



Ribchester St. Wilfrid's Church of England Primary School

Contingency Plan for Remote Learning

GOVERNMENT EXPECTATIONS

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19).

In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils.

REMOTE EDUCATION SUPPORT

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 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 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 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.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this

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	Pupils	Curriculum	Community	Safeguarding
Short Term Absence – until return of a negative test	In the event a child is sent home from school with COVID-19 symptoms or parent contacts the school to say their child is unwell, they believe it is COVID-19 related and a test is being ordered. Self-isolation	<p>Headteacher / Bursar to share with staff the name of child who has gone into self-isolation and proposed date of return.</p> <p>Home learning to be provided for any child in isolation.</p> <p>Staff member to greet and outline the day's work daily via Zoom between 8:45 – 9:30am and check back in with the children on Zoom between 3:00 – 3:30pm (this may be staggered if siblings are using the same device). Zoom times/invitations to be published on Class Dojo.</p> <p>EYFS – Learning and activities that develop all 7 areas of learning, including RE, to be sent home. This is in line with what is being taught in school on the day of absence.</p>	<p>The identity of the child/ children in isolation will remain confidential outside of school staff.</p> <p>Dojo points to be awarded to children completing work at home.</p> <p>Work posted by children between 8.30am – 3.30pm, staff to respond on the same day, where possible.</p> <p>Staff will be supporting learning at home and in school.</p>	<p>School to support families, if needed, in arranging a test for a child and what to do following the test result.</p> <p>School Senior Leadership Team (SLT) aware of all children off school and expected date of return.</p> <p>Bursar to ensure FSM packs available to families eligible.</p>
	School informed that a child has been in contact with someone outside of school with symptoms. Self-isolation	<p>Daily work posted – Phonics/spellings, English and math lesson, plus one subject for the afternoon. Afternoon learning focus is dependent on teaching in school. Reading everyday</p> <p>A list of physical activities that can be completed at home.</p> <p>Work to be uploaded to Dojo and engagement will be monitored. Children expected to complete all work if they are well to do so.</p> <p>Work to have minimum printing at home. Work can be completed on any paper available.</p> <p>EYFS/KS1 – reading books sent home if child is out of school longer than 3 days.</p> <p>In the event of families not being able to access Dojo, alternative arrangements will be made to ensure children are able to access the work set.</p>		

	Pupils	Curriculum	Community	Safeguarding
Longer term absence (3 days and above)	In the event of a child receiving a positive test and being in isolation, assuming they feel well they can complete the weekly work provided.	Headteacher / Bursar to share with staff the name of child who has gone into self-isolation and proposed date of return.	The identity of the child/ children in isolation will remain confidential outside of school staff.	Vulnerable children: Weekly phone calls by SLT to check in on pupil and family.
	(If advised, all children and staff in that class will be placed in isolation.)	Home learning to be provided for any child in isolation. Work to be posted daily. Staff member to greet and outline the day's work daily via Zoom between 8:45 – 9:30am and check back in with the children on Zoom between 3:00 – 3:30pm (this may be staggered if siblings are using the same device). Zoom times/invitations to be published on Class Dojo.	Dojo points to be awarded to children completing work at home.	Delivery of resources where needed.
	In the event of a child needing to isolate for 10 - 14 days, due to contact with others.	EYFS – Learning and activities that develop all 7 areas of learning, including RE, to be sent home. KS1 weekly work: <ul style="list-style-type: none"> • 2 or 3 x Maths lessons (dependent on class weekly timetable) • 2 or 3 x English based lessons (dependent on class weekly timetable) • 5 x phonics / spellings • 1 x Weekly Grammar focus • 1 x RE • 3 x Topic/science lessons • Reading everyday • A list of physical activities that can be completed at home. 	Work posted by children between 8.30am – 3.30pm, staff to respond on the same day, where possible.	Teachers to check engagement (teacher contact families if not heard in 2 days via Class Dojo. Follow up after 3 days. SLT will make contact if no contact for 5 days).
	In the event of shielding – longer term absence	KS2 weekly work: <ul style="list-style-type: none"> • 5 x Maths lessons • 5 x English based lessons • 5 x phonics / spellings • 1 x Weekly Grammar focus • 1 x RE • 3 x Topic/science lessons • Reading everyday • A list of physical activities that can be completed at home. <p>Work to be uploaded to Dojo and engagement will be monitored. Children expected to complete all work if they are well to do so.</p> <p>Work to have minimum printing at home. Work can be completed on any paper available.</p> <p>EYFS/KS1 – reading books sent home if child is out of school longer than 3 days.</p> <p>In the event of families not being able to access Dojo, alternative arrangements will be made to ensure children are able to access the work set.</p>	Staff will be supporting learning at home and in school.	
			If bubble is closed, staff to respond throughout the day.	

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Bubble closure or full school closure	In the event of an outbreak in a bubble – therefore the bubble has to close	Headteacher / Bursar to share with staff the name of child who has gone into self-isolation and proposed date of return. Home learning to be provided for any child in isolation. Work to be posted daily. Staff member to greet and outline the day's work daily via Zoom between 8:45 – 9:30am and check back in with the children on Zoom between 3:00 – 3:30pm (this may be staggered if siblings are using the same device). Zoom times/invitations to be published on Class Dojo.	The identity of the child/children in isolation will remain confidential outside of school staff.	SLT to ensure that those who do not engage during lockdown are fully aware that they must engage
	In the event of local lockdown – full school closure	EYFS – Learning and activities that develop all 7 areas of learning, including RE, to be sent home. KS1 weekly work: <ul style="list-style-type: none"> • 2 or 3 x Maths lessons (dependent on class weekly timetable) • 2 or 3 x English based lessons (dependent on class weekly timetable) • 5 x phonics / spellings • 1 x Weekly Grammar focus • 1 x RE • 3 x Topic/science lessons • Reading everyday • A list of physical activities that can be completed at home. KS2 weekly work: <ul style="list-style-type: none"> • 5 x Maths lessons • 5 x English based lessons • 5 x phonics / spellings • 1 x Weekly Grammar focus • 1 x RE • 3 x Topic/science lessons • Reading everyday • A list of physical activities that can be completed at home. Work to be uploaded to Dojo and engagement will be monitored. Children expected to complete all work if they are well to do so. Work to have minimum printing at home. Work can be completed on any paper available. EYFS/KS1 – reading books sent home if child is out of school longer than 3 days. In the event of families not being able to access Dojo, alternative arrangements will be made to ensure children are able to access the work set.	Communication between staff and pupils through the day – questions etc. – via Dojo / Zoom. Dojo points to be awarded to children completing work at home.	Daily online chat to all children in the class by class teacher / teaching assistant. Teachers to check engagement (teacher contact families if not heard in 2 days via Class Dojo. Follow up after 3 days. SLT will make contact if no contact for 5 days). Additional phone calls made by SLT to vulnerable children and families.
	In the event of a full school lockdown, remote learning will continue at home for most children. Where we are advised by the authority to stay open for key worker children, the children in school will complete the same remote learning.			