



## Moss Hall Schools Federation

# Remote Learning Contingency: Principles and Procedures

January 2021

The online / home learning described in this document is for the circumstances when children cannot come to school related to individual isolation, a year group or school closure due to Covid-19.

### Principles underlying our provision

Our provision has been adapted and developed in response to everything we learned during the lockdown between March and July 2020. It will be reviewed routinely with updates communicated via the school websites.

The principles underlying our planned provision are

- 1) To maintain engagement: pupils with each other
- 2) To support families with the process of home learning
- 3) To ensure the learning engagement of vulnerable children
- 4) To provide a continuous education offer aligned to the National curriculum and where possible to the Moss Hall specific curriculum.
- 5) To provide a clear guideline to safeguard children and staff when teaching and learning online

We are mindful of the fact that not all families have access to digital resources or if they do, may need to share. In the event of a lockdown, we will work with families and loan Chrome books from the schools or DfE stock. This will be organised over the first days of school closure. Packs of paper based resources will be made available in some circumstances. As resources may need to be shared in households we will offer a mix of video lessons/ live lessons/ attendance sign ins/ tutorials and seminars.

**Our plans have been developed in accordance with the DfE expectations for schools** (updated 5<sup>th</sup> November 2020)

*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 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*
- *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 and/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.*

**DfE: November 2020**

At Moss Hall, we have aimed to support families with a mix of mandatory sessions for which a register will be taken, live teaching sessions and other sessions that can be attended later if devices are being shared. We will use a mix of content that is in line with our published curriculum and signpost to pre-created content such as at [www.oaknationalacademy](http://www.oaknationalacademy).

### **At what point will remote learning be provided for children at home?**

#### **If a child is isolating due to a non-Covid or Covid related illness:**

The school will not provide remote learning. The child is ill and should be resting

#### **If a child is isolating as they themselves or a family member is critically extremely vulnerable and is shielding (medical evidence required)**

The school will signpost the child to remote learning/ online school at <https://www.thenational.academy/> where there is full curriculum of materials that can be followed throughout the day. The child will have up to 2 sessions with their class teacher weekly and a weekly catch up call with the parent to offer support and assistance.

#### **If a child is isolated at home as a member of their household has Covid symptoms and is awaiting or has received positive test results:**

The school will signpost the child to online school at <https://www.thenational.academy/> where there is full curriculum of materials that can be followed throughout the day. This programme of learning may not align completely to the Moss Hall curriculum but is age related across all subjects. Where necessary school will organise the loan of a Chromebook.

#### **If a class or Year group bubble is instructed to isolate at home for 10 or 14 days:**

Moss Hall Junior and Year 1,2 will switch to remote learning/ online classroom. Reception will provide daily activities, with some live contact and interaction through Tapestry.

There will be a daily timetable of learning that children are expected to attend and take part in.

An attendance register will be taken, at least once a day Work will be expected to be turned in. Feedback will be given by the class teacher or year group teachers if possible.

### How quickly will the school switch to online learning?

We will reasonably expect to switch to online school almost immediately

Day one of a closure would be spent ensuring all children are able to log on and can use their technology, getting devices and resources to children and refreshing children in how to use the online learning platforms, including our Acceptable Use policies and ways of safe working

### My child does not have a laptop or device

There are a number of Chromebooks that can be lent to any child who has no access to the internet at all at home. The schools now know who these children are and have made plans to get tech to them if needed.

### What else does my child need to have at home?

Pens, paper, coloured pens, books and stationary. In the event of a lockdown, children will be sent home with a range of loaned materials, reading books and resources. These will be need to be returned to school

### What about children with an Education Health and Care plan ?

- L2 TAs will attend live teaching sessions and offer assistance to individual children as needed
- In the afternoons TAs will run a range of daily interventions
- Attendance will be monitored
- SENCos at both schools will make routine and regular contact arrangements with families to ensure all children are being fully supported in line with their EHC plan.

### What about emotional support for my child?

Teachers will have daily small groups with their class. In this way the children will feel more connected. Any concerns will be reported to the weekly welfare and safeguarding team meeting where extra support or contact will be organised. Children who are already having interventions for emotional support will continue to have this support online

## Roles and Responsibilities

**The Governing Board:** are responsible for ensuring a broad curriculum is offered to all children, ensuring that the staff have the tools to do so and that all children are provided for. Ensure staff well-being and workload is managed well in a potential time of crisis and that school leaders are supported to deliver a quality offer for the community

Executive Head	Heads of Schools	Assistant Heads	Year leaders
<ul style="list-style-type: none"><li>● Monitor effectiveness of remote learning</li><li>● Ensure all safeguarding measures are undertaken</li><li>● Report impact to GB</li><li>● Monitor (My Concern – MHI/ MHJ) (as MHJ DSL)</li><li>● Promote systems, co-ordinate communication to stakeholders and the community</li></ul>	<ul style="list-style-type: none"><li>● Liaise to ensure coherence and high quality of remote learning offer across the 2 schools and according to the age/ stage of pupils</li><li>● Liaise with parents, staff, children &amp; adapt offer as needed</li><li>● Oversee and support staff well-being</li><li>● Report pupil attendance on G-suite to EHT weekly</li></ul>	<ul style="list-style-type: none"><li>● Ensure the provision for children isolating is high quality (teaching, curriculum)</li><li>● Provide training for staff as needed to deliver online teaching</li><li>● Monitor the G suite for uptake: Collate attendance and uptake, intervene where needed, report impact</li><li>● Co-ordinate laptops for children</li></ul>	<ul style="list-style-type: none"><li>● Lead teams to create weekly content in line with curriculum plans</li><li>● Oversee uptake across the year, reporting concerns to AHT/ HOS</li><li>● Lead planning meetings/ PPA</li><li>● Direct TA interventions</li><li>● Ensure quality and coherence of offer across year team</li><li>● Oversee and support staff and pupil well-</li></ul>

<ul style="list-style-type: none"> <li>Weekly update comms to parents via Fed newsletter</li> </ul>	<ul style="list-style-type: none"> <li>Support staff well being – Year Group leaders</li> </ul>	<ul style="list-style-type: none"> <li>Trouble shoot G-Suite issues for staff</li> <li>(Monitor My Concern – MHI – ST)</li> <li>Support staff well-being – specialist staff</li> </ul>	<p>being, reporting up as needed.</p>
<b>Class teachers</b>	<b>Teaching assistants</b>	<b>SENco</b>	<b>Pastoral Team</b>
<ul style="list-style-type: none"> <li>Plan, deliver and assess online learning content on Google Classroom/ Tapestry; live and recorded</li> <li>Set learning tasks</li> <li>Interact with small groups online</li> <li>Liaise with parents as needed</li> <li>Signpost to <a href="http://www.oaknationalacademy.com">www.oaknationalacademy.com</a>.</li> <li>Follow safeguarding policy / AUP and report concerns immediately on My Concern</li> <li>Attend year team and weekly staff briefing meetings (Friday 8.25am)</li> </ul>	<ul style="list-style-type: none"> <li>Be available for work daily</li> <li>deliver small group interventions</li> <li>take responsibility for setting up own schedule of sessions</li> <li>report feedback to SENCo/ AHT</li> <li>create resources</li> <li>record session notes</li> <li>attend weekly staff briefing meetings (Friday 8.25)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all EHCP children have their own learning plans and support in place – monitor for effectiveness</li> <li>Ensure Ed-tech or physical resources are in place for all children</li> <li>Implement weekly phone calls to parents</li> <li>Run fortnightly Zoom forums for parents</li> <li>Oversee team plans weekly and offer guidance for learning adaptation for SEN K and EHCP children</li> </ul>	<ul style="list-style-type: none"> <li>Weekly/ daily calls to target families</li> <li>Ensure families have food / resources</li> <li>Respond to safeguarding concerns</li> <li>Home visit if needed / permitted (distanced)</li> <li>Weekly update to EHT on any children isolating at home</li> <li>Weekly My Concern scrutiny</li> </ul>

<b>Office teams &amp; SBM &amp; IT support</b>	<b>Specialist staff (Music/ PSHE/ French/ PE/ library Swimming)</b>
<ul style="list-style-type: none"> <li>School website – daily updates</li> <li>RM Integris / Google registration support and follow up</li> <li>Weekly Federation newsletter</li> <li>Day to day communication with parents</li> <li>Limit texting to emergencies only</li> <li>Share of telephone communications</li> </ul> <p><b>SBM &amp; IT support</b></p> <ul style="list-style-type: none"> <li>Campus H&amp;S &amp; Security</li> <li>HR matters</li> <li>Oversee strategic IT offer + SD to offer tech support to teachers online – ensure all staff have resources needed to work from home as necessary</li> </ul>	<ul style="list-style-type: none"> <li>Each specialist teacher to set a weekly video lesson in line with their normal timetables across 2 schools</li> <li>Contribute to weekly newsletter</li> <li>Attend weekly staff briefings and meetings</li> <li>IT support for individuals</li> <li>Facilitate Key Worker provision on Rota</li> </ul>
<b>Parents</b>	<b>Pupils</b>
<ul style="list-style-type: none"> <li>Endeavour to enable children to be online on time most days</li> <li>Liaise constructively with the school if there are issues</li> <li>Maintain daily reading at home</li> <li>Monitor children’s safety on line</li> </ul>	<ul style="list-style-type: none"> <li>Understand and abide by the acceptable use policy (AUP) for children and class conduct contract</li> <li>Use the google suite Gmail accounts safely and in line with our online rules</li> <li>Turn work in daily or as required</li> <li>Read at home every day</li> </ul>

## **Our plans**

*Due to the age and stage of children, the offer for the children is slightly different in each year group. Teachers will take 3 hours of planning and preparation time each week and attend weekly staff briefings and trainings sessions as with physical school.*

## **Reception online school in the event of a year group or school lockdown or closure**

**Physical resources to be sent home with children:** a workbook (blue books in the paper cupboard), 2 x books from the library, old phonic books (if applicable), RWI homework books and alphabet cards. Printed work sheets such as: alphabet formation sheets, number formation sheets, number to 20 ordering activity, 1 more/1 less, counting worksheet, doubles.

### **During the home learning day**

Staff will set up zoom meets from their own zoom accounts and use Tapestry to send these to whole class groups.

### **Suggested sample day**

- 9am – zoom meet for register and phonics session (each individual class).
- 9:45am – home learning activities for the day sent out on Tapestry e.g phonics/writing/maths/fine motor/creative activities/building challenges. This should be a short pre-recorded video from the adults in the class explaining to the children what they would like them to do. There may be multiple videos e.g a video for maths and a video for a creative challenge. Ask parents to upload a photo/video of these by the end of the day.
- 2:30pm – Zoom meet for class to share work from the day/game and finish with a story

During the day, staff will respond to work submitted, prepare activities for the next day and address any misconceptions. Staff will monitor parent activity of Tapestry accounts. Families will be contacted and support offered where low activity accounts are identified.

L3's will run intervention groups throughout the day for identified children e.g phonics, stories, fine motor ideas, number, memory games etc. This will be directed by the class teacher.

## **Year 1 and Year 2 Online School in the event of a Year 1/Year 2 school lockdown or closure.**

### **Physical resources to be sent home with children:**

- a workbook
- 2 x books from the library
- old phonic books (if applicable)
- RWI homework books and alphabet cards
- An individual whiteboard and pen
- Small Stationery pack
- Printed work sheets such as: alphabet formation sheets, number formation sheets, number bonds, part whole worksheet, comprehension sheets

### **During the home learning day**

Staff set up Google Meets using Google Classroom – children will attend at least one Google meet daily

## Typical day

- 9am – Google Meet for register and phonics session (each individual class).
- 9:45am Video lesson and activities uploaded for maths, writing, for the day.

This will be a short pre-recorded video from the adults in the class explaining to the children what they would like them to do. The teacher will model what they are expected to do. Content may include recorded over PPT or using practical resources/whiteboards to teach. There may be multiple videos e.g a video for maths and a video for a creative challenge.

2:30pm – Google Meet with class teacher for story

During the day, staff to respond to work submitted, prepare activities for the next day and small group meetings to bring children together to feedback/ re or pre-teach concepts and address any misconceptions. Staff will monitor parent activity of Google accounts. Any inactive/low activity accounts to be monitored, families contacted and support offered to facilitate access.

TAs will run intervention groups throughout the day for identified children e.g phonics, stories, fine motor ideas, number, memory games etc. This will be directed by the class teacher.

## Year 3 & 4 Online School in the event of a Year 3 or school lockdown or closure.

### Live Lessons

Each teacher will use Google Meet, and will register who attends. Content will be a mixture of slides, visualiser, modelling with resources, or reading/questioning.

Children will engage with the lesson through whiteboard work and answering questions, and there will be lots of checking for understanding. We will be checking regularly to see if the children have any questions. Children's mics will be muted during the session, only unmuted to ask or answer a question once the teacher asks them to.

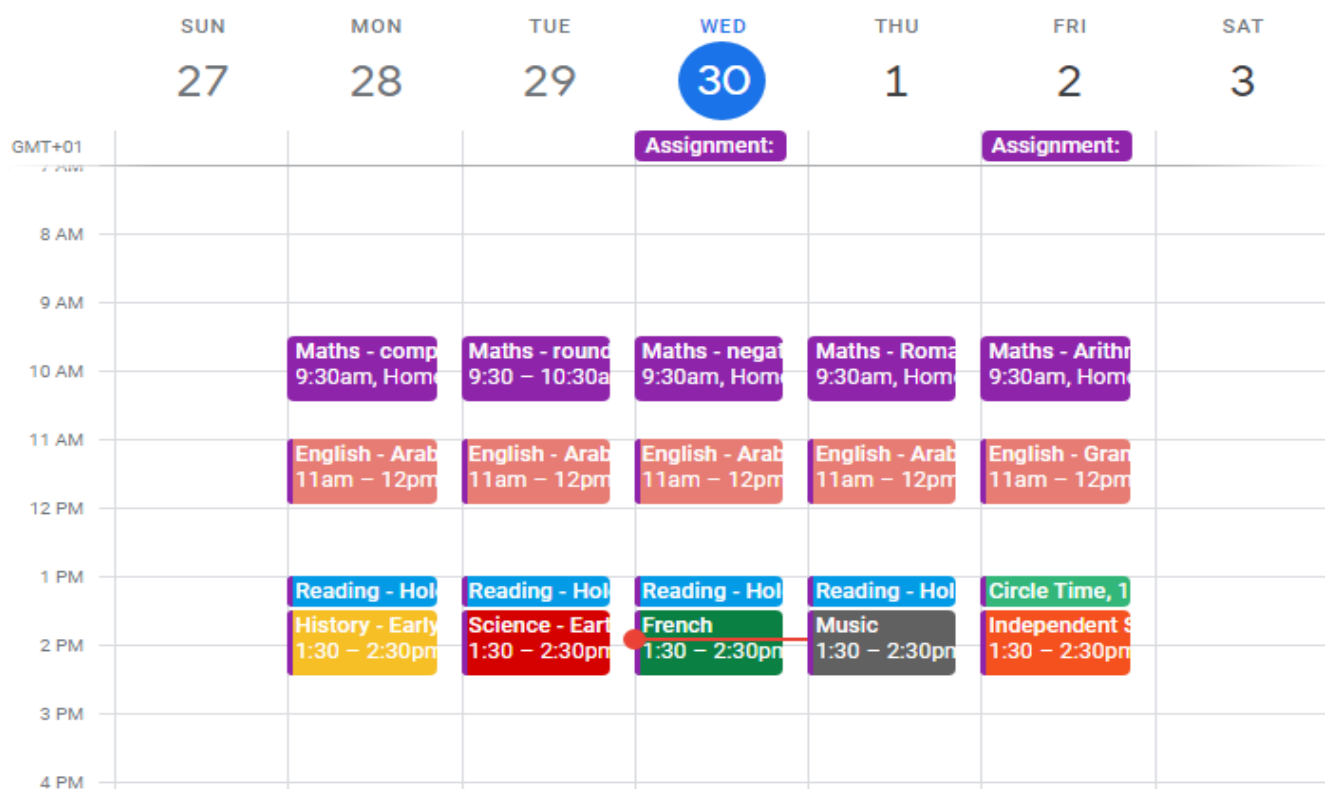
Children will take home their purple lesson packs from class which have: pen, pencil, ruler, whiteboard pen, whiteboard, wiper, Destination Reader bookmark, Place Value frame with 10s Frame on reverse, all of their online logins, Handwriting books and Home Learning Red book (to be used for some writing assignments, and shared upon return to school, after time in quarantine).

Tasks will be modelled to children as the reinforcement of the learning from the lesson. Teachers will be online during that timetabled task session monitoring work being turned in, and providing direct feedback either onto the document or via the comments section.

8:30 – 9am	Yoga/exercise links provided on Google classroom (Cosmic Yoga, GoNoodle etc.)
9.00 – 9:45	Live Lesson 1 on Google Meet – link via Google Classroom banner.
9:45 – 10:45	Task from Lesson 1 – Google document to turn in (30-40mins approx.) teacher's will be online providing direct feedback to these turned in documents.
10:45 – 11:30	Live Lesson 2 on Google Meet – Link via Google Classroom banner.
11:30 – 12:30	Task from Lesson 2 - Google document to turn in (30-40mins approx.) teacher's will be online providing direct feedback to these turned in documents.

12:30 – 1pm	Recommended Lunch break
@ 1pm	Afternoon recorded video lesson will be posted to Google Classrooms, (Music / French / PSHE / Science / History / Geography / RE) with task to submit by 3pm.
1 – 3pm	Small group reading sessions with your teacher and 6-7 other children. 20-25 minutes, with our Destination Reader bookmark to support us (copy of which is available on Google Classroom if needed).
3 – 3:15	End of the day catch up Google Meet

### Year 5 & 6 Online School in the event of a Year 5 or 6 school lockdown or closure.



### Timetable

All children will access the home learning via Google Classroom. The 'class calendar' will serve as a 'timetable'. The timetable is flexible as all lessons will be recorded but the aim of it is to provide a structure for the day similar to what children would experience in school.

The day will begin with daily exercise a meet and greet and registration.

### Recorded lessons

Children select the lesson by clicking on the event in the calendar. The description will include all information needed to complete the lesson including a link to the recorded lesson. Each teacher will be responsible for one subject. They will record lessons, design the tasks receiving feedback from YGL.

Children will upload their completed work to a shared drive for teachers to give feedback when necessary. Work is to be completed by the end of the day (5pm) to allow flexibility.

### Feedback

Teachers will deliver one 'live feedback' lesson in maths and English to children each week. This will be grouped and last for approx. 30 minutes. This means that all children will receive tailored feedback in maths and English once a week. There may be incidences where written feedback/comments are added to 'turned-in' assignments on Google Classroom.

Children will have feedback sessions at same time weekly to ensure consistency. They will know the time as it will be posted on the Google Classroom forum and added to the calendar.

### Resources

Children will take home: pen, pencil, ruler, whiteboard pen, whiteboard, wiper, Destination Reader bookmark, all of their online logins and one lined and one squared jotter.

### Subjects

**Maths** - 4 pre-recorded lessons per week and 1 live feedback session. We will follow White Rose videos which also provides tasks and answers for self-assessment. Once a week, children will be grouped for tailored sessions which will be based on the week's learning. Friday's will have an online arithmetic quiz which will give children instant feedback.

**English**- 4 pre-recorded lessons per week and 1 live feedback session. Once a week, children will be grouped for tailored sessions which will be based on the week's learning. Friday's will have a grammar quiz which will give children instant feedback.

Reading -2 pre-recorded lessons per week followed by questions. Online books will be used to ensure that all can access the text. Written feedback will be given to answers to questions.

**Circle Time** - 1 live lesson per week. In order to provide an opportunity for all children to come together, there will be a weekly circle time led by the class teacher and TAs for that class.

Foundation Curriculum - 1 lesson per subject. Lessons will be recorded in advance.

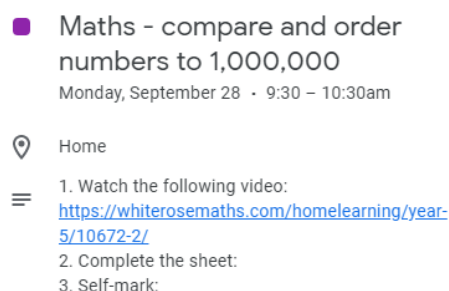
### Attendance

Each morning teachers will post a 'good morning message' for children to respond to on Google Classroom. A response means they have registered for the day. Between 08:30 and 09:30.

Turn-ins will be monitored with teachers phoning home should work not be handed in.

### Footnote:

*We will endeavor to maintain the offer as published, though the unpredictability of the virus will mean that our offer will be reliant on staff availability and any other expectations put on schools by the DfE or Gov.uk*



Maths - compare and order numbers to 1,000,000  
Monday, September 28 · 9:30 – 10:30am

Home

1. Watch the following video:  
<https://whiterosemaths.com/homelearning/year-5/10672-2/>

2. Complete the sheet:  
3. Self-mark: