



Blessed Robert Widmerpool

Remote Learning Strategy for Isolation Period/School Closure

Introduction

OLoL CMAT schools are now fully open to all pupils and operating a full timetable of lessons.

Should any pupil test positive for Covid Blessed Robert Widmerpool will provide any work via Teams but not on-line if the pupil is unwell. Should any pupil be off for a period of isolation with or without Covid but are fit and well, parents may contact the school to request access to 'on-line' lessons; it will be at the discretion of Blessed Robert as to the number and frequency of on-line lessons that can be provided during the pupil's absence.

In the case of any future lockdowns, where Blessed Robert Widmerpool is required to fully or partially close, staff will revert to the timetable as set out in this Remote Learning Policy.

COVID Funding Allocation 2020-21

In July 2020, the government announced a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. The coronavirus (COVID-19) catch-up premium funding is available for all state funded mainstream and special schools, and alternative provision. The Education and Skills Funding Authority has published details of the provisional allocation of the coronavirus (COVID-19) catch-up premium and the conditions of the grant for the academic year 2020 to 2021. The school has now received confirmation that our funding for the year will be £16,750.

The DfE has produced some guidance on how the money should be spent: coronavirus (COVID-19) catch-up premium guidance: "As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. It is not expected, however, that there will be a spend of £80 on each and every pupil in schools. The government has made it clear that the spending of this money will be down to schools to allocate as they see fit.

Contingency plans for outbreaks - Guidance

- 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](#).
- In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission.
- Schools will also need a contingency plan for this eventuality.
- This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils.

In developing these contingency plans, schools should:

- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- 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.

Schools should consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support.

Schools should avoid an over-reliance on long-term projects or internet research activities.

Remote Learning Tiered Support

Tier 1	A small number of children are self-isolating: support through home learning packs and find opportunities for children to remote into the class sessions.
Tier 2	<p>A class is self-isolating: follow the remote learning plan. First day - packs and resources sent home. Time to be used by staff to set up a remote learning timetable. See model Year Group remote learning timetables. (These can be adapted).</p> <p>Teacher/Support Staff Member is self-isolating from home: if staff are well, teacher to remote into the class to support learning and provide teaching to the class.</p> <p>Staff members 28+ weeks pregnant working at home: teacher to remote into the class and teach the timetable as agreed with SLT when working from home.</p>
Tier 3	Key Stage Remote learning: follow the BRW Remote Learning Plan
Tier 4	Whole school is self-isolating: follow the Remote Learning Plan

Planned Strategy

BRW School Blog	Microsoft Teams	Pre-recorded Content	Online Resources	Work Packs	Feedback
<p>Home Learning Pages Set learning/assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.</p> <p>Ensure a good level of clarity about what is intended to be taught and practised in each subject. Provide timetables and resources.</p> <p>EYFS/Y1 – Main source of communication.</p> <p>Subjects:</p>	<p>Live and pre-recorded content. Chat and email facility. Feedback and submission of assignments.</p> <p>Daily Teams lessons Maths and English live sessions to enable face-to-face contact, teaching of new content and feedback.</p> <p>Two face-to-face lessons daily.</p> <p>Smaller Teams groups to review work where needed.</p>	<p>Use of recorded videos and/ or PowerPoints, to engage learners, teach new content, provide clear explanations.</p> <p>PowerPoint and Loom Phonics – Ruth Miskin</p> <p>Use of pre-recorded content – Oak Academy</p>	<p>Oak Academy</p> <p>Education City</p> <p>TTRS</p> <p>Mathletics</p> <p>Rising Stars – reading books</p> <p>Code.Org</p> <p>Odizzi</p>	<p>Paper Packs Printed work and workbooks for those children not able to access online learning</p> <p>A Home-School workbook to be provided for each child to complete work in.</p>	<p>Feedback on submitted work can be provided whilst conducting online sessions, via messages after children have submitted work on Teams, via email or telephone</p> <p>Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks.</p> <p>Quizzes Model Answers.</p>

<p>RE, Maths, English, Wider Subjects – Art, PE, Music.</p> <p>Weekly RE Sessions – varied tasks (scripture annotation, art, drama, craft)</p>	<p>Link these face to face lessons to daily work provided on the learning pages or on Teams</p> <p>Use of Teams for virtual assemblies and collective worship.</p>		<p>Science: https://developingexperts.com</p> <p>BBC Bitesize CBEBBIES</p>		<p>Set clear expectations on how regularly teachers will check work.</p>
<p>Offline activities</p> <p>Provided to ensure children are not at screens all day.</p> <p>Active suggestions – physical activity, outdoor art, physical challenges, BRW Passport, Kindness Challenges.</p>	<p>Teams Class Facility</p> <p>Year Group classes set from Y2-Y6.</p> <p>Set assignments for children to complete and send back via Teams.</p> <p>Ask questions. Provide feedback through messaging. Y2-Y6.</p>				<p>Telephone Calls</p> <p>Check in with those pupils who are not responding via other channels.</p>

Online Teaching

- Planned and well sequenced so that knowledge and skills are built incrementally
- 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
- With the inclusion of:
 - Clear explanations
 - Scaffolding
 - Feedback
 - Peer interaction
 - Assessment
 - Interaction between teachers and pupils

BRW Year Group Remote Learning Plan

Daily home-school learning will consist of:

- *2 online learning sessions.*
- *Tasks and activities based on Wider curriculum subjects – at least two per day to fit around online learning sessions as appropriate*

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Daily Live Online Learning Provision	FS1 - 30mins FS2 – 1hrs	1hr	1hr	1hr 20mins	1hrs 20mins	1hr 20mins	1hrs 20mins
Day 1	Home Learning Packs sent home with instructions, resources and exercise books. Staff to devise online learning programme and communicate with parents.						
Day 2	Live/Pre-recorded Story Session with follow up reading activities.	Provision of two daily online phonics and Maths sessions with follow up work.	Provision of two live sessions per day including: Maths, English, Phonics and Reading with follow up work to be submitted via assignments on Teams	Provision of two live sessions per day including: Maths, English, Phonics and Reading with follow up work to be submitted via assignments on Teams	Provision of two live sessions per day including: Maths and English with follow up work to be submitted via assignments on Teams.	Provision of two live sessions per day including: Maths and English with follow up work to be submitted via assignments on Teams.	Provision of two live sessions per day including: Maths and English with follow up work to be submitted via assignments on Teams.
Day 3	Provision of two live online phonic and maths sessions per day. Daily recorded story session.	Provision of online reading sessions x 3 per week with follow up work.					

<p>Day 4</p>	<p>Provision of two live online phonic and maths sessions per day.</p> <p>Daily recorded story session.</p>	<p>Guided Reading Sessions through the week with teacher/support staff.</p> <p>Follow up work submitted via Teams.</p>	<p>Provide online resources for R.E and Wider Curriculum subjects as well as any other online learning work.</p> <p>Support staff to support individual/small group Provide reading sessions daily.</p>	<p>Provide online resources for R.E and Wider Curriculum subjects as well as any other online learning work.</p> <p>Support staff to support individual/small group Provide reading sessions daily.</p>	<p>Continue to provide online learning resources through Teams and provide regular feedback for work submitted.</p> <p>Support staff to support individual/small group Provide reading sessions daily.</p>	<p>Continue to provide online learning resources through Teams and provide regular feedback for work submitted.</p> <p>Support staff to support individual/small group Provide reading sessions daily.</p>	<p>Continue to provide online learning resources through Teams and provide regular feedback for work submitted.</p> <p>Support staff to support individual/small group Provide reading sessions daily.</p>
<p>Day 5</p>	<p>Provision of two live online phonic and maths sessions per day.</p> <p>Daily recorded story session.</p>						