

Wallace Fields Infant School and Nursery



Contingency Plan for Remote Learning

Reviewed: January 2022

Next review: As required

Introduction

This contingency plan outlines our remote learning plan for:

1. Children if they need to self-isolate, and
2. Year group or whole school closure as a result of local or national restrictions, including how we will remain open for vulnerable children and the children of critical workers.

Appendix 1 also outlines the operational steps we will take following a local or national lockdown.

The plan is based on national expectations outlined by the Department for Education (DfE) and local guidance from Surrey. We have also used the Education Endowment Foundation resources on best practice in lesson planning to maximise remote learning opportunities.

- **Department for Education: Guidance for full opening: schools**
<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

Our approach to remote learning

The DfE has set out principles for remote learning and asks schools to '*consider these expectations in relation to the pupils' age, stage of development or special educational needs*' as follows:

- Remote education, where needed, is **high quality and aligns as closely as possible with in school provision**: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- Develop remote education so that it is **integrated into school curriculum planning**: remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are **given the support they need to master the curriculum and so make good progress**.
- 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**. 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.
 - Select the online tools that will be **consistently used** across the school in order to allow **interaction, assessment and feedback**.
 - 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.
 - Set assignments so that **pupils have meaningful and ambitious work each day** in a number of different subjects.
 - Provide **frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/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**.
 - 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 **avoid an over-reliance on long-term projects or internet research activities**.

Our remote learning plan differs somewhat for our Nursery children and for our children in Reception, Year 1 and Year 2 due to the children's ages and stage of development. The plan below distinguishes between these two phases where relevant. We have also considered the level of independence of children in drawing up our plan, particularly in Reception and Year 1. To ensure our plan meets the needs of our children and parents, we:

1. **Undertook a survey of a sample of parents** in July 2020 to understand better their experience of remote learning at WFIS & Nursery during the spring and summer terms 2020. We know what they found supportive/effective and what aspects of our offer could be improved or enhanced.
2. **Benchmarked our offer against those of other local schools**, and attended Surrey training demonstrating examples of best practice which we have adapted for our school and context.
3. **Examined the research by the Education Endowment Foundation** on how best to support younger children with remote learning. This outlines how schools should '*promote shared activities such as reading together or playing with letters and numbers; set short and focused learning projects that parents can more easily manage; and encourage establishing a positive home learning environment, ensuring that there are resources such as books, puzzles, and toys available*'.

Access to Live Lessons

In the event of children being off from school due to self-isolation, teachers will provide parents/carers with information on how to access live lessons via Google Meet. The school will use Class Dojo and Google Meet to provide remote learning for children at home.

Ensuring access to all families and children

We will provide remote learning resources for any child with authorised absence. Paper resources for any worksheets set will be available for collection from the school entrance in the same manner as during the spring and summer term. We will identify (through a questionnaire in September 2020) any families who do not have access to an electronic device such as a laptop or tablet and arrange for the temporary loan of equipment. We will also support any family who does not have internet access.

As a school we have invested in online platforms including Purple Mash (all curriculum areas), Reading Eggs (phonics and reading) and Numbots (mathematics). We will be in regular contact with our more vulnerable families to ascertain their needs in terms of other resources such as maths equipment.

Positive daily routine and family relationships

Our approach to date has recognised that each family will face their own particular circumstances in the event of a period of self-isolation or lockdown scenario. Therefore, our message has been for parents to support their children to do as much or as little as they feel possible. Children are not required to attend live lessons if they are unwell.

In the event of a national/localised lockdown we will share materials such as the weekly timetable below (**Table 1**) to encourage positive routines, engagement with learning and physical and mental well-being. We will also support parents by sharing strategies to maximise learning opportunities, such as '[7 tips for supporting reading at home](#)'.

Planning approach by teachers

Our teachers will plan lessons or a sequence of lessons for remote learning using the Education Endowment Foundation approach outlined in **Table 2**. Teachers have had training on the approach to ensure children have the opportunity to:


Activate: Prompting pupils to think about what they have learnt previously (including key vocabulary), that will help them with their next steps.
Explain: Explicitly teaching strategies to pupils and helping them decide when to use them.
Practise: Pupils practising strategies and skills repeatedly, to develop independence.
Reflect: Pupils reflecting on what they have learnt after they have completed a piece of work.
Review: Revisiting previous learning after a gap.

As a school we have been working on approaches to improve long term memory with children. We will bring this work into our online teaching, sometimes setting work to recap on work that we have previously completed as a refresher for children, not new learning as such, following our 'teach, recall, recall, recall' approach. This supports brain retrieval practices and helps commit learning to long term memory.

Table 1: Weekly timetable for parents to follow

Supporting home learning routines














Planning the day




Education
Endowment
Foundation

Consistent routines are important for behaviour and wellbeing in school and our routines at home have changed significantly. Routines support behaviour and you will be finding a new rhythm with your family. You could share this checklist with your child. Talk to them to help them plan their new routines.

The importance of simple approaches as part of a regular routine is key recommendation 4 of the EEF's guidance report [Improving Behaviour in Schools](#)

	M	T	W	T	F
 I woke up at a good time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I did some exercise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I had regular meals and drank water.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I enjoyed some reading in a quiet space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I practised a maths skill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I completed some school work at my work space. I chunked it so I had some breaks too.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I talked to my family about my day and how I am feeling. I asked them about their day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I helped with a household job and talked to my family while I did it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I contacted my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 I spent some time on my creative hobby.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 My parent/carer told me what I did well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 My goal:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 My goal:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>








[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Resources for parents/Supporting home learning routines - Planning the day.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Resources%20for%20parents/Supporting%20home%20learning%20routines%20-%20Planning%20the%20day.pdf)

Table 2: Planning approach for teachers

Home learning approaches Planning framework

The most effective learners can self-regulate and organise their approach to learning. They are aware of their strengths and weaknesses and have well developed metacognitive strategies that help them to learn. Metacognitive strategies can be taught, and are particularly powerful when they are subject specific. These metacognitive strategies will be particularly important for your pupils if you can't be with them in the classroom, along with a consideration of how we learn and how we remember what we have learnt. This framework is for a learning sequence, and is unlikely to take place within a single session.

Approach	What is it?	Why include it?	Examples (online / offline)
 <p>Activate</p>	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	An important aspect of metacognition is planning how you'll approach a task, using what you already know.	<p>Pupils watch a relevant video, then write down everything that they remember about it</p> <p>Pupils complete a short quiz (either auto- or self-marked)</p> <p>Pupils read a relevant textbook passage, then summarise the key points from memory</p> <p>Pupils add to a partially complete concept map</p> <p>Tip: This can be as simple as reminding pupils of relevant vocabulary and could be combined with a review of previous topics.</p>
 <p>Explain</p>	Explicitly teaching strategies to pupils and helping them decide when to use them.	Metacognitive strategies are most effective when they are context-specific, especially if pupils understand when and why to use them.	<p>Use self- or pre-made videos, focussing on explaining your thought processes (why), as well as demonstrating the strategy itself (how)</p> <p>Use a visualiser to model your thinking, as you complete a series of worked examples</p> <p>Use examples in textbooks, giving additional guidance about when and why strategies are used</p> <p>Use a series of worked examples, with particular emphasis on explaining each step: for example, by annotating them</p> <p>Tip: Limit the amount of new information you introduce in a particular session, and break explanations into short chunks, where possible.</p>
 <p>Practise</p>	Pupils practising strategies and skills repeatedly, to develop independence.	Pupils need to practise new strategies, to develop independence. Scaffolds and support are needed at first, but should decrease over time.	<p>A video leading pupils through a series of practice questions, reducing the guidance with each example</p> <p>A series of questions with partial prompts for each one, and links to further help online when needed</p> <p>Scaffolding—knowledge organisers, essay prompts, bookmarks, structure strips, sentence starters</p> <p>Model answers to questions, with prompts for pupils to explain each step or analyse why they were carried out</p> <p>Tip: Consider how tasks can be split up into components, and help pupils to practise these individually before combining them into larger tasks.</p>
 <p>Reflect</p>	Pupils reflecting on what they have learnt after they have completed a piece of work.	Self-regulated learners use tasks they have completed to evaluate what went well, and what they will do differently next time.	<p>Videos taking pupils through key learning points for the group as a whole, after they have submitted (or marked) a set of work. Include prompts to help pupils with self-evaluation</p> <p>Short quizzes after activities, supporting pupils to think about what they have learnt, what they had trouble with, and any further help that they think is needed</p> <p>Prompt sheets that help pupils to evaluate their progress, with ideas for further support</p> <p>Tip: You can introduce prompts before you reach the end of a learning sequence too, so that pupils can monitor their progress and access appropriate support, if needed.</p>
 <p>Review</p>	Revisiting previous learning after a gap.	Retrieving things from memory, particularly after you've started to forget them, aids long-term retention.	<p>Short online quizzes that include questions from previous topics, as well as more recent ideas</p> <p>A 'brain dump' of everything that pupils can remember about a previous topic, with a follow-up activity to correct anything that was wrong, and add anything that was missed, using textbook or other resources</p> <p>Tip: A review needn't be a complex task—simply trying to summarise a topic for somebody else is a helpful review.</p>

Adapted from the EEF guidance report [Metacognition and Self-regulated Learning](#)

We have identified **two stages** in our contingency plan for remote learning:

Stage 1: Remote learning for an individual or small group of children who are self-isolating.

'Get-going work' and Live Lessons:

This is for children who are self-isolating and/or awaiting test results (if they are well enough to complete the learning).

- Each year group will prepare a paper pack of activities covering key skills in reading, spelling, grammar and maths. In Nursery, this will be a grid with some suggested home activities.
- Children will also access online resources like Reading Eggs, Numbots and Purple Mash.
- On the day of notification of absence, either the pack will be emailed or a paper copy will be available from the school office for collection (where this is not possible, we will deliver the pack to the family).
- Teachers will continue to provide parents/carers with login details for Google Meet where lessons undertaken in school will be streamed to children at home. In Key Stage 1 children will have 4 live lessons a day and accompanying work will be uploaded onto Class Dojo for parents/carers to access remotely. In Reception, children will have 3 live lessons a day in which all learning will be undertaken within the lesson. In Nursery, children will have 1 live lesson a day.
- The Get Going Packs will provide families with additional learning that can be completed over the isolation period. In Nursery and Reception this includes a learning grid of additional tasks which children will be able to access independently.

Stage 2: Year group or whole school isolation or on-going lockdown

<p>To enable teaching and learning to continue as effectively as possible during the need for remote learning, we will: <i>(key expectations and overarching principles)</i></p>	<p>All children:</p> <ul style="list-style-type: none"> • Provide frequent and clear explanations of new content using pre-recorded videos by teachers and high quality resources. • Communicate regularly with families through social media, weekly Newsletters and phone calls. • Monitor the phone logs to ensure families are called regularly and any issues are followed up. • Monitor the engagement of pupils learning. • Keep expectations clear that all ‘must do’ task set must be completed and all work set should be completed to the best of their ability. • Ensure children have access to a laptop or tablet and an internet connection. • Provide differentiated learning set by the SENDCo and additional resources to support with this. • Refer children to the school ELSA where there are concerns about well-being who will make contact with families as necessary. <p>Reception, Year 1 and Year 2:</p> <ul style="list-style-type: none"> • Use ClassDojo and Google Meet as our remote learning platform. <p>Nursery:</p> <ul style="list-style-type: none"> • Use Tapestry as our remote learning platform.
<p>Our teachers will: <i>(what children and parents can expect from teachers)</i></p>	<p>All year groups:</p> <ul style="list-style-type: none"> • Be available between 8:50am – 3:15pm with breaks at 10:25am - 10:45am and 12:30pm - 1:30pm. Staff will not be working one afternoon a week from 12:00pm – 3:15pm for PPA. • Upload all learning links, clips and resources by 3:30pm the day before so parents are ready for the next day. • Follow the guidance set out in our Remote Working policy for filming teaching clips to safeguard themselves and the children. • Co-ordinate with other teachers via Teams for meetings to ensure consistency across the year group and to make sure pupils with limited access to devices can still complete the work. • Our teaching students and HLTAs will be deployed accordingly to support teachers in delivering the following: <p>Reception, Year 1 and Year 2:</p> <ul style="list-style-type: none"> • Use ClassDojo to provide remote learning resources for children at home and monitor the engagement of children. Make daily contact with parents via a short, pre-recorded video but could also be in the form of a typed message. • Provide an example timetable to support routine at home (see Table 1) • Set the following tasks each week: <ol style="list-style-type: none"> 1. Daily English task from our medium term plan there will be a video teaching input and a task that can be completed mainly independently and away from an electronic device. 2. Daily spelling, punctuation and Grammar (Year 2) or daily phonics videos (Reception and year 1) video lasting no more than 5 minutes with an activity that can be completed independently and away from an electronic device. 3. Daily maths session using the ‘White Rose Maths’ teaching slides so that the explanation of the learning is clear. White Rose worksheets will be uploaded

	<p>to Class Dojo (printed copies will be available to collect from school). Additional activities will also be available to supplement this.</p> <p>Reception: Daily maths videos will be sent with practical maths activities and challenges will be set following the video and 1 maths activity will be added to the learning grid.</p> <p>4. Weekly learning grid (see Appendix 2) with foundation subject tasks (KS1) / other area of learning task (Reception) from our medium term topic plans. Teaching sessions will be uploaded as required and tasks may also be set on PurpleMash.</p> <ul style="list-style-type: none"> • Follow the EEF Guidance outlined above when planning for remote learning (see Table 2). Be mindful that many children need a lot of guidance when learning at home and cannot be left alone to complete complex tasks. Activities should be designed so that children can complete them mainly independently with the support of parental feedback. • Be working on approaches to improve long term memory with children. We will bring this work into our online teaching, sometimes setting work to recap on work that we have previously completed as a refresher for children, not new learning as such, following our ‘teach, recall, recall, recall’ approach. This supports brain retrieval practices and helps commit learning to long term memory. • Provide feedback on PurpleMash and learning completed on Dojo using the comment function. • Give feedback on two pieces of learning completed on ClassDojo by the child each week. These two pieces will have been identified in the introductory video. In addition to this, teachers will comment on the one activity completed on PurpleMash. • Reward children with Dojo points for completing remote learning tasks. • The Music Teacher will send a weekly music lesson via class dojo as well as a music assembly each week. • The headteachers will send a weekly assembly that will be sent out via class Dojo <p>Nursery:</p> <ul style="list-style-type: none"> • Provide a weekly learning grid (see Appendix 3) to be uploaded on to the one drive with links to the various webpages that parents will require to support with Remote Learning the learning grid will cover all areas of learning over and be online with our long term and medium term plans. • Ensure videos will be added daily to Tapestry with the following theme: <ol style="list-style-type: none"> 1. Story based 2. Squiggle while you wiggle/dough disco 3. Phonics 4. What’s in the bag?/Sing and sign 5. Skill/activity demonstration linked to learning grid for week.
<p>Our Assistant Teachers will: <i>(what children and parents can expect from assistant teachers)</i></p>	<p>All year groups:</p> <ul style="list-style-type: none"> • Be available between 8:50am – 3:15pm (or their contracted hours) when assisting with remote learning. If Assistant Teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. • Contact parents via telephone, including our SEND children, and offer additional support and ideas. • Our KidsQuest staff will be deployed accordingly to support assistant teachers. <p>Reception, Year 1 and Year 2:</p> <ul style="list-style-type: none"> • Upload daily handwriting videos onto Class Dojo that include a weekly spelling focus (e.g. CEW, spelling rule).

	<ul style="list-style-type: none"> • Send a daily 'active' challenge and upload it to Class Dojo. • Prepare learning resources as directed by the class teacher. • Carry out 1:1 reading sessions via Zoom with some children from the class and when working remotely. • Carry out 1:1 reading sessions with the critical and key worker children who are at school. <p>Nursery:</p> <ul style="list-style-type: none"> • Upload video content to Tapestry as directed by the Nursery lead teachers. • Respond to parent entries on Tapestry giving feedback on children's activities and answering parent questions. • Prepare learning resources as directed by the class teacher.
<p>Our premises and office staff will: (what staff, children and parents can expect from office and premises manager)</p>	<ul style="list-style-type: none"> • Our premises manager will be on site carrying out his normal duties daily. • Office staff will support all staff either working remotely or on site and will be on the rota to support the Superheroes provision.
<p>Our Subject Leaders will: (what staff, children and parents can expect from curriculum subject leaders)</p>	<ul style="list-style-type: none"> • Work with teachers remotely to make sure all work set is appropriate and consistent. • Monitor the remote learning set by teachers in their subject – this will be reviewed half-termly. • Alert teachers to resources they can use to teach their subject remotely as found on forums/through CPD.
<p>Our SENDCo will: (what staff, children and parents can expect from our SENDCo)</p>	<ul style="list-style-type: none"> • Adapt SEND arrangement plans to be used at home. • Supporting the parents of children with EHCPs or on SEND plans by providing them with suitable intervention resources in addition to their daily learning. • Be in regular contact with Teachers and Assistant Teachers to discuss how best to offer support for the children with additional needs.
<p>Our Senior Leaders will: (what children and parents can expect from senior leaders)</p>	<ul style="list-style-type: none"> • Support Assistant Teachers with the running of the childcare provision – a member of SLT or the office team will be on site each day for any issues that arise during this time. • Co-ordinate the remote learning approach across the school (Rosin Sharp: Year Two, Laura Brown: Year One, Katie Muir: Reception, Julia Todd: Nursery). • Monitor the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from children and parents. • Monitor the security of remote learning systems, including data protection and safeguarding considerations. • Deal with any parental complaints or concerns raised, involving the Designated Safeguarding Lead when necessary. • Set weekly staff meetings to ensure clear communication with all members of staff. • Attend SLT meetings in order to reflect and plan next steps. • Communicate effectively with parents and stakeholders. • Provide daily messages or assemblies in order to maintain communication with children (e.g. Time to Shine, Values, Tuesday assembly).
<p>Our children will: (our expectations for children)</p>	<p>Reception, Year 1 and Year 2</p> <ul style="list-style-type: none"> • Watch the recorded clip from the teacher each morning. • Follow the daily timetable as best they can to establish good routines.

	<ul style="list-style-type: none"> Engage with the tasks set by the teacher and join the weekly whole school story via Zoom. Engage with online resources such as Reading Eggs, NumBots, PurpleMash and any other resources provided by the school. Complete the 'must do' tasks set by the class teacher. Read daily with a parent using Reading Eggs or home books. Reflect on their learning using the feedback function when submitting any learning on PurpleMash. <p>Nursery:</p> <ul style="list-style-type: none"> Watch the daily videos on Tapestry and join in with the activities set.
<p>Parents are responsible for: <i>(our expectations for parents and carers)</i></p>	<p>All year groups:</p> <ul style="list-style-type: none"> Reading all communications from the school, ensuring they are fully aware and up to date with any new procedures or updates. Setting a clear routine with each child using the suggested timetable and the daily learning set, adapting it to work with their family. Providing access to the learning offered for their children. Supporting their child/ren to complete all of the learning set to the best of their ability, however ensuring they promote independence by not over supporting their children. Liaising with school staff and seeking support on behalf of their child when needed. Ensuring courtesy and politeness to any member of staff within any communication. Being respectful when making any complaints or concerns known to staff. Making the school aware if their child is sick or otherwise can't complete work. Being mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax. <p>Reception, Year 1 and Year 2:</p> <ul style="list-style-type: none"> Supporting their children by uploading work on Class Dojo/emailing the teacher pictures of completed work for assessment and feedback. Communicating once per week with the teacher via Class Dojo. <p>Nursery:</p> <ul style="list-style-type: none"> Communicating with the teacher via Tapestry.
<p>How to access work <i>(how pupils and parents can access work via web links, learning platforms and physical resources)</i></p>	<p>Reception, Year 1 and Year 2:</p> <ul style="list-style-type: none"> Children will access learning via ClassDojo. Children will access White Rose Maths learning slides through class dojo. White Rose Maths activity sheets will be available through ClassDojo. Children will access Reading Eggs using their log-ins currently in use. Guidelines for access to other learning platforms can be found on the school website. <p>Nursery:</p> <ul style="list-style-type: none"> Children will access daily videos using Tapestry.
<p>Vulnerable and Key Workers <i>(our policy for those vulnerable and key worker children that may</i></p>	<ul style="list-style-type: none"> In light of a whole school closure, the school may be open for Key Worker and vulnerable children. Children will be placed into one bubble in the school hall. Assistant Teachers will be responsible for running this provision. They will have a weekly school timetable to outline routines.

<p><i>be in school during lock down)</i></p>	<ul style="list-style-type: none"> • A daily visual timetable will be set up, highlighting the structure of the day, member of staff in school and lunch. • Children will complete all remote learning set by their class teachers on iPads provided by the school
<p>Communication: We will ensure we maintain excellent communication with parents through the use of: <i>(how we will communicate with children and parents)</i></p>	<p>General communication</p> <ul style="list-style-type: none"> • Email letters from the Co-HTs with important updates. • Website reference page dedicated to remote learning detailing our policy and how to access resources, download Classdojo or log in to sites like Reading Eggs. • Weekly newsletters (Remote learners and Superheroes). <p>Sending learning resources and receiving completed home learning</p> <ul style="list-style-type: none"> • ClassDojo (YR, Y1, Y2) and Tapestry (Nursery) to share learning resources. • PurpleMash for online curriculum resources. <p>Follow-up for specific reasons</p> <ul style="list-style-type: none"> • Telephone calls to vulnerable families or children. <p><i>Any complaints or concerns raised by parents should be shared with SLT immediately, who will then respond accordingly. The DSL may need to be involved.</i></p>
<p>Safeguarding arrangements <i>(how we will ensure children remain safe)</i></p>	<ul style="list-style-type: none"> • A member of the Designated Safeguarding Lead team will always be available during school hours. Where there is not a DSL on site, the DSL (or deputy) will be available to be contacted via phone or online Teams call - for example when working from home. • Where a trained DSL (or deputy) is not on site, in addition to the above, a designated senior member of staff will assume responsibility for co-ordinating safeguarding on site. This will be the member of SLT. • The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely. • Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. • The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. • Wallace Fields Infant School and Nursery and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. • Our safeguarding plans during a local or national lockdown will be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.












Appendix 1: Operational steps following a Tier 4 local or national lockdown:

Action	Staff responsible
Email letter out to all members of staff, parents and governors to explain we are closing a year group or there is a local/national lockdown and we will now move to our remote learning.	Headteacher, office team
Contingency plan for Remote learning policy to be sent out to all members of staff and governors.	Rachel Vohra
Parent guide for accessing remote learning and expectations to be sent to all parents	Rachel Vohra
Critical workers: following Government Guidance on critical workers criteria. <ul style="list-style-type: none"> Send a letter out to parents to request place in Superheroes (Google docs) Request evidence of employment status 	Rachel Vohra
Set up superheroes for critical workers children: <ul style="list-style-type: none"> Set up superheroes folder Set up registers children in school Rota for staff in school (ATs, SLT and Office) Home school agreement to be sent out and returned by those children coming into Superheroes. Crib sheet for superheroes Check signs around school (wash hands, one way system, etc.) 	Rachel Vohra Rachel Vohra Annabel Male Rachel Vohra Roisin Hearn Martin Vinall
Staff in school will be responsible for printing the home learning sheets and making them available in the office area	Staff in Superheroes
Covid Safeguarding arrangement updated and shared with all staff	Katie Muir
Write EHCP/SEND risk Assessments and liaise with individual families regarding bespoke support	SENDCO
Update Protective Measures policy	Headteacher
Update Risk Assessment	Headteacher
ATs to make phone calls to children who are at home, following the crib sheet.	Assistant Teachers
Staff to follow Contingency for Remote Learning Policy and the Remote Working Policy	All





Appendix 2: Example weekly learning grid: Reception, Year 1 and Year 2

Year 1

WB 13.7.2020

<p style="text-align: center;">Maths</p> <p>Follow this link for your learning: https://whiterosemaths.com/homelearning/year-1/</p> <p>Please select Summer Term Week 12. You can work through the lessons for the week on here. You will find the video lessons really helpful and all of the worksheets and answers can be found in the Home Learning folder on the One Drive.</p> <div style="text-align: center;">  </div> <p style="color: red; font-size: small;">Worksheets are also available for you to collect from school.</p>	<p style="text-align: center;">English</p> <p>This week we are looking at the story Tiddler by Julia Donaldson. Use this link to access the story. https://www.youtube.com/watch?v=hntyl-QTUU</p> <p>We are also looking at using exclamation marks in our sentences. View the PowerPoint on the OneDrive to learn more about these.</p> <p>After watching the story, choose a character and draw them in your home learning books. Can you write a speech bubble next to your character using exclamation marks in your sentences? Think about what your character might say. E.g. Oh no, I am late! Top tip: Remember to use, capital letters, full stops and full sentences.</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">Phonics</p> <p>We are continuing to recap our Phase 5 sounds! We are looking at split diagraphs this week. Have a go at finding the real and nonsense words for the sounds /a-e/, /e-e/ and /i-e/. Please find the worksheets uploaded on the One Drive.</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="border: 1px solid black; padding: 2px;"> <p style="font-size: x-small; background-color: #c8e6c9; display: inline-block; padding: 2px;">a-e</p>  </div> <div style="border: 1px solid black; padding: 2px;"> <p style="font-size: x-small; background-color: #ffe0b2; display: inline-block; padding: 2px;">e-e</p>  </div> <div style="border: 1px solid black; padding: 2px;"> <p style="font-size: x-small; background-color: #e1bee7; display: inline-block; padding: 2px;">i-e</p>  </div> </div> <p style="color: red; font-size: small; text-align: center;">All phonic sheets will be available to collect at school</p> <p style="font-size: x-small;">If you would like to further recap these sounds, the videos are still available on the One Drive in the previous weeks folders.</p>
<p style="text-align: center;">Art</p> <p>This week we are looking at making a Tiddler themed underwater scene.</p> <p>What sort of place under the sea do you think Tiddler would like to live in? What materials will you use to represent the underwater objects? How will you join the parts together?</p> <p>Use a box of choice to help you make your underwater Tiddler scene.</p> <p>Can you make the characters from Tiddler too?</p> <div style="display: flex; align-items: center;">  <p style="font-size: x-small;">Challenge: Use your underwater scene to retell the story of Tiddler.</p> </div>	<p style="text-align: center;">Music</p> <div style="display: flex; justify-content: space-between; align-items: center;">   </div> <p>Visit: https://www.surreyartsinteractive.co.uk/site/ and enter the username and password that should have been sent to you last week!</p> <p>The activities Mrs Luck has prepared can be found by clicking on the 'assignments' box.</p>	<p style="text-align: center;">Geography</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>This week we are looking at different countries and the features of them.</p> <p>Have a look at a world map. What countries and continents can you see?</p> <p>Have a discussion with your family- if you were Tiddler, what country would you swim to and why?</p> <p>What is the weather like in this country?</p> <p>Can you think of the similarities and differences between the features of this country and others on the world map? Write down where you would go and what you would see, smell, hear, touch and taste. Is it a hot or cold country? Would you see deserts or snow?</p>
<p style="text-align: center;">PE</p> <p>Did you access the resources below last week? What adventure did you go on? Choose another adventure for this week.</p> <div style="display: flex; justify-content: center; align-items: center; gap: 10px;">  <p style="font-size: x-small;">The website address is: home.jasmineactive.com email: parent@wallacefie-1.com</p> </div> <div style="text-align: center; border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;"> 1 of 1 </div>		

Appendix 3: Example weekly learning grid: Nursery

<p>Let's share the story</p> <p>Listen to the story of The 3 Billy Goats Gruff. https://www.youtube.com/watch?v=3QzT1sq6kCY</p> <p>Can you retell parts of the story? How did the goats feel in the story? Why did the goats want to cross the bridge?</p> 	<p>Let's construct</p> <p>Make a bridge for the 3 billy Goats Gruff to cross.</p>  <p>You could use junk modelling such as cereal boxes, cardboard tubes and containers, or construction kits you have at home e.g. lego, duplo, knex.</p> <p>Have you seen a bridge? What was it used for? (e.g. to go over water, a road)</p>	<p>Let's count</p> <p>In the story there were 3 Billy Goats Gruff. Can you make groups of 3 using different items around your house?</p> <p>Remember to count the objects carefully pointing to each object as you say the number name.</p> 
<p>Let's investigate</p> <p>Can you find out what a baby goat is called? Which other animals live on a farm? Can you use the special names for the baby animals (e.g. calf, lamb)</p> 	<p>Let's get creative!</p> <p>Create a picture of one of The Billy Goats Gruff. Look carefully at a picture of a goat. What can you see on the goat's face? What will you include? Which materials will you use? (paint, crayon, collage etc.)</p>	<p>Let's make sound</p> <p>As the goats crossed the bridge they made a 'trip, trapping' or a 'clip clopping' sound. Can you recreate these sounds? You could use your body e.g. stamping, clapping, musical instruments or objects in your house or garden e.g. a stick on a garden fence.</p>

School Check List for Individual Child Self-Isolation

Name of Child:

This checklist is to be followed if we have any children who need to self-isolate for up to 14 days.

Please highlight once you have completed your part of the check list and inform the next person in line via email.

Please sending the link for the checklist in the email.

Step	Action Nursery, Reception, Year One and Year Two	Member of staff responsible	Highlight to show completion
1.	Call taken and recorded on Arbor to alert the school that a child is at home self-isolating. Set up new checklist.	Annabel Male/Roisin Hearn	
2.	Email alert to be sent to SLT and class teacher.	Annabel Male/Roisin Hearn	
3.	The Office staff will make contact to check on the family and explain the remote learning we offer.	Rachel Vohra	
4.	An email will be sent to the family linking to the school remote learning page and the 'get going work' attached. Alternatively, they can come and pick up a paper copy if required.	Rachel Vohra	
5.	<p>Reception and KS1: Class teachers, supported by the office team, will send home via email or ClassDojo a link to Google Meet sessions and the lesson schedule for children to access. Any work will also be uploaded to ClassDojo.</p> <p>Nursery: Class teachers, supported by the office team, will send home via email or Tapestry a link to Google Meet sessions and the lesson schedule for children to access.</p>	Office staff/Class Teacher	
6.	<p>Reception and KS1: Parents will submit at least one activity each day via ClassDojo and the class teacher will give feedback daily.</p> <p>Nursery: Parents will submit any completed activities through Tapestry and staff will give feedback.</p>	Class Teacher	

KS1 Teacher Checklist for Year Group/Class Closure or Lockdown

Checklist		Frequency
1.	Working hours: Be available between 8:50am – 3:15pm with breaks at 10:25am - 10:45am and 12:30pm - 1:30pm. Staff will not be working one afternoon a week from 12:00pm – 3:15pm for PPA.	Daily
2.	Upload all learning links, clips and resources by 3:30pm on class dojo the day before so parents are ready for the next day. <i>Remember to follow the guidance set out in our Remote Working policy for filming teaching clips to safeguard themselves and the children.</i>	Daily
3.	Teachers to co-ordinate with other teachers via Teams for meetings and PPA to ensure consistency across the year group and to make sure pupils with limited access to devices can still complete the work.	Weekly
4.	Use ClassDojo to monitor the engagement of children. Give feedback on two pieces of learning completed by the child on ClassDojo each week using the comment function. These two pieces will have been identified in the daily introductory video. In addition to this, teachers will comment on the one activity completed on PurpleMash.	2x a week
5.	Make contact with parents via a short, pre-recorded video but could also be in the form of a typed message on class dojo.	Daily
6.	Provide an example timetable to support routine at home (using example in policy)	Weekly
7.	Set and upload a daily English task from the medium term plan or the Oak National Academy. For school made content there will be a short video introduction which also outlines the expectations for the task.	Daily
8.	Record and upload daily phonics videos (DfE resource) of approximately 5 minutes in length where new sounds can be taught and children will be asked to practice the sounds.	Daily
9.	Set daily maths session using the 'White Rose Maths' teaching slides so that the explanation of the learning is clear. Upload White Rose worksheets to Class Dojo (printed copies will be available to collect from school).	Daily
10.	Upload a weekly learning grid (see Appendix 2 in policy) with foundation subject tasks from the medium term topic plans. Upload teaching inputs as required and tasks may also be set on PurpleMash. Include teach and recall tasks.	Weekly
11.	Record and upload a weekly story session on 'Zoom' for all of the school to join in (the children will be muted). This is an opportunity for children to see the teacher 'live'.	Weekly
12.	Reward children with Dojo points for completing remote learning tasks.	Weekly