



October 2020

Revised November 2020

### At Rokesly Every Child Matters In Every Way

At Rokesly...

**Our community is warm and welcoming**

**Learning is fun and fascinating**

**We celebrate the things that make us special**

**We challenge ourselves to go further**

### Section 4 of RIS Covid-19 contingency plan

Schools now have a legal duty to provide remote education for state-funded children who are of compulsory school age and pupils who are below compulsory school age but who would usually be taught in a class with compulsory school aged children (most commonly in a reception class), who are unable to attend school due to coronavirus (COVID-19). Schools must provide remote education where it would be unlawful, or contrary to guidance issued by one of the public authorities listed in that guidance (England), for a pupil to travel to or attend their school

The Department for Education is providing further support for schools so that they are able to do so, although laptops and tablets are only allocated to children in years 3 to 11, which excludes Rokesly Infant and Nursery children

The Direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published in July 2020. The Direction was issued by the Secretary of State for Education on **30 September 2020** and will come into force on **22 October 2020**.

**DfE Guidance states:** 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, schools are expected 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 2020.

#### When teaching remotely, the DfE expects 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
- However, consider these expectations in relation your pupils' age, stage of development and SEND, and try to avoid making significant demands for parents' help or support.

**For remote learning contingency, we plan to:**

- Use a curriculum sequence that allows access to online (e.g. teaching videos) and offline (e.g. resource packs, reading books) resources, and that is linked to our curriculum expectations
- Give access to those remote education resources not dependent on technology available in the family home
- Select online tools that are consistently used across our school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- Provide direct contact with staff through email and other platforms to allow children to submit a range of work and for staff to respond with feedback and assessment
- Provide printed resources, such as textbooks and workbooks, for pupils who don't 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 we will work with families to deliver our curriculum

To develop this plan for our school, we have considered our experience of delivering remote education during Summer 2020, key findings from EEF research (EEF Remote Learning Rapid Evidence Assessment April 2020) and the experiences of other school leaders in our NLC.

1. **Teaching quality is more important than how lessons are delivered**
2. **Ensuring access to technology is key, particularly for disadvantaged pupils**
3. **Live interactions can provide motivation and improve learning outcomes**
4. **Supporting pupils to work independently can improve learning outcomes**
5. **Different approaches to remote learning suit different tasks and types of content**

Our experience from lockdown taught us that many parents were working from home and family members often needed to use their home devices for working. Devices were therefore not always available for their children to also use, and especially where there is more than one school aged child at home. Rokesly staff will endeavor to ensure that no child is disadvantaged from having access to remote learning opportunities. We will therefore operate a loan scheme for identified families who are in need of a device to use at home.

Our on-line learning provision will require children to be online for a reasonable period of time each day according to age and stage. Although children may access instructions via use of a device, many tasks will be completed offline.

**The Department for Education has not set any required level of engagement schools should reach.**

## **1 : REMOTE LEARNING FOR INDIVIDUALS**

In the event that **an individual pupil** cannot be in school and is learning from home, we will ensure a seamless transition to remote learning via our online platform, Purple Mash. A selection of current class work, focusing on core subjects will be uploaded onto the platform.

**Writing and Maths books** will be sent home. Purple Mash logins provided.

School staff will monitor the work uploaded and give feedback where relevant. Pupils who wish to contact the school can do so by replying to the feedback.

if a child is unable to access remote learning, school staff will provide hard copy materials for the child to complete at home. Arrangements will be made via the school office for the collection or delivery of these materials.

N.B: It will not be possible to provide a **full** remote learning offer for individual children who are isolating. This is because teachers will also be planning, teaching and assessing work in school to all other non-isolating children.

## 2 : REMOTE LEARNING FOR PARTIAL CLOSURE

In the event that our school needs to close a **class or year group pod**, that pod affected will transfer to full daily remote learning.

**Writing and Maths books** will be sent home. Purple Mash logins provided. **Reading books** will be sent home

### Expectations for remote learning

- 1-2 hours work per day. Daily work will include a mix of computer-based tasks as well as opportunities for children to undertake written and non-computer-based activities, in line with the promotion of a healthy digital diet.
- Teaching staff will provide the work for the day via:  
Email an **introduction** video or sound file (not live) explaining the work for the day including any necessary teaching, explain tasks/activities for the day, signpost to any resources etc.  
Email with **activities** (inc. links to videos)  
Activities (**2dos**) on **Purple Mash**
- An end to the day video or sound file e.g. story, whole class feedback etc.  
Email an **introduction** video or sound file (not live) explaining the work for the day  
Email with **activities** (inc. links to videos)  
Activities (**2dos**) on Purple Mash
- Teaching videos created for remote learning need to be saved in 'Home learning Autumn 2010' on shared teacher drive. Instructions are in the notes for sharing a video or audio file from the shared drive. Link then to be emailed to parents via Integris.
- Each class to keep a log of all emails sent to parents via Integris. Email to be copied and then pasted into the class log in 'Home learning Aut 2020' 'Integris email logs'. Please date.
- All isolating /\*staff are expected to be available for work during the school day.

Oak Academy lessons are identified each week in Year group planning to support remote learners where appropriate – in line with current topic themes etc.

School staff will monitor the work uploaded to the remote learning platform daily and give feedback where relevant via **Purple Mash**. Children will also be able to engage with school staff on the online platform.

If, however children are unable to access remote learning, parents will be expected to contact the school office for assistance.

## 3 : REMOTE LEARNING FOR FULL CLOSURE

The school will endeavor to remain open to pupils wherever possible, however should a **full closure of school** be enforced, we will offer immediate remote education via the Purple Mash platform.

**Writing and Maths books** will be sent home. Purple Mash logins provided.

### Expectations for remote learning – outlined above

Contact phone calls will be organized weekly (more often for vulnerable children)

Class notice boards allow children's work to be displayed for the whole class to view.

Weekly helpdesk sessions will be available to support families having issues with the remote learning and the school safeguarding team will continue to deal with any child protection issues throughout.

**Our key aims for remote learning in the event of full closure are:**

To create a seamless transition to home learning through a familiar digital platform

To provide a curriculum offer of similar content and length to that in school and set high expectations for all pupils

To include teaching videos that deliver new content with high quality modelling and explanations

To offer remote learning that allows pupil to work independently with support from their class teacher

To provide a structured school day for children with key points of contact with staff that will offer support, guidance and motivation

## **Rokesly Infant and Nursery school REMOTE LEARNING RESOURCES**

**Purple Mash - Website:** <https://2simple.com/purple-mash/>

**Key stages:** EYFS to key stage 2

**Description:** Free for all Rokesly pupils

Each week, a selection of daily activities is produced on different subjects, including comprehension and grammar. Staff are trained and use Purple Mash activities in class. Latest staff training 30/9/20 - Facilitating remote learning.

The platform provides teaching staff with the ability to monitor pupil engagement, mark and assess work, provide feedback to pupils.

**Registration:** Rokesly children have been given their own log-in

**Other Curriculum resources** - The DfE has suggested the following:

- Its [list of remote education resources](#)
- Oak National Academy – see its curriculum plans for 2020/21 [here](#)

The DfE is also working to:

- Offer free access to BT WiFi hotspots for disadvantaged pupils
- Provide access to free additional data for families who rely on a mobile internet connection

Teaching staff are recording relevant Oak Academy lessons when planning each week in order to ensure that resources are identified and available to pupils in the event of implementing ‘no notice’ remote learning.

**Letters and Sounds - Websites:** [www.gov.uk/government/publications/letters-and-sounds](http://www.gov.uk/government/publications/letters-and-sounds) - for the handbook and [Letters and Sounds for home and school](#) – for filmed phonics lessons

**Key stages:** EYFS to key stage 1.

**Description:** filmed phonics lessons that follow phases 2 to 5 of the Letters and Sounds programme for reception, year 1 and learning to blend. Parent guidance videos. EYFS staff made use of the filmed resources during lockdown in Summer 2020 in their weekly remote learning planning.

**Registration:** not required

**NB** Monitoring of pupil engagement is limited to the work submitted to the learning platform, particularly if linking to resources on another website. For example, staff are unable to monitor which pupils have viewed a YouTube video.

## REMOTE LEARNING - SAFEGUARDING

The school will always follow the statutory safeguarding guidance 'Keeping Children Safe in Education' and if anyone has a concern about a child they should act on it immediately by contacting the school either by phone or to our Safeguarding leads through our admin email:

[admin@rokesly-inf.haringey.sch.uk](mailto:admin@rokesly-inf.haringey.sch.uk)

Our digital platform, Purple Mash, is hosted by the London Grid for Learning (LGFL) who provide a safe digital environment and also provide a wide range of digital safety resources that can be found here : <https://www.lgfl.net/online-safety/> In the event of individual, partial or whole school absence the safeguarding team will contact all families classed as vulnerable and signpost further support where needed. Teaching staff will follow school standard reporting procedures for any safeguarding concerns using our online safeguarding platform **MyConcern**

Evidence of engagement will be collected through the remote learning platform. Regular contact with all pupils and more frequent contact with vulnerable pupils is expected.

Survey of parents and pupils about how much work pupils are doing, how challenging they've found it and what else could be limiting their engagement with work will be instigated if remote learning is expected to be prolonged.

Reviewed alongside **RIS Post-Covid 19 Risk assessment 16/11/20**