



Pirbright Village Primary School Remote Learning Plan

Introduction

This plan will be used during the COVID pandemic to ensure that children's learning is interrupted as little as possible. It includes information about how we will ensure that this happens if small groups are isolating, if bubbles have to close or if we have to go into full lockdown. The plan recognises that we have to continue to work together to achieve the best outcomes for children, whilst understanding different family circumstances and the restrictions placed upon everyone involved at home and at school will be unique to each child.

To enable teaching and learning to continue as effectively as possible during the need for remote learning:

Stage 1: Individuals - Short term

If a child/children are self-isolating while awaiting test results, learning activities will be emailed directly. These activities will cover key learning occurring that week in class where possible and appropriate. Paper copies can be made available upon request. Feedback will be provided for children but be limited due to class teacher responsibilities in school.

Stage 2: Families and Small Groups Isolating or Whole Class Closure due to close contact (10 days)

Learning activities will be available on the Tapestry app for those families isolating. The learning will focus on prior learning as well as consolidating and embedding key skills in phonics, English, maths and the foundation subjects. New content or material will be limited. Paper copies can be made available upon request.

The Learning Tasks will contain links to videos, documents, activities and resources that can be printed. We will also provide paper copies on request.

Stage 3: Full Lockdown

If there is a period of longer absence from school we will introduce some new content that broadly follows our year group overviews and curriculum planning. These curriculum documents are available on our school website in the Year Group Pages. Please note that units of work/topics may be switched around if they are more suitable for Remote Learning.

At Stages 2 & 3 learning set every day will include as a minimum:

- a writing task
- a phonics/SPAG/reading task
- a maths task
- a non-core subject task

There is an expectation that children are reading every day. Children can read books from home and, where we can, we will make books available from school; children can also use online websites to support their reading development which we will direct you too.

For families that have identified that they don't have access or have very limited access to technology in the home to support remote learning we will loan equipment for the duration of the closure. For families that have indicated that they don't have wi-fi in their home, we will explore how we can help support this, e.g. prepaid wi-fi dongles.

We expect remote learning to take pupils broadly the following number of hours each day:

Reception	No more than 3 hours
Key Stage 1	No more than 3 hours
Key Stage 2	No more than 4 hours



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Our staff will:

Ensure that safeguarding will be our utmost priority and we will do the following:

- Our safeguarding systems will continue to be used to communicate and log any safeguarding concerns and this will be monitored regularly throughout each day by the DSLs
- Continue good communication and engagement with external professionals and services
- The SENCO team will check in with EHCP families 1 x week and feedback to class teachers via email, in the event of a longer lockdown
- The Pastoral Team will keep in regular contact with Pupil Premium and vulnerable families and continue to provide high quality support, in the event of a longer lockdown. The interactions and support that have been provided will be communicated via email
- We will be monitoring the level of engagement closely; Tapestry enables us to track this
- Email and/or telephone calls to see if there is a reason for non-engagement/absence and we will ask what support families need to enable access and improve engagement with remote learning
- If families continue to be disengaged we will make the necessary referrals that we feel is appropriate to safeguard children e.g. to the Inclusion Officer (formerly Education Welfare Officer)

Provide high quality teaching and learning opportunities, even when the children aren't in school and therefore we will do the following:

- Encourage independent learning opportunities that encourage children to think, not to just get to the end of a task
- Vary the styles of introduction to learning. E.g. not always using PowerPoint
- Give any new learning a context, using the best possible resources available
- Link any new learning or knowledge to existing knowledge, to help learning to be retained
- Model new learning
- Provide scaffolds for learning so the needs of all pupils are met
- Tell the children what they need to do to be successful
- Share what a good example of a completed piece of learning looks like
- We will concentrate on high quality and depth rather than task completion
- Provide opportunities for pupils to apply their knowledge and demonstrate their knowledge

In addition to video clips to introduce learning, we will interact and motivate children through:

- recorded stories
- email / comments / feedback /
- chat for learning
- assemblies

Our pupils/students will be expected to:

- Try their best with their Remote Learning and demonstrate our school values
- Ask a grown up for help if they need it (parent or school based)
- Engage in the activities as they have been shown
- Submit their learning as requested
- Act on feedback and next steps given where appropriate, which may include repeating a task to a higher standard

In addition specific SEND pupils may be given differentiated work to support their access to the curriculum if necessary.

Parents are responsible for:

- Reading and acting upon communications sent out from school
- Informing the school about absence, if their child is unwell and unable to complete learning activities



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- Encouraging children to take part in the learning opportunities offered every day
- Trying their best to fit Remote Learning in around work commitments
- Liaising with school staff any difficulties or barriers to completing Remote learning
- Pupils wellbeing and understanding

How to access learning opportunities:

- Remote Learning Tasks will be posted daily on Tapestry with an overview being posted at the beginning of the week where appropriate
- If there are issues with access parents are asked to speak with the school to see how they can support with access to technology or paper copies of learning
- Parents need to give the school permission to set up a Tapestry account, they can do this by contacting the office
- Class teacher will send out links to video meetings, on Tapestry and children will require access to a web browser to utilise these meetings.

Vulnerable and Key Workers

During a full lockdown we will invite children into school who we feel are vulnerable. E.g. those families with an attached social worker. We will follow the government guidance regarding critical workers and offer support and offer school places as stipulated in the guidance.

Families that require support with access to technology can contact the school and where resources allow we issue parents with laptops for pupils to use.

Parents can request support in gaining a 'uplift' in data with the mobile provider, by speaking to the school.

Parents who cannot access online resources can contact the school to receive print outs on a weekly basis that can be collected from the office.

Communication

We will use Scopay as our main form of communication as this allows us to email, text and ask permissions.

Links to video messages will be sent using Tapestry.

Tapestry and other tools will be used for communication.