

In order to ensure that learning continues, irrespective of lockdown or self-isolation, The Winn's has developed a plan to ensure that high quality, remote learning is available for all children. As far as possible, our plan aligns as closely as possible to our school curriculum and will ensure there is continuity of learning for children at home.

This Blended Learning Plan aims to:

- Ensure consistency in the approach to remote learning for all pupils (including SEND pupils) who are not in school, through the use of quality online and offline resources and teaching videos
- Align high-quality remote education as closely as possible with in-school provision.
- Ensure consistency of in-school education where staff are self-isolating, but healthy
- Include continuous delivery of the school curriculum, as well as supporting motivation, health and well-being, and parents

Support effective communication between the school and families

This plan will be applied in the following instances:

- A child is absent because they (or someone in their household) are waiting test results
- A child (and siblings) is self-isolating because of a positive test within the household;
- A group of children are self-isolating because of a case of coronavirus in their bubble;
- A whole bubble or cohort is self-isolating because of an outbreak of coronavirus
- A child who has been advised to isolate due to being extremely vulnerable to Covid-19

The plan complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools.

Remote Learning

In the event of 'bubbles closing' or local lockdown, the school will provide access to remote learning, including:

- the provision of high-quality online and offline resources, including videos, powerpoints and Sways (accessed through Google Classroom and/or school website)
- Daily Class Google Meets to explain the day's learning and ensure children are engaging at home
- Daily feedback and 'catch up sessions' for identified children who need extra support
- Links to learning on the school website
- Access to high-quality educational resources which children are familiar with, including: Purple Mash, White Rose Maths, Oddizzi, Oak National Academy and BBC Bitesize.
- Supplies of appropriate learning packs for children to take home immediately if a period of isolation/lockdown is enacted
- Individual support for children with SEND
- Resources, including exercise books, reading books and equipment to take home
- Some (limited) provision to lend chrome books to families who have been identified as in need of devices.
- Phone calls home

How teachers will teach remotely if a 'bubble' has to close (one or more classes have to self-isolate)

- If children are in school when a decision is made to 'close down', children will be sent home with a paper based learning pack which they will use on Day 1 of home learning.
- By the end of the first morning on Day 1, teachers will post a weekly timetable showing coverage of a broad and balanced curriculum on Google Classroom and on the school website.
- All children will be sent an invite to join a Google Meet on the afternoon of the first full day of self-isolation. At this meeting, the teacher will explain to the children what the expectations are for the following day, share the learning on Google Classroom and clarify with children when work will need to be submitted.
- Teachers will continue to host a short morning online meeting using Google Meets to set expectations for each day, explain new learning and to remind children about expectations for completing and submitting work – parents will receive daily text messages to remind them about these meetings which will be at the same time every morning.
- Teachers will set a range of meaningful and ambitious work in a number of different subjects each day. The remote learning programme will mirror the core teaching that pupils would receive in school as far as possible.
- Teachers will set work to follow their normal class timetable: some subjects such as Maths and English will be set daily, whereas others such as History, Science and PSHE will be set weekly
- Teachers will also consider children's mental health, and included activities to support children's mental health over the week
- Where children are not 'visible' at online meetings, teachers or senior leaders will follow up with a call home to make sure children are engaging in learning at home.
- Teachers may invite individual children/small groups of children to join a Google Meet during the day, if they have been identified as needing some additional input from the teacher. This provision will be decided based on the knowledge the teachers holds on individual children and on assessment of work submitted (misconceptions and errors identified in submitted work).
- Videos and high-quality curriculum resources will be available through Google Classroom, including links to White Rose Maths and Oak National academy, where appropriate.
- Work will be checked regularly by teachers. Work submitted through Google Classroom will receive regular feedback. It will be made clear to children and families when work should be submitted so that feedback can be given.
- Calls will be made to children with SEN to ensure they can access learning and to provide them with additional support
- All teachers will be available for work between 8.45 am and 3.45 pm (as long as they are well)

How we will support individual children who have been asked to self-isolate

- When engaging in weekly planning, teachers will consider what work can be uploaded to Google Classroom and will consider how to adapt work if necessary.
- Contact will be made with children and parents/carers during the first day of self-isolation via Google Meets. Teachers will talk through expectations for work and share 'notebooks'.
- Teachers will maintain contact throughout period via phone calls and google meets (where appropriate some of this contact will be maintained by other non class based teaching staff).
- Children will be directed to high quality online videos, including Oak National and White Rose maths for support.
- Children will be expected to submit work on Google Classroom and will receive feedback from the class teacher.
- Paper based learning will be made available immediately if a child hasn't got access to Google Classroom – arrangements can be made to deliver this to home.

Challenges to remote learning

We estimate that about 75% of our families have access to a laptop or desktop computer with reliable internet access. To support families who don't have access we :

- Have some capacity to lend chromebooks , with support from the DfE scheme
- Will provide workbooks and printed work (these can be hand delivered if necessary)
- Will maintain regular contact by telephone
- Explore other ways to set home learning, including use of mobile phones

We also acknowledge that we will need to adapt our approach for our youngest children. Teachers will use Google Meets to share with parents ways to support children with a more 'hands on', age-appropriate curriculum. Early reading will be prioritised with links to videos to support with phonics. Use will be made of Marvellous Me (school app) and the school website to set activities for the children to engage with, based on the Early Learning Goals.

Ongoing Support & Safeguarding

- Those not engaging with home learning will receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family.
- Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Google Meets as long as the agencies engage. The SENDCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.

Home-school partnership

- The Winns is committed to working in close partnership with families and recognises each family is unique. Remote learning will look different for different families in order to suit their individual needs.
- The Winns will provide an online training session for parents on how to use Google Classroom if they need support
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. We recommend that each 'school day' maintains structure. Parents are encouraged to support their children to follow the timetable of the school day.
- We encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-by-case basis.
- Where children are not able to access online learning, the school will provide learning packs which match as far as possible online resources.
- All children will be asked to sign an 'Acceptable Use Policy' at school which includes e-safety rules. These e-safety rules will be shared with parents applies when children are working on computers at home.

Roles and responsibilities

Teachers

Note : the responsibilities below relate to where a whole class/bubble is isolating. If fewer children are isolating and the majority of the class are in school, although teachers will still be responsible for supporting children at home, expectations will take into account that teachers are in school, teaching.

When providing remote learning, teachers must be available between 8:45am and 3:45pm

If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the pupils in their classes/year group.
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Weekly/daily work will be shared using Google Classroom or via a Sway on the school website where appropriate
- Teachers will have live contact with children, using Google Meets, each morning , in order to provide explanations of new learning for children, or to unpick misconceptions from the previous day
- Videos and high-quality curriculum resources will be available through Google Classroom and links those provided by our schemes of work e.g. White Rose Maths.
- Teachers will adjust the pace/difficulty of work, in accordance with normal classroom practice for all children , including those with SEND.
- Work must be saved in teacher's planning folders with dated file names
- Where teachers are self-isolating due to Covid-19 contact, they will be expected to continue working from home. This work may include continuing to support with in-school teaching or to engage in other work, following consultation with senior leaders.

Providing feedback on work:

- Reading, writing and maths work - all completed work submitted by 1pm will receive feedback by 3:45pm.
- Tasks submitted by 3.30pm will be commented on by the end of the week.

Keeping in touch with pupils who are not in school and their parents:

- If there is a concern around the level of engagement teachers should inform a member of SLT who will ensure that the pupil/s parents are contacted via phone to assess whether school intervention can assist engagement.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT; for any safeguarding concerns, refer immediately to the DSL

Senior Leaders

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
 - Providing staff with the tools and resources to provide effective remote teaching
 - Providing training for staff to use Google Classroom, Google Meets and any other appropriate elements of the Google Suite, e.g. Google forms for setting assessment

- Monitoring the effectiveness of remote learning –through meetings with teachers, reviewing work set and/or collecting feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Support the class teacher with the provision of home learning for individual children who are isolating (where the class teacher is in school teaching the class).

The Inclusion Team is responsible for;

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the senior leaders and other organisations to make any alternate arrangements for pupils with EHC plans
- Identifying the level of support needed for children on the SEND register

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any concerns known to staff