



Blended and Remote Learning Plan-Updated 4/1/21 Updated 15/1/21

This document sets out the Kings Ash Academy response to situations where some or all children may not be able to attend school due to the Coronavirus pandemic.

[Government Guidance for full opening of schools-Section 5 Contingency Planning \(edited\)](#)

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Government Guidance for full opening of schools-Section 5 Contingency Planning (edited)

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. By blending the learning in this way, the gap between learning at home and learning at school should be lessened for pupils that have to spend time away from school due to individual or bubble isolation.

What resources are available to support planning remote learning?

Google Classroom will support the children in offering an online platform with the opportunity for the children to receive direct instruction via videos from their year group teachers. 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 is recognised as more effective at reaching more pupils. Teachers will use this to send pupils a daily welcome message with a brief overview of the lessons that day. In years Reception, 1 and 2, activity links will be posted out on SeeSaw.

[Oak National Academy](#) has been selected by the DfE 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 direct instruction 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 can be used as they are matched to our current maths curriculum model and are of high quality.

MyMaths online lessons and homework tasks can be set for individual, groups or all pupils. This may be particularly useful for children with SEND working on individual targets.

TT Rockstars will be used to support the teaching and learning of maths.

CGP pupil workbooks have been purchased for the following subjects and year groups:

Year	Reading	Maths
Year 1		✓
Year 2	✓	✓
Year 3	✓	✓
Year 4	✓	✓
Year 5	✓	✓
Year 6	✓	✓

Pupils with additional needs

Children who have additional support in school will continue to receive support whilst at home. This can be through additional contact time with a key adult in school through the Google Classroom or phone calls. Staff may need to provide differentiated activities for pupils.

In the event of whole school closure, local authority risk assessments for children with EHCPs will be completed. Where possible, elements of their EHCP will continue to be delivered remotely for those children who do not take up the offer of a school place.

Scenarios to be planned for

The guidance in this document refers to the following potential situations. However, in an ever changing situation, plans may need to be reviewed and adapted quickly according to the circumstances we find ourselves in.

Scenario 1

Teacher is in self or household isolation but fit for work

Scenario 2

Teacher is in isolation with symptoms/positive case but is not fit for work

Scenario 3

Child is in self or household isolation and is able to participate in learning activities

Scenario 4

Child is in isolation with symptoms or positive test and is not able to participate in learning activities

Scenario 5

Class bubble/s is/are closed due to positive test. Class teacher is fit for work.

Scenario 6

Class bubble/s is/are closed due to positive test. Class teacher is not fit for work.

Scenario 7 January 2021

Whole school closure-provision only for key worker and vulnerable children.

Responses to Scenarios

Response to Scenario 1

- Teacher is in self or household isolation but fit for work

In all circumstances, the aim is to keep the bubbles open as long as possible and safe to do so without staff needing to cover from other bubbles unless absolutely necessary.

In any situation, if the absence can not be covered safely, the decision may be made to close the bubble. Any decision to close a bubble will be made by Jess Humphrey.

Year	Teaching	Staffing
Nursery	Room leader/teacher continues planning. Assess numbers for sessions.	Consider increasing KC's hours to cover other staff absence.
Year R	Class teacher continues to plan. Consider opportunities for daily Google Meet links to class.	If AC is absent, JT will be asked to cover the class. A supply teacher (LB) will be a preferred option for covering RAC.
Year 1, 2, 4, 5, 6	The class teacher will continue to plan and set work and where possible and appropriate, Google Meet into the class to deliver lesson inputs and maintain contact through the day.	In these year groups there are 3 teachers attached to the year group. If needed, the 3rd teacher will step in to oversee the class whose teacher is absent.
Year 3	The class teacher will continue to plan and set work and where possible and appropriate, Google Meet into the class to deliver lesson inputs and maintain contact through the day.	A supply teacher will be booked to cover the absence. If a supply teacher can not be booked, SLT will make a decision on whether the class can be covered by HLTAs from within the bubble.

Marking will be completed by the teachers in school.

If two class teachers in the same year group are absent, SLT will discuss plans to cover the absence.

Response to Scenario 2

- Teacher is in isolation with symptoms/positive case but is not fit for work

Year group partner and additional teacher in years 1, 2, 4, 5, 6 cover the absence with support from the phase leader.

Supply teacher booked for years R and 3.

This will be reviewed depending on the anticipated length of the absence.

Response to Scenario 3

- Child is in self or household isolation and is able to participate in learning activities

The packed linked to the current Big Idea is collected or sent out to the pupil for them to complete.

[Planning guidance for children in household isolation.](#)

[Home Learning Handwriting](#) has a wealth of resources that follows our cursive handwriting policy. Teachers can use these resources to either link them into the Google Classroom for children to use as a visual aid or they can print these for those without online access. Teachers may also want to record short videos to model the style.

Response to Scenario 4

- Child is in isolation with symptoms or positive test and is not able to participate in learning activities

Child is recorded as absent using X code. A home learning pack may be provided for the child if they feel well enough to complete learning while still within the isolation period.

Response to Scenario 5

- Class bubble/s is/are closed due to positive test. Class teacher is fit for work.

Move to full remote learning for whole bubble.

Daily videos from class teacher to be uploaded to the classroom/shared via SeeSaw for keeping in touch and setting out the activities for the day.

Response to Scenario 6

- Class bubble/s is/are closed due to positive test. Class teacher is not fit for work.

Year group partner class teacher posts work as per the plan. Class TAs interact with the pupils online and answer emails. Partner class teacher arranges additional release time with the phase leader in order to manage the classroom. A supply teacher may be considered for additional support if needed.

Response to Scenario 7

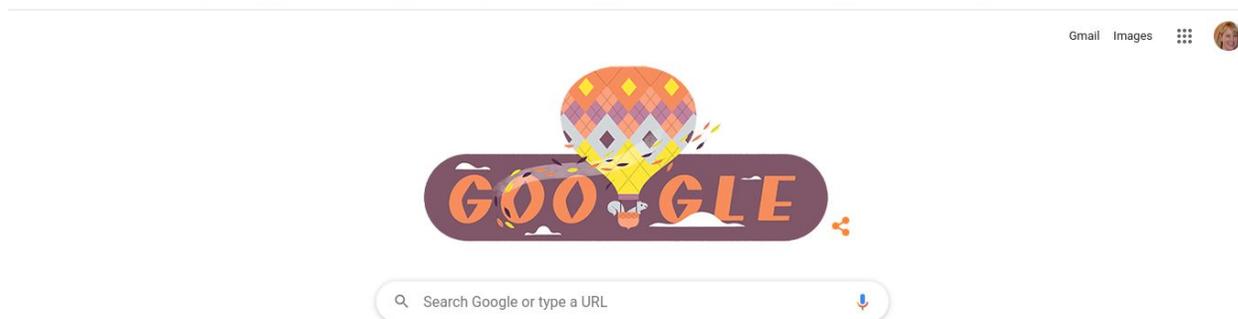
- Whole school closure with provision in school for keyworker and vulnerable children only.

Move to full remote learning in accordance with the agreed timetable.

Expectations of home learning to be posted on Google Classroom

Each Key Stage 2 year group needs their own classroom. All the adults in the year group should be added as teachers. Any stream or content from the previous year needs to be removed if using an existing classroom.

Class lists/invitees need to be checked to ensure all pupils have been added-check for new pupils. Pupils should all join the classroom in school and be shown how to access it by finding the waffle on the Google home page.



Each day, activities need to be added to the Google Classroom or links sent out on SeeSaw following the agreed timetable.

Each week, one teacher in the year group will be based in school teaching the year group bubble as per the regular timetable. The other teacher will be posting the online learning, and managing the Google classroom.

Each morning the year group teacher not in the bubble must post a welcome video with an overview of the day's learning. This must be shared on Seesaw. TAs will be responsible for monitoring pupil engagement and recording on [this spreadsheet](#).

Online learning should mirror learning in the classroom with any necessary adaptations made. Children should be given the opportunity to complete offline tasks related to their online learning.

Teachers should record short video introductions to lessons to be shared via SeeSaw. This could include, learning a text map, sharing stories/texts, modelling a maths strategy, introducing foundation subject content. Teachers should be mindful of the resources available to children at home.

Teachers should not rely on resources that need to be printed due to access issues.

Teachers may use links to set online activities eg Mymaths.

Role of TAs-TAs will be on a rota to support learning in school within a set bubble. 1-1 TAs will support children in school as usual.

TAs not working in a bubble, will be expected to carry out duties as directed by their class teachers and phase leaders. This may include:

- Monitoring See Saw and Google Classroom
- Making contact with pupils not in school
- Supporting SEND children working remotely
- Preparing resources for online and in school learning
- Providing PPA cover for teachers
- Providing lunch cover

A Google Form will be sent to parents to book any school places for [key worker](#) or [vulnerable](#) children in line with published Government guidance at the time and a response planned by SLT.

Tracking engagement with home learning during isolation

Teachers are expected to monitor engagement with remote learning and mark work completed in CGP books on the child's return to school. Teaching assistants can be directed to support with this.

When a child is self isolating, their name must be added to the [Home Learning tracking-isolating children](#) spreadsheet.

Instructions for using Home learning tracking sheet

The class TA must add the child's name to the spreadsheet when they are notified they are self isolating by the office.

TAs should engage with any absent children at the end of the first day to check how they have got with their learning and remind them to complete the home learning evaluation form on their Google Classroom. This can be through Seesaw or a phone call.

For each day of absence, engagement with Google Classroom should be recorded by inputting 1 in the cell or 0 for no learning.

For each day of home learning, children (or their parent/carer) should complete this very short [Google form](#) about the learning.

Tracking engagement with home learning during whole school closure

A [daily record](#) is kept of children's engagement with learning. Engagement can be measured by comments on Google Classroom or See Saw, work being submitted via Google Classroom or See Saw, contact with staff. The quality of the engagement is difficult to measure and the data is a starting point for discussion. In year 1-3, children are working in learning journals and maths books. Covid safety measures mean these can not be collected in regularly but on return to school the evidence of learning and progress will be available.

If there is no evidence of remote learning engagement, a message will be sent to parents via See Saw on the first day. This will be followed up with a phone call on day 2. Emails and texts will be sent if continued non-engagement and in some cases, the family support team will phone or text if there is an existing relationship with the family.

SLT monitor the engagement sheet and decide on the appropriate course of action if we do not hear from a family over a number of days. Home visits may take place to check on welfare. This is decided on a case by case basis with the DSL/HoS.

Safeguarding

During any period of self isolation, welfare calls will be made regularly. Sarah Rugeris or Charlotte Gunbie will make daily calls to any isolating children on CIN/CP plans. They will also triage any families receiving Targeted Help support and liaise with Laura K over who will be responsible for these calls.

Office staff will keep in regular contact with other pupils isolating to check on the progress of tests/results. If any concerns are raised, these will be logged on CPOMs and responded to by an appropriate person. If there are questions about learning, these will be directed to the class teacher/phase leader.

Any member of staff concerned about the welfare of a child who is isolating should add this to CPOMs or go directly to the DSL/DDSL in the usual way. Concerns may arise through online contact, posts, conversations with other children in school or by being unable to make contact with a family.

During whole school closure, the family support team will be in regular contact with families identified as vulnerable due to being on level 3 or 4 support and liaise with social workers or other lead professionals regularly if children are not attending.