St Martin's School

Headteacher: Mrs K. Bartlett Chair of Governors: Mrs A. Rowe and Mrs L Chorley

Remote Learning Plan

Aim

To develop a contingency plan to ensure consistent high quality education and maximise learning opportunities in light of a partial or full school closure or if an individual, bubble or whole school has to self-isolate as a result of the coronavirus.

1) If an individual has to self-isolate

- School will establish with parents/carers if child is feeling well enough to learn and how long they are expected to be absent e.g. if a test has been booked (NB if child developed symptoms at school and family are unable to access a test, school will provide one). If child is feeling poorly, we will not provide learning, as per our attendance policy.
- School will make regular contact with the family, to receive an update on the situation and to offer support where needed – this could be the headteacher, the deputy headteacher, office staff or teaching staff, depending on the situation and what support is needed.
- If child is feeling well, school will email a two-week self-isolation pack, based on key skills for the relevant year group, for the child to work through.
- The classteacher or LSA will make regular contact with the family to support progress, once the child has started accessing the learning.
- Parents/carers can email the headteacher or office email addresses if they require support.

2) If a bubble/the whole school has to self-isolate for a two week period

- School will provide children in Year 1 – 6 with a two-day emergency learning pack, based on key skills for the relevant year group, for the child to work through if they are feeling well enough. This will be updated during the two weeks isolation period in order to be ready for a further 2 week isolation period.
- School will provide children in Year R with a one week emergency learning plan, based on the areas of learning within the EYFS curriculum.
- School will open class email addresses for the classes within the bubble and inform parents that this method of contact with classroom staff is available for the duration of the isolation.
- School will use the Facebook group to keep in contact with families and maintain the school community link – this will be used to share successes, encourage and support resilience and wellbeing and answer any general questions. The school website will be kept up to date with any posts from the Facebook group, as appropriate, for any families not part of the Facebook group.
- Teachers will prepare eight days of remote learning for children in Year 1 - 6, based on their current learning journeys in English and maths, and their current topic, taking into account the knowledge, skills and understanding for each subject that was planned to be covered in school.
- Following the two day emergency learning pack, teachers in Year 1 – 6 will share, on an online learning platform:
  - a daily video e.g. an introduction video to the day's learning to inspire children to focus, or a teaching video to show a particular strategy,
  - a daily English lesson e.g. Oak Academy teaching video, BBC Bitesize or other online resources, or a self-made document or self-recorded teaching video, followed by an activity for the children to complete, with answers where appropriate,
  - a daily maths lesson e.g. Oak Academy teaching video, BBC Bitesize or other online resources, or a self-made document or a self-recorded teaching video, followed by an activity for the children to complete, with answers where appropriate,
  - where relevant, a daily phonics/spelling/EGPS lesson,
  - a PowerPoint/document/video etc about a different subject(s) for the afternoon e.g. Art, History, PE, wellbeing, followed by an activity for the children to complete, with answers where appropriate.
- From day 3 teachers in Year R will share, on an online learning platform:
  - a daily video e.g. to say hello to the children, to share a song, rhyme or story or to motivate them to complete learning at home.
- Following the week emergency learning plan, teachers in Year R will share on an online learning platform:

- a range of short activities including, but not limited to, phonics, number, fine motor skills, linked to the key areas of learning.

- Teachers will be available for 1:1 discussion with children, through video conferencing or phone calls, at certain times of the day – parents to email to book a time if needed (through class email address) – to support children with their wellbeing or learning.
- Teachers will be given a half a day at the end of each half term to prep the two-day emergency planning for the next half term.

3) If the whole school has to self-isolate for a longer period of time, due to a local/national lockdown

School will follow the above steps from scenario two, for the duration of the lockdown. In addition:

- Key worker and vulnerable children provision to be supervised by LSAs on a rota basis, with a member of SLT on site.
- Classroom staff will proactively call all children once a fortnight to offer regular support, monitor wellbeing, identify any safeguarding concerns and support with any learning needs.
- School will monitor the wellbeing of all stakeholders through:
  - phone calls to all children every two weeks,
  - weekly contact with all vulnerable families,
  - weekly contact with all SEN families,
  - regular posts on Facebook/website,
  - weekly virtual staff coffee mornings,
  - regular contact with staff by SLT, through emails, phone calls and virtual meetings, where necessary,
  -weekly contact with SLT by co-chairs of governors through emails, phone calls and virtual meetings, where necessary.
- Stakeholders will be encouraged to share concerns with school:
  - children will be encouraged to share their concerns with their parents, or school staff during phone calls,
  - parents/carers will be encouraged to email school if they or their children need support,
  - staff will be encouraged to email/call SLT if they need support.
- Support will be provided on a case by case situation depending on the needs of those involved, and may include:
  - additional phone calls,
  - face-to-face meetings (if possible within current government guidelines),
  - differentiation to work packs, if needed,
  - whole-school challenges e.g. brave days, reading challenges,
  - wellbeing activities with a focus on spirituality, prayer, mindfulness, hope,
  - signposting to additional avenues of support.

This plan will be reviewed regularly and adapted as necessary on an ongoing basis and based on feedback from all stakeholders.