

Contingency Plan for Remote Learning for Epsom Primary and Nursery School



Overarching Principles and Rationale

This plan incorporates feedback from staff, parents, children and research from EEF (Education Endowment Foundation).

It sets out the expectations of the school community for different scenarios and in line with government guidance.

The curriculum, whether in school or remote, is closely aligned and clearly sequenced and where possible, remote plans mirror the intended sequence of face to face teaching.

Online tools used are consistent throughout the school. Teachers will use a variety of resources such as resources created by the school, digital and paper resources or nationally produced resources.

Scenarios	Remote Learning Package	Expectations of STAFF	Expectations of PARENTS and CHILDREN
<p>National lockdown or a full bubble self-isolating</p>	<p>Google Classroom</p> <ul style="list-style-type: none"> ● Full curriculum offer on Google Classroom or Tapestry ● Communication ● Live lessons daily (or a recorded session if a teacher is unwell, in training or at a meeting) ● Feedback (including verbal) given on three pieces of work daily and in depth feedback on extended writing and maths misconceptions ● Specific Subject Leader input where applicable ● Support staff intervention and feedback where applicable ● Pastoral support offered where needed 	<p>Teachers</p> <ul style="list-style-type: none"> ● Differentiation ● Bespoke materials for SEN when appropriate ● Daily communication with child ● Monitor child’s engagement and progress ● Call children finding it difficult to engage <p>Support Staff</p> <ul style="list-style-type: none"> ● Work with class teacher to support the needs of the children ● Support feedback ● Continue interventions through one weekly live/recorded session and two written tasks ● Enrichment support where applicable or possible <p>SLT</p> <ul style="list-style-type: none"> ● Continual communication with school community ● If disengagement continues after teacher input, a member of SLT to contact ● Remote Learning Policy and Expectation documents reviewed weekly ● Policies and procedures updated in line with government guidance and available on the website 	<ul style="list-style-type: none"> ● Log on to Google Classroom or Tapestry daily ● Complete ALL learning set and upload learning as requested ● Communicate through Google stream or Tapestry if applicable ● Use online resources as appropriate: <ul style="list-style-type: none"> Times Tables Rockstars https://play.trockstars.com/auth Numbots https://play.numbots.com/#/intro Purple Mash https://www.purplemash.com/login/ Hit the button https://www.topmarks.co.uk/maths-games/hit-the-button Joe Wicks workout https://www.youtube.com/user/thebodycoach1 Learning on the School website https://www.epsomprimaryschool.co.uk/learningresourcesathome <p>Parents</p> <ul style="list-style-type: none"> ● Support their child to complete the learning (when possible) ● Set a clear routine ● Read all communications ● Liaise with staff and seek support when needed with class teacher via email ● Ensure courtesy and politeness in communications with staff

<p>Individuals and groups of children self-isolating (when school is open to all pupils)</p>	<p>Google Classroom</p> <ul style="list-style-type: none"> ● EYFS: all work uploaded via Tapestry ● Full curriculum offer on Google Classroom Years 1-6 ● Live input in English ● White Rose Hub Maths video ● One wider curriculum live input in the afternoon ● Communication ● Feedback given on three pieces of work daily and in depth feedback on extended writing and maths misconceptions 	<p>Teachers</p> <ul style="list-style-type: none"> ● Differentiation ● Bespoke materials for SEN when appropriate ● Daily communication with child ● Monitor child's engagement and progress ● Call children finding it difficult to engage <p>Teaching Assistants</p> <ul style="list-style-type: none"> ● Work with class teacher to support the needs of the children ● Support feedback ● If additional support is needed through intervention, resources available on Google Classroom <p>SLT</p> <ul style="list-style-type: none"> ● If disengagement continues, a member of SLT to contact ● Policies and procedures updated in line with government guidance and available on the website 	<p>(Please note: if individuals are self-isolating, and not in a self-isolating bubble, please allow teachers time to upload the work on the first day of self-isolation. Thereafter, it will be ready by 8.45am each day. In the interim, please see resources below)</p> <p>Children</p> <ul style="list-style-type: none"> ● Log on to Google Classroom or Tapestry daily ● Complete learning set and upload learning as requested ● Communicate through Google stream if applicable ● Use online resources as appropriate: <ul style="list-style-type: none"> Times Tables Rockstars https://play.ttrockstars.com/auth Numbots https://play.numbots.com/#/intro Purple Mash https://www.purplemash.com/login/ Hit the button https://www.topmarks.co.uk/maths-games/hit-the-button Joe Wicks workout https://www.youtube.com/user/thebodycoach1 Learning on the School website https://www.epsomprimaryschool.co.uk/learningresourcesathome <p>Parents</p> <ul style="list-style-type: none"> ● Support their child to complete the learning (when possible) ● Set a clear routine ● Read all communications ● Liaise with staff and seek support when needed with class teacher via email ● Ensure courtesy and politeness in communications with staff
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<p>In-school provision for critical workers and identified children (in lockdown)</p>	<p>In-school Provision</p> <ul style="list-style-type: none"> ● Full curriculum offered ● Face-to-face learning ● Access to live lessons ● Opportunities of class discussion ● Specific Subject Leader input (remotely or face-to-face) where applicable ● Opportunities for physical activity and outdoor learning 	<p>Teachers</p> <ul style="list-style-type: none"> ● Face-to-face lessons and support ● Use of Google Classroom ● Differentiation to meet the needs of all learners ● Monitor child’s engagement and progress <p>Support Staff</p> <ul style="list-style-type: none"> ● Work with class teacher to support the needs of the children ● Support feedback ● Interventions where possible <p>SLT</p> <ul style="list-style-type: none"> ● Implementation and monitoring of in-school provision ● Clear communication with parents ● Policies and procedures updated in line with government guidance and available on the website 	<p>Children</p> <ul style="list-style-type: none"> ● Complete ALL learning set ● Engage with learning and maintain high expectations in all aspects of school life ● Use online resources when guided by staff <p>Parents</p> <ul style="list-style-type: none"> ● Read all communications ● Liaising with your child to support engagement ● Liaise with staff and seek support when needed with class teacher via email ● Ensure courtesy and politeness in communications with staff
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