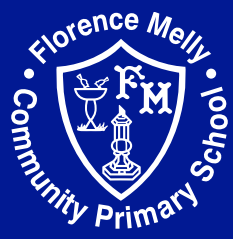


FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

IF YOU CAN DREAM IT YOU CAN DO IT!



REMOTE EDUCATION AND
CONTINGENCY PLANS FOR OUTBREAKS



FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

REMOTE EDUCATION AND CONTINGENCY PLANS FOR OUTBREAKS



Our Approach to Remote Education and Contingency Plans for Outbreaks during the COVID-19 Pandemic - September 2020

This policy has been developed in light of the COVID-19 pandemic.

At Florence Melly Community Primary School, we are committed to ensuring that our children receive a world-class education! We have a vibrant curriculum that promotes curiosity and a love and thirst for learning. We are ambitious and we want to empower our children to become independent and resilient. We strive for academic excellence and want our children to have the highest of aspirations. We want them to have no limits to what their ambitions are and want them to embody our school's DREAMS core values. We all firmly believe that: "if you can DREAM it, you can do it". **We want to provide all of this, no matter what circumstances or challenges we, or our pupils, may face!**

We appreciate that the world has changed and continues to be an ever-changing landscape. The way we educate our children has to reflect this and we must adapt if we are going to cater for the needs of our school community. The systems and procedures we have all become so accustomed to (in school) have changed. 'Bubbles' and 'self-isolation' have become the new norm. What we must do though, is provide continuity and consistency for our children. So many of them have already missed so much teaching and learning time and what this new 'Remote Education and Contingency Plans for Outbreaks during the COVID-19 Pandemic' approach will do, is set out how we plan to ensure that our children do not miss out on anymore!

We understand that there will be implications on parents/carers and children alike - if the school were to close, if a bubble were to be sent home or if your child has to self-isolate. We understand that children may need to share access to technology, parents may be juggling supporting remote learning and working remotely themselves and that many parents may be trying to support children of different ages, from different classes and indeed, different schools. Therefore, we want to be as supportive as possible in this difficult time and provide a clear, effective platform and structure for our whole-school community.

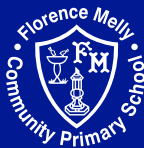

What we mean by remote education...

Remote education is where we, as a school, provide continued learning opportunities for our pupils when they cannot be physically present at school. In light of the current pandemic, more and more children are facing periods of self-isolation and as a result, cannot attend school to learn. As a school, we must cater for these eventualities and ensure that effective learning will take place at home.

Our approach to remote education...

For the time being, we will be using Class Dojo as the platform for remote education. This is a system many of you will already be signed up to and be familiar with. It provides us with the means to communicate quickly and effectively. If you have not already, please take the time to sign up to Class Dojo and download the app. The app is free and available in the Apple App Store and the Google Play Store. Please see your child's class teacher for your unique access password. Additionally, we will be uploading the remote education activities to our school website. These can be accessed through the Children and Classes tab on our website.

All remote education tasks for the pupils will be communicated through our new 'Remote Learning Activities' template (please see the template below). This will be posted to parents/carers on Class Dojo and uploaded to our school website. An example of a completed 'Remote Learning Activities' template has been included as appendix 1 of this policy. This template has been adapted to suit the needs of our children in the EYFS but is similar in its design to this template used by the rest of the school.

 FLORENCE MELLY COMMUNITY PRIMARY SCHOOL REMOTE LEARNING ACTIVITIES IF YOU CAN DREAM IT, YOU CAN DO IT! 			
Year Group:	Date:	Our whole-school theme for this week is:	
DAILY ENGLISH ACTIVITIES	DAILY MATHS ACTIVITIES	THE WIDER CURRICULUM	
LOOKING AFTER YOURSELF!	GET CREATIVE!	SPELLINGS AND TABLES	UP FOR THE CHALLENGE?

What we aim to do...

In developing our approach to remote education, we aim to:

- Give our pupils access to high quality remote education resources
- Use a curriculum sequence that is linked to the school's curriculum expectations.
- Provide a broad and ambitious curriculum for our pupils.
- Create a consistent, whole-school, online approach that allows interaction, assessment and feedback.
- Train and support our staff to ensure that they have the skills, resources and confidence to deliver remote education.
- Provide printed resources, for those who do not have suitable online access. In this instance, we will try to support those families by providing digital devices to enable them to access the online resources (where possible).
- Support families so that they are able to access remote education.

When teaching pupils remotely, we will:

- ▶ Set activities so that pupils have meaningful and ambitious work, in a number of different subject areas.
- ▶ 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 area.
- ▶ Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set clear expectations on how regularly our teachers will check the completed work.
- ▶ Enable teachers to adjust the pace and difficulty of what is being taught in response to questions or assessments, including, where necessary, revising materials or simplifying expectations to ensure pupils' understanding.
- ▶ Plan activities that are of equivalent length to the core teaching pupils would receive in school.

When we will need to use remote education...

There are lots of different scenarios where remote education will need to be used. Please read through these below, as they provide further details of our expectations and key actions in the event of each scenario.

Scenario 1: In the event of an individual pupil having to self-isolate because they, or a family member, has symptoms. E.g. when a child has symptoms and must stay off school until they receive a negative test result.

- **Stage 1:** Parents/carers are to phone the school to notify us that their child/children have symptoms/a household member has symptoms and that they have to self-isolate. In this instance, it is important that the symptomatic person at home is tested as soon as possible so that the child affected can return to school, missing as little time as possible.
- **Stage 2:** The office staff will clarify if Class Dojo is accessible at home and if the child has access to a digital device. If not, paper copies can be created to send home/be collected the next day but we will explore all other alternatives first.
- **Stage 3:** The teacher will be notified of the child's absence and work will be set, using the remote learning activities template (above) and posted on Class Dojo. This will be ready the next day. The teacher will set work for the remainder of the week, regardless of the first day of absence, not daily. If the child remains absent the following week, another 'remote learning activities template' will be issued via Class Dojo for the next five days.
- **Stage 4:** A paper pack of work can be delivered to the child's house (if no digital alternative can be made). This is a last resort and the school will explore every option before this so that the child receives the best possible remote education experience.

Scenario 2: In the event of a positive COVID-19 case, resulting in a bubble having to self-isolate for two weeks. E.g. a child from our school receives a positive test result.

- **Stage 1:** Parents/carers are to inform the school either by phone (during school hours) or via the COVID email address (out of school hours) of a confirmed positive case. The parents/carers of every child in that bubble will be contacted by the school and informed of the two-week isolation period.
- **Stage 2:** Parents/carers have the responsibility to inform the school if Class Dojo is not accessible at home and if their child does not have access to a digital device at home. The school will plan how to best support the child/children and family in this instance.

- **Stage 3:** The teacher, who will also be self-isolating and working off-site, will set daily work on Class Dojo, using the remote learning activities template. This will be ready from the first day of self-isolation and will be set on a Monday through to Friday but not on the weekend.
- **Stage 4:** The children will post their work on the Class Dojo platform for their teacher to review. The teacher will interact with the children on Class Dojo throughout the day, providing feedback, assessing the children and, where necessary, revising materials or simplifying expectations to ensure pupils' understanding. Staff will work and be available on Class Dojo between the hours of 8:45am and 3:30pm, Monday to Thursday and 8.45am to 12:00pm on a Friday. This is because all teachers are legally entitled to PPA (Planning, Preparation and Assessment) time, which will be taken collectively on a Friday afternoon.

Scenario 3: In the event of a whole-school closure due to a national or local lockdown.

- **Stage 1:** Parent/carers will be contacted to clarify if Class Dojo is accessible at home and if the child has access to a digital device.
- **Stage 2:** The teacher, who will also be working off-site, will set daily work on Class Dojo, using the remote learning activities template. This will be ready from the first day of closure through to the last day and will be set on a Monday through to Friday but not on the weekend.
- **Stage 3:** The children will post their work on the Class Dojo platform for their teacher to review. The teacher will interact with the children on Class Dojo throughout the day, providing feedback, assessing the children and, where necessary, revising materials or simplifying expectations to ensure pupils' understanding. Staff will work and be available on Class Dojo between the hours of 8:45am and 3:30pm, Monday to Thursday and 8.45am to 12:00pm on a Friday. This is because all teachers are legally entitled to PPA (Planning, Preparation and Assessment) time, which will be taken collectively on a Friday afternoon.

Scenario 4: In the event of a class teacher having to self-isolate but they are well enough and able to work from home. E.g. when someone in their household has to isolate because they have symptoms.

- The children will follow their usual timetable, in school. They will be taught by a supply teacher and/or a suitable, qualified adult. The teacher, who will be at home self-isolating, will be directed tasks by their phase leader in school. This may include preparing remote education activities for individual pupils who are self-isolating.

Scenario 5: In the event of a class teacher being unwell and unable to deliver remote learning but the class remain in school. E.g. if the class teacher tested positive but had not been in contact with the rest of the bubble. For example, if they tested positive over the half-term holidays for instance.

- The children will follow their usual timetable, in school. They will be taught by a supply teacher and/or a suitable, qualified adult. The teacher, who will be at home self-isolating, will be directed tasks by their phase leader in school. Individual pupils who are self-isolating will be provided work remotely by either the other class teacher in the year group or a member of our Senior Leadership Team.

Scenario 6: In the event of a class teacher being unwell and unable to deliver remote learning during a bubble or whole-school closure.

- In this instance, the school will identify a member of the Senior Leadership Team to support the children with their learning, with the support of the other teacher in the year group.

Scenario 5: In the event of a self-isolation/school closure, the child will not engage in remote education activities.

- We appreciate that remote education is a real challenge for everyone. If your child refuses to engage, we urge you to contact your child's class teacher in the first instance for support. They may be able to provide a range of useful strategies to help support you and your child/children. Additionally, we have an outstanding pastoral support and SEND team who can provide further support. Please use the contact information in the frequently asked question section of this policy for further details.
- The mental health and well-being of our parents/carers and children is of the utmost importance. We are always here to help!

Frequently Asked Questions

Please find below some of the answers to our most commonly asked questions about distance learning.

1. If I have any issues with the remote education activities set, who should I contact?

Your first point of contact should always be your child's class teacher; they can be contacted via the messaging facility on Class Dojo. If this does not resolve your query, please contact either our Assistant Headteacher Mr Baillie via email – k.baillie@fmp.liverpool.sch.uk or our Lead Practitioner, Miss Bear - n.bear@fmp.liverpool.sch.uk - who will respond at their earliest convenience.

If your issues are still not resolved, please contact our Headteacher, Mr Leach via email - a.leach@fmp.liverpool.sch.uk.

2. How do I balance remote education and working from home?

We know that this is a real challenge, most of our staff are doing the same thing! Effective planning is key - get your children to help and be involved in this. Over breakfast, discuss what they're going to do that day and what you can help them with. Try to set a timetable of when you can help the children learn and when you need to be working. For all the times you can't be with the children, try to plan independent activities. This might be technology-based - children are surprisingly independent at this.

If your child keeps interrupting your working time with questions, be patient. Remember, at school we always encourage them to ask for help if they need it. Responding by asking good questions can help them become more independent, such as: What else could you try? What things have you got that could help you? How else could you approach the problem?

If they are really struggling, please make a note of the issue and inform your child's teacher.

3. My child will not work at home!

We know it can be a challenge motivating children to take part in learning, especially when they are at home. Try to stick to your normal morning routine of washing, breakfast and getting dressed, so you are ready for the day.

Make a clear learning space - part of your dining table, a desk or space on the kitchen counter. Make sure it is away from the TV and keep it de-cluttered.

Younger children will need more regular breaks and movement. Ensure they get outside and drink lots of water. EYFS children can learn through play - set up some games, water play, and experiments for them to explore.

Get the children to take ownership of their learning - what do they want to learn about/do today?

Try a reward chart, we use Dojo points in school. When the child earns an agreed amount, they get a reward such as a hot chocolate or time on their favourite computer game.

4. How do I keep my older children challenged with little ones around?

Again, this is a big challenge that we are all facing - planning is key. Get your older children to complete a timetable of their learning for the day and talk about how they are going to be independent. Get them to choose the topic of their learning - let them research and produce a project folder. They're far more likely to be engaged if they have ownership of the learning.

Get them to write down questions they don't know the answer to and then plan how they are going to find the answers. E.g. why do flowers turn to face the sun?

We know younger children are going to demand more of your time but make sure you factor in some time to see what your older children have done and provide praise and feedback that will challenge them. There should always be twice as much praise as criticism.


Upload your children's work to Class Dojo so that your child's class teacher can provide feedback too.

5. My child has special educational needs (SEN) and I'm not sure how to adapt the learning for them.


Please ask your child's teacher for guidance and do not hesitate to contact Mrs Findell (our SENDCO) or Mr Baillie (our Assistant Headteacher/Inclusion Lead) for further advice. Many of our remote education activities will be differentiated to cater for the needs of all our children.

Appendix 1

An example of a completed 'Remote Learning Activities' template for a child in Year 4.



FLORENCE MELLY COMMUNITY PRIMARY SCHOOL
REMOTE LEARNING ACTIVITIES
IF YOU CAN DREAM IT, YOU CAN DO IT!



Year Group: 4

Date: Wednesday 30th September 2020

Our whole-school theme for this week is: Harvest

DAILY ENGLISH ACTIVITIES

English Grammar - Complete the lesson: [to explore simple sentences](#). In this lesson, we will recap what a verb is, define a simple sentence as a main clause that makes sense on its own and write our very own simple sentences.

Writing - Move onto: [Identifying the main characters and the setting in a visual narrative](#). In this lesson, we will identify the main characters and the setting in a visual narrative based on a book by Roald Dahl. We will then sketch and label the setting with ambitious adjectives.

DAILY MATHS ACTIVITIES

Visit BBC Bitesize and complete the [Number and place value lesson](#). Don't worry, you do not have to complete them all. This collection of lessons will be completed over the next couple of days and tackles:

- rounding numbers to the nearest 10, 100 and 1000
- finding 1, 10, 100 and 1000 more or less
- negative numbers
- comparing and ordering numbers

Log into your My Maths account and complete the tasks set by your class teacher.

THE WIDER CURRICULUM

Today's wider curriculum lesson focusses on History and the Roman Empire! Complete the lesson: [How did the Roman Empire become so powerful?](#) In this lesson, we will learn about how the Roman Empire became so powerful. We will begin by looking at what an empire is and then look at how the Roman Empire first began. Finally, we will learn about how it became the most powerful empire in the western world.

Complete the online quiz and then create a Roman Empire board game to play with your family. Share your game with your class teacher on Class Dojo.

LOOKING AFTER YOURSELF!

Read through this [information book explaining the coronavirus to children, illustrated by Gruffalo illustrator Axel Scheffler \(suitable for 5-9 year olds\)](#).

Check out this amazing resource and have a go at playing the [well-being bingo](#).

GET CREATIVE!

Today's focus is on Music - Mr Hawley's favourite subject! Check out the lesson on: [Understanding pulse and rhythm](#). In this lesson, we are going to find the pulse and explore rhythm.

Post a video clip on Dojo, to show off your skills!

SPELLINGS AND TABLES

Log into your TT Rockstar account. Spend 10 minutes in the 'studio' before completing a 'soundcheck'. Next, challenge one of your friends to a 'rock slam'!

Check out the [spelling PowerPoint on Homophones and then complete the resource pack provided](#).

UP FOR THE CHALLENGE?

Can you become an Internet Legend with Interland? Check out this online adventure that teaches the key lessons of internet safety through four fun, challenging games. Take on the challenge and become Internet Legends! https://beinternetlegends.withgoogle.com/en_uk/interland.