

Remote Education Stillness Infant School

Statement of intent

At Stillness Infant School, we understand the need to continually deliver high quality education, including during periods of class or school closure. To minimise the disruption to pupils' education and the delivery of the curriculum we will:

- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Remote Learning During the Coronavirus (COVID-19) Pandemic

The headteacher, in collaboration with the governing board, will ensure the school follows the legal obligations regarding remote education, as outlined in The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction. Please note, we are including Nursery in our Remote Education provision.

This includes:

- Providing remote education to all pupils of compulsory school age.
- Providing remote education to pupils below compulsory school age who would usually be taught in a class with pupils of compulsory school age, e.g. *Reception children*.
- Providing remote education where it would be unlawful, or contrary to guidance issued from public authorities, for a pupil to travel to or attend the school.
- Having regard to government guidance issued regarding the delivery of remote education, e.g. the DfE's 'Guidance for full opening: schools', in particular, the following extract:

"Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- 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
- 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 pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.
- When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- 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
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge 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
- 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
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or Internet research activities.

We have now published a temporary continuity direction which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This will come into effect from 22 October 2020.

- Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education. Schools should monitor engagement with this activity."

[DfE, (01.10.20) **Guidance for full opening: schools**. Accessed 02.10.20

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>]

Local Restrictions

The level of remote learning provision required will be based on the government's four tiers of local restrictions. Where there are no local restrictions in place, these tiers will not apply. The school will remain fully open to all those not required to self-isolate.

As an Infant school we are expected to remain open throughout the Tier restrictions, unless instructed otherwise. In this case, Stillness Infant School will limit on-site attendance to just keyworker and vulnerable pupils. All other pupils will receive remote education as detailed below.

Contingency Planning

In order to comply with The Coronavirus Act 2020 and ensure continuity of education provision for our children we operate a four-step system:

			Whole-school lockdown (PHE or National)
		Entire 'Bubble' unable to attend due to a confirmed case	Remote Education Packs and online learning provision
	Individual pupil(s) unable to attend school due to COVID related reason e.g. <i>self-isolating, quarantine, shielding</i>	Remote Education Packs and online learning provision	Eligible staff timetabled to support vulnerable pupils on-site
Pupils attend school, unless unable due to any non-COVID related reason e.g. <i>other illness, appointment</i>	Individual Pupil provision		
No remote education required			
Step 1	Step 2	Step 3	Step 4

STEP 2: Individual Pupil provision

If a pupil is unable to attend school because they are complying with clinical and/or public health advice i.e. *Test & Trace contact advising self-isolation*, then the Office Staff will inform the relevant class teacher(s) once known.

Class teachers can also check against the Scholarpack register module as this is updated with the relevant 'X' code i.e. *quarantine, suspected case of COVID-19, self-isolating: contact outside school, shielding*

If a pupil is ill with COVID-19 then the school **does not** expect them to complete any remote education. The following provision is only for those who are well enough to engage with it.

Individual pupils will be provided with:

- Covering letter detailing the learning to be covered and directing the family to the weekly email containing information about the class learning that week.
- Home Learning Pack to supplement the weekly email.
- Two reading books from the pupil's reading level (Reception to Year 2)

Where possible these will be delivered by a member of SLT/Office staff as soon as possible to limit contact and potential transmission or collected by parent if they are not required to self isolate.

The pupil's class teacher will phone the pupil on Days 3 and 8 of the isolation period to check in and offer learning support if required.

There will be no online presentation element or feedback required for individual pupils in isolation.

STEP 3 and 4: Remote Education Packs and online learning provision

In the event of an entire 'bubble' or class having to self-isolate or the whole school being closed to most pupils, the following provision will be put in place.

All pupils in Nursery to Year 2 will receive hard copies of learning activities in a pack delivered to them or collected if the parent is not required to self isolate, to ensure that every pupil engages with their learning. The school's Covid- 19 tab on the website will enable teachers to communicate the tasks to be completed from the pack and additional learning activities. Video lessons will be posted on to the website alongside written instructions.

EYFS will use the Evidence Me website or App to submit work and receive feedback. KS1 will use the Class Dojo website or App to submit work and receive feedback.

The school will remain cognisant of families who do not have access to the website, and will ensure that an up-to-date record of which pupils do not have appropriate devices or internet access is maintained.

The packs and tasks set will address the weaknesses we identified during the autumn baseline assessments. They will focus on the basic skills of reading, writing and number. To facilitate this, packs have already been issued for use at home, including CGP books for Reception, Year 1 and 2.

The school recognises that certain subjects are more difficult to teach remotely, e.g. music, sciences and physical education. Teachers will provide effective substitutes for in-person teaching such as video demonstrations.

Pupils will be encouraged to take regular physical exercise to maintain fitness, and time will be allocated within the school week for pupils to focus on this.

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

All provisions for remote learning will be subject to the class group's age, ability and/or any SEND. The SENDCo will work with the class teachers to support provision of effective and accurately pitched learning for pupils with Special Educational Needs and/or Disabilities.

Covid- Secure opportunities to change children's banded reading books will be given fortnightly.

Staff who are ill during the isolation period will not be expected to provide an online presentation or feedback. Other members of the bubble will provide cover.

Feedback

Online provision coupled with telephone check-in conversations should enable teachers to "gauge how well pupils are progressing through the curriculum" and "adjust the pace or difficulty of what is being taught including, where necessary, revising material or simplifying explanations to ensure pupils' understanding." (DfE, 2020, as above)

In the event of a bubble being off for two weeks or less, the children will bring their packs in to school to be checked by the teacher who can then use that information to inform planning moving forward.

If there is a longer period of lockdown then teachers will call families to gauge how well pupils are progressing through the curriculum. Families will be welcomed to email in pieces of work to which the teacher can respond with feedback.

Equality of provision

It is essential to have mechanisms in place to overcome potential disparity in pupils' ability to access our education provision.

To overcome this, the school will:

- 1) Provide a phone friendly website and activities that do not rely on an online platform.
- 2) Use our knowledge of our families to provide hard copied posted of the instructions for that week.

Special Educational Needs & Disability

Class teachers should ensure that the remote education provided is accessible by the vast majority of pupils in their class.

Where a pupil has an Education & Health Care Plan requiring more specialised, bespoke learning, then the class teacher will work alongside the SENCO to ensure that their needs are met. This will often be achieved by providing additional/alterative learning tasks or support materials/resources to enable the pupil to achieve. The SENCO will provide one to one Zoom lessons where appropriate.