

Remote Education Policy and COVID-19 Contingency Plan



This plan details the actions that would be taken in a number of different scenarios in order to maintain the education provision for pupils at Stoke Park Primary School. This includes situations where:

- There is a local outbreak and the school is asked to close temporarily for most pupils; or
- Individuals or groups of pupils need to self-isolate but the rest of the school remains open.

The wellbeing of pupils, families and staff is of paramount importance to the school. We appreciate that different families will face very different circumstances if they are required to self-isolate and so if there are any concerns with regards to any part of this guidance, or if any support is needed, parents/carers are encouraged to email the school office at contactus@stokeparkprimary.org so that a member of the senior leadership team can get in touch with them directly.

The school also appreciates that some staff may face challenges in carrying out their roles if required to self-isolate. For example, many will be working from home and supporting their own families. The school will work to support staff in carrying out their responsibilities while ensuring the approach offered across the school is consistent with this guidance.

This plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

Remote education principles

- Children will receive learning opportunities for a range of subjects each day.
- Learning will be sequenced progressively, as closely linked to the current curriculum model as possible.
- High quality explanations will be made by the teacher using video links from school or through curriculum resources such as Oak National.
- Work will be checked through uploads to regular contact with pupils via phone and photographing of work to be sent to class email address.
- Children will remain in contact with their class teacher through a combination of phone calls and Google Meets.
- Lessons will be of the equivalent length of a normal school day.
- Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons are in-line with quality first teaching principles - they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support.
- Oak National content that specialises in SEND will be offered accordingly, alongside packages made available through the SEND team.
- In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

Guidance for parents/carers

1. The school appreciates the many pressures will be faced by families who are required to self-isolate.
2. We would ask that parents/carers ensure their children complete all learning set by the class teacher each week.
3. Parents/carers should continue to encourage daily reading at home for 10 minutes.
4. The school is aware that a child's timetable will look different for each individual family and that there may be issues around access to technology where there is more than one child in a family. There is flexibility with timings as long as all learning is completed.
5. If they have any concerns, parents/carers should contact the school via e-mail to contactus@stokeparkprimary.org or by contacting the class teacher via the dedicated class email address directly.

Safeguarding

Safeguarding, irrespective of lockdown or self-isolation, remains the number one priority and continues to be everyone's responsibility. Safeguarding concerns will continue to be reported online via CPOMS. Any concerns identified by staff regarding children isolating at home should be reported as usual.

Stoke Park Primary remote education offer (developed in line with the DfE guidelines)

Education

- A programme of learning equivalent to the core teaching pupils will receive in school each day.
- A daily check in from each class teacher (this could be via a recorded or live video call).
- Lessons and resources from Oak Academy, which is planned and sequenced so that knowledge and skills are built progressively and include high quality explanations and activities .
- Lessons from Oak Academy for core subjects (reading, writing, maths) daily.
- Maths lessons from White Rose (where more closely linked to curriculum).
- Lessons from Oak Academy for science and foundation subjects (history, geography, RE, computing equivalent to the amount pupils would receive in school weekly).
- Logins will be provided for Letter Join and Times Table Rockstars and tasks set by staff to ensure daily practice of core skills.
- A weekly whole school art or PE challenge.
- Opportunities for each pupil to receive a 'live' lesson with their teacher as and when appropriate and possible to enable small group, focused feedback to be delivered, concepts to be retaught or explained and misconceptions to be clarified.
- Differentiated content for pupils with special educational needs, either through setting Oak Academy resources aimed at the stage the child is working at or through bespoke lessons and resources created by the school.

Pastoral

- Daily check ins with a member of staff for vulnerable pupils.
- Support alongside other external agencies to continue for those who receive it.

School Contingency Plan

'Full' and 'Partial' responses

The following table sets out the response that will be taken in a range of different scenarios. The information in the table refers to either 'full' or 'partial' remote education, which is explained in the section following the table.

Reception to Year 6 'Full' Remote Education Model

This table sets out the model of remote education should a whole class be required to close and therefore the staff and all children are learning from home.

	What?	How?	Why?
1.	A daily introduction from the class teacher explaining the tasks for the day ahead.	Recorded on a webcam/laptop/phone or live video call uploaded to drive and link shared via website	Daily contact with the class teacher will provide consistency.
2.	A daily timetable shared with pupils detailing the expected lessons and tasks required to be completed with timings and suggested times of the day Each session on the timetable should include the link to the Oak Academy lesson for core subjects.	Shared document with the link sent via website	This will provide structure for pupils while learning at home.
3.	Daily reading, writing and maths lessons. Science and foundation subject lessons equivalent to the amount children would receive in a week.	Oak Academy lesson links for 1 reading, writing and maths lesson will be shared with pupils each day for them to complete via email and/or website.. Photos of work completed should be emailed for teachers and support staff to review and feedback on if necessary. Pupils will receive a school exercise book along with their initial home learning pack to use at home.	Daily maths and English is the priority for pupils' learning and must continue. Oak Academy resources are high quality and pre-recorded allowing them to be accessed at any time by pupils at home. There may be situations where teachers and support staff are unable to create videos themselves (e.g. if they contract coronavirus or are teaching key workers in school) and therefore this approach will provide consistency regardless of individual situations across the school.

4.	Daily phonics for all KS1 pupils.	<p>A pre-recorded phonics lesson on the website each day.</p> <p>Letters and Sounds videos may also be shared with parents/carers for additional learning.</p>	Children must continue their daily phonics learning for their early reading development.
5.	A rota of small group 'live' sessions as and when appropriate and possible to feedback from the previous day's learning or to provide models and explanations linked to Oak Academy lessons to support pupils. This could be provided by the teacher or support staff member.	<p>Google Meets to be used to deliver sessions.</p> <p>Staff to contact parents/carers in advance of the session to ensure they are aware.</p>	It is important to ensure any misconceptions that arise from learning are addressed by the class teacher.
6.	A daily check in with pupils on the vulnerable list.	A phone call from the class teacher or a member of the senior leadership or pastoral team..	It is important that we continue to support our most vulnerable pupils from home and maintain effective communication with families in order to provide the best support possible.
7.	Teachers to check work daily via email or website submissions and acknowledge all work only providing feedback when necessary to move the pupil forwards in their learning.	<p>Pupils will upload photos of their work to via email for teachers to acknowledge and provide feedback on if necessary.</p> <p>Feedback will be provided in the form of either:</p> <ul style="list-style-type: none"> ● A written comment left on the work submitted on email ● A video created by the class teacher with an explanation or model to support the pupils' understanding ● A new lesson set by the teacher ● A new activity designed to support the pupil in revising key areas they misunderstood <p>And may be given to an individual child, a group of children or the whole class as necessary.</p>	Teachers need to gauge how well pupils are progressing through the content being set and adapt this if necessary.

8.	Weekly records of pupils completing work to be shared with phase leaders and SLT.	A shared document on Google Drive will be created for staff to keep a track of pupils who are and are not completing learning.	Pupils must be completing learning online daily if well enough to access remote education. Pupils will be contacted individually by class teacher or SLT if work not completed. Children not engaging with home learning will be added to the vulnerable list for a daily call.
9.	Teachers and support staff will be able to be contacted during school hours each day. They will reply as soon as possible.	Parents/carers and children can use email to communicate with staff between 9.00am and 3.30pm each day.	Regular contact between home and school will ensure all stakeholders are aware of the expectations and have the opportunity to ask questions about any aspects of the work set.
If required			
10.	Devices loaned to pupils to complete online learning if required and when available. Data sim cards given to parents who require them.	Devices will be signed out on the day remote education begins or delivered to the pupil's home.	Access to technology should not be a barrier to pupils accessing online remote education.
11.	A printed learning pack that can be sent to pupils at home for any pupils who are unable to access online lessons.	Printed learning packs delivered to pupils at home or picked up from the school office at an agreed time.	In some cases, there may be other barriers to accessing technology at home that require a longer term solution to be found (e.g. broadband access).

Year 1 - Year 6 'Partial' Remote Education Model

The following table sets out what will be in place should an individual or small group of pupils be required to self-isolate and the staff are still required to teach other members of their class in school.

	What?	How?	Why?
1.	A daily phone call from the class teacher, member of support staff or member of SLT.	Calls will be made by phone in the classroom or office before or after school.	To check in with the pupils and their progress towards the learning set and discuss any difficulties faced.

2.	A weekly timetable shared with pupils detailing the expected lessons and tasks required to be completed with timings and suggested times of the day. Each session on the timetable should include the link to the Oak Academy lesson for core subjects.	Shared document with the link sent via website or email.	This will provide structure for pupils while learning at home.
3.	Daily reading, writing and maths lessons. Science and foundation subject lessons equivalent to the amount children would receive in a week.	Oak Academy lesson links for 1 reading, writing and maths lesson will be shared with pupils each day for them to complete via email or website. Photos of work completed should be uploaded via email for teachers and support staff to review and feedback on if necessary. Pupils will receive a school exercise book along with their initial home learning pack to use at home.	Daily maths and English is the priority for pupils' learning and must continue. Oak Academy resources are high quality and pre-recorded allowing them to be accessed at any time by pupils at home. Lessons will be shared weekly as teachers and support staff will still be required to teach lessons to children at school daily.
4.	Daily phonics for all EYFS and KS1 pupils.	A pdf of sounds and activities will be sent via email or website weekly. Letters and Sounds videos may also be shared with parents/carers for additional learning.	Children must continue their daily phonics learning for their early reading development. Lessons will be shared weekly as teachers and support staff will still be required to teach lessons to children at school daily.
5.	A daily check in with pupils on the vulnerable list.	A phone call from the class teacher or a member of the senior leadership team.	It is important that we continue to support our most vulnerable pupils from home and maintain effective communication with families in order to provide the best support possible.
7.	Teachers to check work weekly via email submissions and acknowledge all work only providing feedback when necessary to move the pupil forwards in their learning.	Pupils will upload photos of their work to via email for teachers to acknowledge and provide feedback on if necessary.	Teachers need to gauge how well pupils are progressing through the content being set and adapt this if necessary.

		<p>Feedback will be provided in the form of either:</p> <ul style="list-style-type: none"> • A written comment left on the work submitted via email • A new activity designed to support the pupil in revising key areas they misunderstood <p>And may be given to an individual child, a group of children or the whole class as necessary.</p>	
8.	Weekly records of pupils completing work to be shared with phase leaders and SLT.	A shared document on Google Drive will be created for staff to keep a track of pupils who are and are not completing learning.	Pupils must be completing learning online daily if well enough to access remote education.
If required			
9.	Devices loaned to pupils to complete online learning if required.	Devices will be signed out on the day remote education begins or delivered to the pupil's home.	Access to technology should not be a barrier to pupils accessing online remote education.
10.	A printed learning pack that can be sent to pupils at home for any pupils who are unable to access online lessons.	Printed learning packs delivered to pupils at home or picked up from the school office at an agreed time.	In some cases, there may be other barriers to accessing technology at home that require a longer term solution to be found (e.g. broadband access).

Early Years Remote Education Model

Nursery	What	How	Why
	Provide the children with a termly topic map and a list of suggested activities they could do at home to support the learning that would have been happening in class.	Email to families and put on website..	To recreate the way we teach at school and to remove barriers to learning.
	An overview will be sent of the learning that would be happening in class that week. A phonics, maths and writing task (fine motor activity) will be sent daily. These will be	Via Tapestry	This will provide the children with a structure whilst they are learning at home.

	practical tasks the child can do whilst in their play. Parents to send us pictures via Tapestry as evidence.		
	Daily check in with vulnerable children and families. Weekly check -in with families not on vulnerable list. Daily recorded storytime	Teachers will call and talk to the child. All tasks will be set via tapestry / email / website.	It is important that we continue to support our most vulnerable pupils from home and maintain effective communication with families in order to provide the best support possible.

Guidance for parents/carers

6. The school appreciates the many pressures will be faced by families who are required to self-isolate.
7. We would ask that parents/carers ensure their children complete all learning set by the class teacher each week.
8. Parents/carers should continue to encourage daily reading at home for 10 minutes.
9. The school are aware that a child's timetable will look different for each individual family and that there may be issues around access to technology where there is more than one child in a family. There is flexibility with timings as long as all learning is completed.
10. If they have any concerns, parents/carers should contact the school via e-mail to contactus@stokeparkprimary.org or by contacting the class teacher via the dedicated class email directly.

Pupils not engaging with online learning

Engagement in remote education is compulsory. If a child is not engaging (e.g. work is not emailed, there is no communication between home and school, etc.) the following procedure will be followed:

1. The class teacher will send a message via email as a reminder to complete the work that has been set.
2. The class teacher will phone home to check in with the child and their family to discuss any problems that are being faced and to identify how they might support home learning further.
3. If the child is still not completing the work, a member of the senior leadership team will make a call home.

Teacher led videos

In order to support pupils' learning, teachers may create short videos. These videos might involve, for example, a daily/weekly message for pupils, explaining key concepts or modelling skills in writing or maths.

Where a teacher deems a video of this sort is required, they will create the video following these guidelines:

1. Teachers must be professionally dressed and in a suitable area of their home with a clear background (where possible).
2. Teachers should consider the content of the video carefully, planning key explanations and actions.
3. The format of the video should be considered carefully. For example, does the teacher need to be visible during the video or will the video concentrate on a teacher modelling a skill and recording a voiceover?

Live video sessions between staff and pupils

Live video sessions may be used, where appropriate and possible, in order to enable both staff and pupils to connect whilst on-site learning at Stoke Park is not possible. The platform that should be used for all video sessions is Google Meet. There is no expectation that every teacher will deliver all lessons through live video lessons.

The sessions could be a small group discussion, whole class lesson or individual tutoring and will vary depending on the age and ability of the children involved.

As appropriate, teachers will use Google Meet to host online learning sessions. [Any participation in these sessions will require a permission form to be signed by parents/carers.](#)

In order to create a safe environment for pupils and staff when taking part in a video conferencing session, the following considerations must be observed:

1. Parents must give their consent in advance ([via a Google Form](#)). Without this consent, pupils cannot participate in a live video session.
2. Teachers must familiarise themselves with the functions of Google Meet, including the privacy and mute settings.
3. All live video sessions should take place within school hours (09:00 - 15:30) and must be hosted and supervised by a member of staff at all times.
4. Any live video session should have a minimum of three participants. For an individual lesson, this must be the staff member, pupil, and supervising parent/carer. For larger sessions, the parent/carer does not need to supervise but may choose to. If at the beginning of the session there are less than 3 participants (e.g. the parent/carer is not clearly participating) then the session will be ended and a follow up phone call made or message sent via email to explain the reason for the session ending.
5. During the session, the interaction should be between staff member and pupils only, just as it would be on school premises.
6. Staff should consider and be sensitive to the needs of individuals and to any pupils who may be sensitive to certain topics or issues that may arise during live video sessions.
7. When a video session finishes, pupils should exit Google Meet first and the teacher should close the session once complete.
8. Staff should outline their expectations during the first live video session. Subsequent sessions should include a brief reminder of the expectations and rules that keep pupils and staff safe online.
9. Video sessions should be scheduled on the whole school calendar with senior leaders added as a guest.
10. Video sessions should be held from an environment that is communal, safe and free from distractions.
11. Teachers must be professionally dressed and pupils should be dressed appropriately.
12. Teachers should keep a record of attendance for each video session.
13. Teachers should communicate any inappropriate behaviour or any interactions that are not conducive to learning to their Phase Leader.
14. Parents/carers must not take or share photos/screenshots/videos of any video conference.