Guidelines for Blended and Remote Learning

Government Guidance on Remote Education

Contingency plans for outbreaks

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). See section on [remote education support](#).

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.

What is blended learning?

Blended learning is a teaching approach which combines online learning opportunities and materials alongside classroom based teaching methods.

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How will this look at CSA?

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, CSA has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

This plan will be applied in the following instances:

1. An individual (or individuals) is (are) self-isolating because of a positive test within the household, due to advice from track and trace or due to awaiting the results of a test for someone in the household;
2. A class or year group of children are self-isolating because of a case of coronavirus in school;
3. All year groups are isolating due to a national lockdown (tier 4), but the school remains open to vulnerable children and the children of critical workers

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

➢ Software and Online Platforms

Google Classroom will support the children in offering online learning with the opportunity for the children to receive direct instruction from their year group teachers as well as communicate with their teacher through live video. This will be used so children can 'drop-in' to receive further support after accessing a recorded lesson (either generated by their teachers, Oak National Academy, or White Rose Hub), or in response to teacher assessment.

Seesaw will remain in use as the communication element has already proved to be invaluable. Teachers and parents will be able to message one another to share information and offer support. The class page will offer the chance for teachers to celebrate children's work and maintain our school community.

Oak National Academy has been selected to support remote learning for schools. 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.

White Rose Maths resources will be used as they are matched to our current maths curriculum model and are of high quality. The children are very used to seeing these resources through both lessons in school and through the previous lockdown. MyMaths and TT Rockstars will be used to support the teaching and learning of maths.

We are a **Read Write Inc**. school and will continue to use instructional videos from the portal to supplement our own teaching where available. Again, children and parents are familiar with these high-quality resources which have a proven track record in our school of developing children's reading.

AR Reading and Oxford Owl and their class library will be used to provide children with reading materials which they will be able to quiz on should they wish.

Where possible use content and resources that will be accessed in home learning scenarios whilst teaching in school. This will support children to become more familiar with the Google Classroom and recommended materials and allow you to share strategies for successful home learning.

➤ **Practical Resources**

If a child/children have to learn remotely, they will be sent home with:
- their individual stationery pack (which includes a whiteboard, whiteboard pen, pencils, pens, a glue stick)
- their Home-School book (containing current spellings and lots of helpful learning resources)
- any home learning books purchased for their year group:
  - Year 6: Rising Stars reading comprehension, Rising Stars SPaG and Rising Stars Maths workbooks
  - Years 1-5: CGP reading comprehension, grammar and maths workbooks
  - a 'home learning' exercise book (to encourage the physical action of writing and to record learning in one place).
- A device should they have been identified on our survey

What about children without internet access?

We will identify these families through a survey. We will keep a record of the families without internet access and arrange for loan devices (subject to availability) in order to access the internet at home and continue their learning.

We will also provide worksheets and practical resources as mentioned above.

How will children with additional needs be supported?

Where pupils are unable to access remote learning with additional adult support, more contact time will be offered in order to support learning or to provide a programme of additional activities that meet the pupils' needs.

What will be put onto the Google classroom each week?

In order to make the transition from learning in school to learning at home instantaneous, we will upload content onto the Google classrooms (Seesaw in EYFS). Year group planning will be utilised to do this as well as dedicated time in staff meetings and twilight time. This enables a pupil who has to go home and self isolate at lunchtime or those only accessing a part-time timetable to engage with their learning for the remainder of the day without disadvantage or disruption to their access to a full curriculum.

What are the expectations for setting work and marking?

In line with DfE guidance, in the event of a bubble closure or lockdown, children will have access to daily lessons and activities to complete across a range of subjects.

This could include:
- Videos of lessons from BBC Bitesize, White Rose Maths Hub, Oak Academy online learning
- Short, pre-recorded teaching videos ('Loom' is a good Chrome extension for this)
- Links to online learning games and activities
- Online quizzes and activities that staff have created
- Tasks for children to complete offline e.g. writing tasks, handwriting and spelling practise, creative activities, research, physical activities.

Work will be set and handed in through the relevant online platform. Children can also use Seesaw to upload work to their online journal or message their teacher if they are finding anything difficult.

Teachers / Support Staff will also offer regular feedback throughout the week in the form of live Google meet sessions with their class.

Expectations for video meetings and pre-recorded content

Regular contact time with teachers will help to keep children engaged and motivated when working remotely. Please see the summary table below for expectations for each. We have additional guidelines for video meetings that staff used during transition work at the end of term. These are available [here.](#)

Use of Seesaw

Please aim to post between the times of 8 and 5pm. We will also use the messaging feature within Seesaw so that you can make direct contact with parents/carers. You will need to monitor your inbox - this [video](#) explains how to do this. Please only use this feature during normal working hours and aim to respond to parents in a timely and professional manner. If you have any concerns or this becomes unmanageable, please notify your phase leader immediately.

Tracking Children

In all scenarios, we will need to track the engagement of home learning using this '[Remote Learning Tracker](#)'.   In the event of scenario 1, you will see an 'X' in your register to indicate that a child in your class is isolating and in need of remote provision. The purpose of this register is to track our children's engagement and target those who are not accessing our support. Contributions will be made to this sheet across the wider school.

Planned Scenarios for Remote Learning

Scenario 1: An individual (or individuals) is (are) self-isolating because of a positive test within the household, due to advice from track and trace or due to awaiting the results of a test for someone in the household		
Teaching	**Staffing**	**Safeguarding/SEND**
Child to be sent home with resources (see above) and below to be in place within 1 day of isolation: Pastoral Contact: • Class teacher / Support Staff from bubble to contact home via phone call to alert to the home learning plan access, and for pastoral contact within 1 day of isolation • Further contact to be made if engagement is an issue over the following days, with an alert to SLT via CPOMS and noted on Remote Learning Tracker for non-engagement.	Class teacher to be responsible for the remote learning of the child. This can be delegated to support staff as appropriate. Support from the team may be appropriate,	School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate the test results

Activities on the classroom • One maths session • One English session - could be phonics/SPaG etc. • Big Idea/Foundation subjects - as appropriate to the year group time table. • Supplemented by ongoing provisions e.g. MyMaths, TTRockstars, handwriting across a week. • EYFS activity expectations document **Assessment & Feedback:** • Teachers/support staff will also offer regular feedback throughout the week in the most appropriate form e.g. comment, annotated work, automated score from a quiz, G meet to address misconceptions, phone call home, message through Seesaw. .	especially if there are a number of children across the year group isolating, in which case the direct teaching/learning resources/activities and assessment/feedback may be shared between year team members.	School office to update the 'Suspected Covid Cases' document. If child is identified as vulnerable, the DSL will ensure that appropriate agencies are notified and organise a phone call home as a well-being check (recorded on CPOMs) SLT/Class bubble to monitor pupil engagement and call the parents to discuss obstacles and support

Scenario 2: A class or year group of children are self-isolating because of a case of coronavirus in school		
Teaching	Staffing	Safeguarding/SEND
Children to be sent home with resources (see above) and below to be in place within 1 day of isolation. On Monday of each week, an overview schedule of the week to be posted on Seesaw to show which lessons will be covered each day that week. Phase 1 First daily hello - explain our expectations for engagement Daily Hello - explain today's learning and share examples of learning and link to values sent in - pre-recorded shared by 9am. Set daily challenge linked to Prime areas. Penguins - Daily story/nursery rhyme session- pre-recorded video or link Weekly sheet with learning/play based activity ideas for all areas Phone calls to parents 1 x weekly Communication and Language - 3 X week activity Seals - Communication and Language including phonics - 3 X week activity Maths activity - 3 X week Daily story/nursery rhyme session- pre-recorded video or link Weekly sheet with learning/play based activity ideas for all areas Phone calls to parents 1 x weekly Reception - RWi tutors to send out sessions to own groups daily using the portal lessons and do live sessions x2 week Maths - daily session either video of teacher teaching, linked activity e.g. number blocks, or live session T4W - https://www.talk4writing.com/home-school-units/ x 3 weekly Handwriting sessions sent out weekly Daily story - live story/prerecorded story reading/link to a youtube story Daily session live 1 x daily Weekly sheet with learning/play based activity ideas for all areas Send reading challenges linked to Oxford Owl	Class teacher to be responsible for the remote learning of the children. Should the class teacher be unwell, the wider team (teachers/HLTAs/TAs) will become responsible (with support from SLT should further members of the team be unwell). The year team can work together to deliver the remote learning with all members of the team (teachers/HLTAs/TAs) having access to each of the year group's Google Classrooms.	School office to update the 'Suspected COVID cases' If child is entitled to FSM, food to be made available in the form of a hamper (excluding universal FSM) If child is vulnerable, the DSL will ensure that appropriate agencies are notified and organise a phone call home as a well-being check (recorded on CPOMs) SLT/Class teacher to monitor pupil engagement and call the parents to discuss obstacles and support Where children would normally receive additional support from SEND agencies, the SENDCO will plan for those to continue via Google Meets as long as the agencies engage. Children with EHCP will be offered a daily face to face session with their named supporting adult. This will be

		planned with support of the class teacher and SENDCO.
Phase 2 **Daily Hello** Share work and timetable so children are seeing learning,set out the plan for the day, when you will be live- pre-recorded sending on Google classroom as well. This will be live at 9:30 and pre-recorded at 9:00. Live session to be joined by children in school. Tell children when you will be live and what they need for the day. **Phonics** Speed sounds and spelling- Set lessons from virtual RWi classroom- Reading and spelling session broken Yr 1- Set 2 with additional set three for children who need challenge. Yr 2- Set three with additional reading longer words for children on Yellow and Blue- can set for all children. Yr 3- Set three with additional reading longer words for children on Yellow and Blue- can set for all children Min of 2 live spelling sessions per week- Year 1 and 2 Year 3- Two live streamed spelling sessions a week Hold a sentence- Upload weekly on a Weds with videos from selection of colours. Note that children can start on any colour and go up a colour if they find it easy and down if they find it tricky. Message teacher if need any additional support. Fluency- There will be a daily book, teacher recorded video and quiz uploaded onto classrooms for fluency practice for all children on Yellow,Blue and Grey books. Children have home packs with jotters, whiteboards and erasers/pens **Maths** Daily White Rose lessons with videos,worksheets, and powerpoints Set Weekly Mymaths- Years 2+3 Practical challenges- Year 1 Extra challenges set weekly for children who need challenge- Twinkl, NRich,etc		

Daily Maths drop in for year group- Half an hour in the morning		
English- Writing		
Use Pie Corbett T4W home learning units. One unit per 2 week block- This includes one extended writing opportunity per week- units may need to be adapted to accommodate this		
CGP books- Set content to support teaching of these- BBC Bitesize, Oak Academy.		
Offer drop ins to follow any CGP book work set		
Pre-recorded content for any potential tricky material for T4W unit.		
English- Reading		
T4W units include reading activities		
CGP books for reading comprehension activities set weekly		
Oxford Owl e-books- Once a week with quiz		
RWi set as above		
Year 3 have set unit from Oak Academy- working well in class and online- Daily content		
Year 2- Oxford owl e-books and comprehensions quizzes- once a week		
Year 1- Oxford owl e-books		
Class reader- Year group teams to put daily clips of class readers online		
English- Handwriting		
Videos uploaded onto classroom for use all the time		
Big Ideas		
Daily foundation subject lessons from various sources- Oak,Bitesize,bespoke content,Twinkl- pre-recorded and live sessions when suited to the content		
French/Music		
To be provided by specialist teachers- Weekly		
PE		

Joe Wicks workouts
PE coaches are releasing weekly lessons onto the classrooms

Collective worship

Weekly celebration/team assembly
Daily hello and round up

Example timetable for typical week based on what has been discussed
Google classroom layout- Lay the classroom out daily instead of by topic- easier to navigate and sets expectations for the work to be completed for the day

Phase 3
Children use their CGP Reading comprehension and SPaG books to supplement their English curriculum and provide activities away from their screen where they are also practising their writing skills.
Blue jotters will be used to allow the children to record and notetake as required.
Spelling books to be used to accompany the online resources.
Resource packs have been issued to ensure the children have the appropriate equipment for learning.

Pastoral Contact:
- Class teacher to hold a Google Meet with the class/year group (whole or in small groups) in the morning of the first full day of isolation to explain what will be happening with remote learning, the expectations and the systems for communication.
- Class teacher to record a welcome to the day video talking through the plan for learning on Seesaw directing children to the Google Classroom for teaching and assignments
- Further contact to be made should engagement with learning become an issue (recorded on CPOMs) if non-engagement continues after contact made with parents.

Phase 3
Plethora of systems to engage/encourage.
Two pastoral meetings take place per day to frame the learning in each day.
Ideas around who posts videos e.g. class teacher is best to post, but they may be teaching.

Activities on the classroom
• One maths session - with teacher support as appropriate e.g. using an online drop-in session (daily).

Phase 3
Set as assignments. Children complete the sheet and self-mark before posting online.
Daily sessions using White Rose. Teachers offer a GMeet to support/live lessons (time appropriate).
Additional White Rose resources to be posted at the discretion of the teacher e.g. true/false questions, additional reasoning activities to challenge understanding.

• English sessions - we would recommend that your year team reverts to the online T4W units (https://www.talk4writing.com/home-school-units/) however, if you feel you can develop your unit virtually and maintain engagement then do so. Encourage writing tasks to be written into the home learning book and uploaded as a photo (to keep the skills of writing sharp)

Spelling - books with daily activities. Units could be lengthened to two weeks to support the children's pace of working remotely.
Reading - Audible could be used. One quiz set (self-marking) to be set in the week. This would link to the class text. Follow up language based activity.
Set CGP text to provide a reading comprehension from a text rather than audio. This could be supplemented as appropriate to the year group.
Reading own book/Oxford Owl book/EPIC online library book.
Writing - at least one piece of creative writing to be completed each week.
https://www.literacyshed.com/the-images-shed.html and Pobble365 provide good stimulus.

• Big Idea/Foundation subjects - as appropriate to the year group time table.
Use a combination of online resources to provide foundation coverage e.g. Oak Academy, https://explorify.wellcome.ac.uk/en/activities?filtered (science activities) etc.
French/music - videos provided by specialist teachers.
P.E. encourage/resource for at least 2 hours of physical activity per week.

Supplemented by ongoing provisions e.g. MyMaths, TTRockstars, handwriting across a week and year group workbooks.

Assessment & Feedback:
- Teachers/support staff will also offer regular feedback throughout the week in the most appropriate form e.g. comment, annotated work, automated score from a quiz, G meet to address misconceptions, phone call home, message through Seesaw.
- Use of Mote to provide verbal feedback to the children
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Other:

- Teachers to use Seesaw to celebrate good work and successes
- A member of the SLT will provide support and encouragement in classrooms and promote a togetherness
- TAs will be be available to support as directed by teachers
- Teachers will follow the whole school timetable to have their have their allocated PPA/NQT time

Scenario 3: All year groups are isolating due to a national lockdown (tier 4), but the school remains open to vulnerable children and the children of critical workers	
Teaching	Safeguarding/SEND
In this scenario, the expectation will be as above, however, an in-school provision will run simultaneously alongside the remote learning provision. • Each year group will work on an agreed system so that there is always a key adult from the class bubble in school to run the key worker/vulnerable provision • The key worker/vulnerable provision will work as close to their usual timetable of lessons as possible with the remote classroom mirroring as much as possible • Each child will have a Chromebook to enable them to access the learning provision, as and when needed • Each class will have access to at least one PE slot per week • Some lessons, such as music, will continue to be delivered remotely	If child is entitled to FSM, a food hamper will be made available (excluding universal FSM and FSM eligible children in school) Vulnerable pupils offered provision based on risk assessments. SEND provision as scenario 2