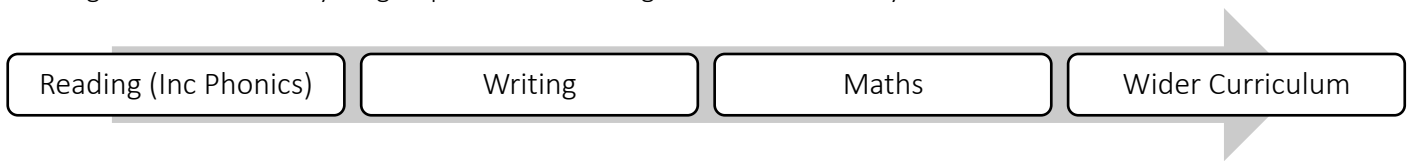


Purpose

The purpose of this plan is to ensure that in the event of a lockdown, burst bubble or period of self-isolation, children at Knowle are still able to access rich, targeted and appropriate learning. This will be in line with the curriculum coverage for their current year group. Remote learning focusses on four key areas:



Barriers to learning

At Knowle, we view remote learning as 'access to learning outside of school'. We recognise that many of our families will have barriers to accessing remote learning. In order to break down these barriers, we offer a variety of remote learning options ensuring that learning can still be accessed when the child is not in school. It is **essential** that school and home, work in partnership during period of remote learning.

To do this we must ensure that...

- ✓ Communication is regular
- ✓ Easy access to high quality resources
- ✓ Everyone feels confident to access learning
- ✓ Remote learning is safe



What are our expectations?

Remote learning is always available, regardless if we are in a lockdown or self-isolating. Home learning is available via the class pages and reading books, times tables challenges etc, continue to be sent home from school. However, depending on the circumstances, the school will act in the following ways:

If a child is ill due to COVID or another form of illness

- There is no expectation for this child to access remote learning. Their recovery from illness is important and health must come first. However, online learning through class pages will be available should the children be well enough to access this.

If a child is not coming to school because a parent is choosing to keep them off school (no illness or symptoms)

- There is no expectation that school will provide targeted remote learning (yet online work will still be available on the class pages). The Educational Welfare Officer (EWO) will be informed, and measures will be put in place to encourage the child to attend school/encourage parents to send their child to school. School will also work alongside the EWO to offer pastoral support.

If a child is self-isolating for 14 days due to a positive test in the household or they must quarantine following travel abroad (as per government guidance)

The following **self-isolation plan** will be followed...



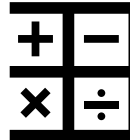
1. Class teacher to phone home to check-in on the family and ensure all are well- pastoral support offered. Remote learning explained. Packs of work available for delivery to homes, in extreme circumstances.



2. Arbor message sent to parents informing them where learning can be accessed. Class email shared at this point (parents already know this) and communication via email is open between school and home.



3. Day 7 check-in. Class teacher calls home to check on family health and remote learning access. Work explained or on hold if the child has symptoms and is unwell.



4. Re-issue any work and agree the return to school date (subject to change depending on symptoms in the household).



5. Day before the agreed dates of return, the admin team contact the family to remind about return and check to see if further self-isolation is required.



6. If not returning, because of illness or longer isolation due symptoms in the family, work will be re-issued. The process would start over again. EWO would be informed at this stage.

If a bubble bursts and children and teaching staff are well.

The following **Bubble Bursting Plan** will be followed...



Remote lessons would become available the day after the bubble bursting. This enables set up and organisation.



Teaching maybe shared between teachers and could be delivered via the following:

- Pre-recorded videos of learning
- Zoom/Microsoft Teams virtual teaching

Documents can be shared on screen and teachers would be available for support throughout the session.



What would be taught?

10.00- Mathematics Lesson

11.00- English (Reading or Writing lesson)

13.00- Topic (linked to current learning in school)

Gaps in the day would be filled with TTRS, Reading or other tasks as set by the teacher.

Note- teachers would be available all day via email.

If we have a government-imposed lockdown and children and teaching staff are well.

The following **Lockdown Plan** will be followed.



Remote lessons would become available 24 hours after the Lockdown. This enables set up and organisation- a 24 hour period would be required to be up and running for this.

Teaching packs of resources would need to be set up which include teaching materials- books, pencils, paper, pens, rubber etc. These would be available 24 hours later.



Teaching will be shared between teachers and will be delivered via the following:

- Pre-recorded videos of learning (EYFS)- Tapestry
- Zoom virtual teaching

Documents can be shared on screen and teachers would be available for support throughout the session (30 minutes long).



What would be taught?

Mathematics Lesson

English (Reading or Writing lesson)

Topic (linked to current learning in school)

Gaps in the day would be filled with TTRS, Reading or other tasks as set by the teacher- MyOn and TTRS login details sent out as a reminder.

Note- teachers would be available all day via email.

Remote Learning- Years 1 to 6

In the event of a lockdown, remote learning would have to be staggered for siblings at home to access lessons. From our most recent survey, accessibility isn't the primary barrier to accessibility, but all the children (if families have more than one Knowle child in the household) having access at the same time is a huge barrier for our families. Parents state that they would also find it difficult trying to teach two or more children from two or more-year groups at the same time.

Given this challenge for families, the following virtual lesson times will be followed (30 minutes per lesson).

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Mathematics	09.15	09.15	09.45	09.45	10.15	10.15
English	10.45	10.45	11.15	11.15	11.45	11.45
Topic	13.00	13.00	13.30	13.30	14.00	14.00
PE with Mr B	14.30 (20 minutes)					

In the event of a lockdown, it is likely that we would have children in school (Vulnerable and Critical Worker) as well as children at home. The virtual lessons would be a live Zoom lesson with a link to the lesson sent out via Arbor. Teaching would be in the following manner:

- ***In year group bubbles, one teacher would deliver the face to face teaching to the vulnerable and critical worker children in school. The other teacher would deliver the virtual teaching via Zoom. Support staff will support children in their bubbles. The teacher delivering virtual teaching will be the point of contact via email and telephone throughout the entire school day. This is to answer any questions parents/children may have as well as collate any learning that is shared from home. Home learning will be stored in school and will be shared on the school website and Facebook page where appropriate.***

Virtual lessons will enable quick question and answer with the class teacher and the teacher would always be in control. They enable the children to remain in contact with one another (a huge tick in the mental wellbeing box). Work can be shared on screen via Screen Share and teachers will be able to model teaching this way. Children will have video disabled during the lessons and microphones would be muted. Children can engage with the teacher via the 'chat' feature as well as through using the 'reactions' tab.

Remote Learning- EYFS

Across the whole of EYFS, we will engage and communicate with families through Tapestry. Like the rest of the school, in Reception, teachers would ensure that learning is provided for **Maths, English and Topic**. However, importantly, we would ensure that the children have **daily phonics and story time**. These would be in the form of pre-recorded videos uploaded and sent out to parents via Tapestry. Teachers in EYFS will join the live teaching via Zoom if it is deemed appropriate to do so.

In Nursery, the expectation is that a **daily story/song** is shared with the children through a pre-recorded video and a **follow up activity** is issued to the families.

Learning and activity packs that include teaching resources such as cubes, counters etc will be sent home with families in the children's home learning packs.

Summary

Curriculum content will be matched to the curriculum the children should be receiving in school. Teaching and learning resources will be matched to the current expectations of our school curriculum. This applies to both children in school (face to face) and children at home (remote learning).

Across all year groups, activities and tasks are uploaded and shared on the school website via the class pages. Here the children will be able to access the daily learning resources linked to the live or pre-recorded lessons. The class pages on the school website will be our focus area for resources to be stored.

In all year groups the expectation is that children engage with home learning. Where this is not possible the school staff will check in with families to see what support we can offer to engage them in learning. This will be in line with government guidelines at that moment in time. As a minimum requirement, we insist that staff deliver 30-minute-long live lessons with 30 minutes of follow up work to do independently. This equates to a minimum of 3 hours of teaching and learning. Additional work including the daily PE sessions, Times Tables Rockstar and online reading via MyOn help to support a full teaching day with the overall remote learning offer exceeding 4 hours.



Note- teachers will continue to check in on families on a weekly basis in the event of a lockdown. This will be via phone calls home. In the phone call we will establish any barriers to accessibility to remote learning as well as glean information regarding any struggles children maybe having which could make them vulnerable. Any concerns will be recorded on CPOMS and shared with DSL's in school.

SLT will meet weekly to review the remote learning plan as well as in school face to face plan. Adaptions will be shared with teachers and parents.

Daily analysis of attendance in school and engagement with learning at home will be closely monitored with any areas of concern addressed and actioned immediately. The school will go above and beyond to support families, within our capabilities, and will provide technological and pastoral support where possible or needed.

Points to note regarding illness...

- If children are poorly, we expect them to recover before accessing home learning or attending school.
- If the class teacher is poorly, the partner teacher in the bubble will take on the role of remote learning. Where this is not possible to do so, work will be available via the class pages and not the remote learning. Remote online/virtual learning will be available again once the teacher is fit and well.