4. Work should be completed in the provided books to the same standard as children would in school.
5. Children should wear their school jumper when participating in live lessons.
6. If children do not engage or they misbehave they will be required to attend school to complete work.
7. Staff can be contacted during normal school hours (8:45-15:00).

8. Children should be ready to complete work in a quiet and organised environment with their work book ready and without any distractions.
9. Reading books can be changed between 14:00 and 14:30 on Thursdays at the door beside the basketball court on the main playground. Please adhere to social distancing guidelines and wear a face covering.

Appendix 3 Staff Behaviour Guidance for Remote Learning

Corporation Road Community Primary School Staff Behaviour Guidance for Remote Learning

Statement of Purpose

The purpose of this guidance is to protect and promote the interests of staff at Corporation Road Community Primary School and the pupils with whom they work whilst working remotely.

All adults who come into contact with pupils and young people, in their work, have a legal and moral duty to keep themselves and students and young people safe.

This guidance aims to:

- Keep pupils and staff safe by clarifying which behaviours constitute safe practice.
- Assist adults working with pupils to work safely and responsibly and to monitor their own standards and practice;
- Support leaders and managers in setting clear expectations of behaviour and/or codes of practice relevant to the services being provided.

This guidance describes the standards of conduct and practice that staff are expected to follow when working with pupils remotely.

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Reporting incidents

Any incidents of concern whilst teaching online should always be reported to the Head of School and recorded on CPOMs, or in cases where there is an allegation or risk of harm to a pupil, then concerns should be reported to the Designated Safeguarding Lead for the school or the Head Teacher immediately.

The School Commitment

Corporation Road Community Primary School has a duty of care to staff and as part of this duty it will ensure:

- Appropriate safeguarding and child protection policies and procedures are in place in all areas that undertake work with pupils, that they are continually monitored and reviewed.
- Staff are treated fairly and reasonably in all circumstances.

Personal Conduct

Confidentiality

- Keep private and sensitive information confidential at all times and only share it with relevant people when it is in the interests of the pupil to do so; where there is doubt regarding this, staff should speak to the appropriate manager to obtain approval.

Protocols for online teaching from home

Personal/living space

- Be vigilant in maintaining privacy and mindful of the need to avoid vulnerable situations.
- Never conduct lessons from a bedroom or a personal space.
- Conduct lessons in a quiet space, preferably against a neutral background, ensuring that friends and family are never visible during a lesson.
- Conduct lessons within the times identified in the online learning timetable, within the normal school day.
- Ensure that the day is structured with breaks for lunch etc.

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Staff dress code

- All staff are required to dress in a professional manner whilst teaching online.
- Set appropriate boundaries and behavioural expectations of the children online and maintain the same professional standards as at school, this includes appropriate dress for pupils.

Communication and the use of technology.

Only use school recognised means of communication- MarvelousMe, SeeSaw, Teams, School email school website. School Twitter and FaceBook

- Ensure communication takes place within clear and explicit professional boundaries, this includes the wider use of technology such as mobile phones text messaging, e-mails, digital cameras, videos, web-cams and websites.
- Not share any personal information with the pupils.
- Not request, or respond to, any personal information from a pupil, other than that which may be appropriate as part of their professional role.
- Not give their personal contact details to pupils, including their mobile number, home phone or personal e-mail address, unless the need to do so is agreed with senior member of staff and parents/carers.
- Only use equipment agreed by the school e.g. laptops, mobile phones to communicate with pupils.
- Only make contact with pupils for professional reasons and in accordance with school procedures;
- Use internal e-mail systems in accordance with professional procedures.
- Ensure that live lessons are ended and all children have exited.

Gov.uk Guidance

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Safeguarding and remote education during coronavirus (COVID-19)

Virtual lessons and live streaming

Should schools choose to provide remote education using live streaming or pre-recorded videos, guidance from 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.

In addition, [guidance from the UK Safer Internet Centre on safe remote learning](#) includes detailed advice on live, online teaching, and the [safe-guarding guidance from London grid for learning \(LGfL\)](#) includes platform-specific advice.

Teaching from home is different from teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background.

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Appendix 4 DFE Guidance on Remote Learning

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

Appendix 5 Rapid Evidence Assessment – Education Foundation Endowment

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>