



Riverview Cof E Primary and Nursery School Contingency Plan for Remote Learning



Every child matters, every moment counts.

Riverview exists to love, challenge and inspire children and adults within a Christian community.

Introduction

Explain your overarching principles for remote learning here. For example, explain whether learning will be on-line; how pupils without digital devices will be able to access resources; what resources the school will provide; if teachers are not delivering 'live' lessons what the rationale is; whether there are different procedures in the case of a 'Bubble' closure or individual children self-isolating; safety and well-being

Riverview introduced remote learning via Google Classroom in April 2020. This will continue to be used for homework and our remote education offer. Those children that are not able to access Google Classroom will receive packs of work which will be collected from school and returned at the end of the week for marking and feedback. The school completed LA request for chrome books via the DfE laptopscheme and received 17 Chromebooks. 29 additional devices can be accessed for those who attend the school and do not live locally and may have local restrictions. They are also available for any children required to shield.

Live Lessons

- 'Live lessons will take place across areas of the wider curriculum during a bubble/school closure. There will be weekly 'Live' PE, Music and French sessions via Google Meets. There will be a 'live' Circle Time every week.
- 'Live' lessons will not be used for individual/ small group isolation due to the limited IT within the classes to enable this to happen. We will use pre-recorded high-quality videos when teaching new learning.
- Oak Academy lessons will be used where appropriate/ complement the cycle of learning
- White Rose Maths resources will be used as they are matched to our current Maths curriculum model. Children are very used to seeing these resources.
- Letters and Sounds videos that can be accessed online will be used for Phonics teaching and learning in EYFS and pre-recorded daily phonics sessions for KS1

Procedures for Self – Isolation / Bubble Closure

Individual children self-isolating

- Work will be set on Google Classroom. If a child does not have access, a pack of work will be sent home
- This will be uploaded and be available on day self-isolation begins
- Teachers will provide feedback where appropriate

Group self –isolating

- Work will be set on Google Classroom
- Work will be English – reading/ writing/ grammar, Maths/ Topic/ RE
- This will be uploaded and be available on the day of self-isolation
- Teachers will provide feedback where appropriate



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- The Inclusion Leader will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.

Packs

- These are provided by the school with a timetable and expectation that live Google Meets will be attended so that children still have a sense of belonging to Riverview.
- Work is Google Classroom slides, printed off. For SEND children, teachers/ SLT decide on personalised timetable to enable progress and engagement
- Packs are available for collection on Monday mornings. They are returned on Friday mornings so that feedback and assessments can be made
- A parent and pupil questionnaire is expected to be completed and submitted to inform teachers of learning behaviours/ enable self-regulation by pupils
- If a family is isolating, the packs will be delivered and collected by a member of staff

Bubble closure/ school closure



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- An exercise book will be available for collection for remote learning if required
- A timetable for the week will be issued to the bubble/each class at 0900 on the first day of isolation/closure
- Lessons will include;
Daily Maths (fluent in five every day as well as specific Maths learning linked to White Rose)
Daily Guided Reading
Daily English (readingcomprehension/ grammar and spelling/ planning for writing/ writing/ editing and improving writing)
Weekly PHSE, RE, History or Geography, Art, 'live' Music, 'live' PE, and 'live' French (KS2) lessons
- A weekly 'live' Circle Time will occur during the closure, led by the class teacher on Google Meet
- Learning will be given an effort grading out of 5 by class teachers
- Learning feedback from class teachers will be in the form of written comments on Google Classroom
- Pre-recorded daily class stories will be uploaded by the class teachers
- Pre-recorded phonics sessions for KS1 led by the class teacher
- Pre-recorded lessons will be used for modelling writing during the closure
- Mentoring sessions to take place using Google Meets
- Family Support Worker to arrange Google Meets for individuals
- Two assemblies a week, led by the HT- one focusing on Christian distinctiveness (Monday) and weekly celebration assembly via Google Meets (Friday)
- Class teachers will contact children that are not engaging in Google Classroom. If this continues, SLT will contact individuals
- The Inclusion Leader will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.
- Celebrate any individual children's achievements on a daily basis referencing the learning characters
- Develop collaboration within the class so that children encourage each other using Google Classroom stream so that comments can be seen by the whole class – led by the class teacher

EYFS

- A timetable for the week will be issued at 0900 on the first day of isolation/closure
- Daily 'live' morning welcome with the class teacher
- Daily 'live' story time led by the class teacher
- Oak Academy lessons will be used where appropriate for English learning



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- White Rose Maths videos and learning activities will be used for Maths learning
- Letters and Sounds videos that can be accessed online will be used for Phonics teaching
- A daily challenge linked to topic and current learning will be provided

How do we Tackle Non-Engagement at Riverview?	
Wave 1	<ul style="list-style-type: none"> • The teacher will encourage pupils to attend the 'live' lessons and daily register as this may re-ignite a child wanting to belong. • Call from SLT to identify any barriers
Wave 2	<ul style="list-style-type: none"> • SLT (PPG/ SEND) / the teacher calls home so that the child/parent has longer than the 5 minute call scheduled during the week. • On the call the teacher may try and encourage the child to do something small and allow them to be successful e.g. can you draw me a picture of something you saw on your walk today and post on Google Classroom
Wave 3	<p>If there is still no engagement SLT/ FSW will be involved and they may follow one or all of the steps below, depending on what is appropriate:</p> <ul style="list-style-type: none"> • Phone call home to double check what devices they have, set up and who is working at home. Has anything changed that we are unaware of? What are the barriers? • Suggest English and Maths learning/ school chrome book • Encourage the child to take part in the class register/ live lessons by offering a pastoral member to join who will do a follow up Google Meets • Sign the child up for a specific 'Pastoral Google Meets' for increasing engagement • Home visit by HT and FSW <p><i>Holding weekly Google Meet for Young Carers/ EAL with limited engagement/ Travellers</i></p>
Wave 4	SLT/ FSW to discuss whether the child should be in school



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To enable teaching and learning to continue as effectively as possible during the need for remote education: *Identify here the key expectations and overarching principles*

- We will make daily contact with children via Google Classroom every morning, outlining the day ahead and the expectations for learning
- We will use live lessons (detailed above) and provide frequent and clear explanations of new content using high quality resources and pre-recorded videos.
- Monitor the phone logs to ensure families are called regularly and any issues are followed up
- SLT and FSW to monitor the engagement of pupils learning
- Track learning in each class
- Track engagement for PPG/ SEND/ EAL/ vulnerable children
- Communicate regularly with families through social media (school Facebook page), weekly newsletters and phone calls



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	<ul style="list-style-type: none"> • Use our FB storytime as part of our reading provision • Provide work packs for children that do not have access to remote learning
<p>Our staff will: <i>Explain what pupils and parents can expect from staff here.</i></p>	<ul style="list-style-type: none"> • Log those children that have limited access to devices/ wifi so that we can provide laptops/ packs of work if needed • We will provide a weekly timetable for pupils • Set work on Google Classroom which will be available at 09:00 each morning • Daily learning activities and tasks will be shared on the website in the children’s year group area • Provide feedback to pupils twice a week whilst they are working at home • Contact and talk to each pupil at least once a week • Be available at 09:00 until 09:20 and 13:00 until 13:30 to respond to questions on Google Classroom about learning • Lead a weekly Circle Time via Google Meet • Provide packs of work for individuals who cannot access Google Classroom • Monitor Google Classroom engagement and contact children that are not fully engaged
<p>Our pupils will be expected to: <i>Outline here the expectations from the pupils/students</i></p>	<ul style="list-style-type: none"> • Log on to Goggle Classroom every day • Watch all of the learning videos/join remote live learning sessions, taking a full and active part in them • Complete the learning set by their teacher each day and upload their learning as requested by the teacher – on Google Classroom/ photograph/video • Talk with their friends each day through safe streams used by the school • Use online resources (TT Rockstars/ Spelling Frame/Oxford Owl/ Reading Theory for Year 6) and any other resources provided by the school • Contact their teacher straight away if there are any difficulties in logging on • Try their best on their own, with little help from their parents/ carers
<p>Parents are responsible for: <i>Outline here expectations for parents and carers</i></p>	<ul style="list-style-type: none"> • Set a clear routine with each child using the timetable and the daily learning set • Read all communications that come out from the school to ensure they are fully aware and up to date with news. • Support their children to complete all of the learning set, independently • Liaise with school staff and seek support on behalf of their child when needed, with class teacher via email or contacting the school office • Ensure respect and politeness to any member of staff within any communication • Provide access to the learning offered for their children • Support their children by emailing the teacher pictures of completed work for assessment and feedback



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	<ul style="list-style-type: none"> • Keeping login information available. Logins are required for Google Classroom/ TT Rockstars/ Numbots/ SpellingFrame • Use 'private comment' function to communicate with the classteacher if they have any questions
<p>How to access work <i>Use this section to briefly outline how pupils and parents can access work for example weblinks, learning platforms and physical resources</i></p>	<ul style="list-style-type: none"> • Google Classroom is accessible to all children via the Google Classroom website or app. • Homework for Year 1 to Year 6 using Google Classroom so that children and parents become more familiar with how to use it • Work can be photographed and uploaded to Google Classroom • Children have TT Rockstar/ Spelling Frame logins which are also recorded in the front of their reading records
<p>Vulnerable and Key Workers <i>Outline here the school's policy for those vulnerable and key worker children that may be in school during a partial or full lock down</i></p>	<ul style="list-style-type: none"> • In light of a bubble or whole school closure the school will be open for Key Worker children and vulnerable children. • They will be in 3 bubbles (EYFS, KS1 and KS2) • They will complete remote learning on the school laptops • Staff will be rotaed, working in bubbles for two weeks at a time
<p>Communication <i>Outline here how the school will communicate with pupils and parents</i></p>	<ul style="list-style-type: none"> • ParentMail will be used for the majority of communication with parents. The school Facebook page is also used • The school website is used for general information • Classteachers will use Google Classroom to communicate to their class