



Alvaston Infant and Nursery School Remote Learning Plan

Tier one:

An area moving into national intervention with restrictions short of education and childcare closure is described as 'tier 1'. There are no changes to childcare, and the only difference in education settings is that where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.

Tier two:

Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier three:

Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier four:

All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils. In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.



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| Barriers: | Actions to overcome: |
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| <p><u>When an individual or small number of pupils need to self-isolate, and remain at home but the rest of the class are in school. (Links to tiers 1-3)</u></p> | <p>The school will provide immediate remote education for the child / group of children during this short isolation period.</p> <p>1.2 Parents will be Dojo immediately with a programme of remote learning, which is closely matched to the curriculum being taught / covered in the classroom. Parents will be directed to appropriate teaching videos on the school website, the Purple Mash Learning Platform and other high quality online learning resources.</p> <p>1.3 Printed resources will be provided for pupils who do not have suitable online access. These must be collected from school by a 'non-isolating' friend or family member and social distancing will be adhered to.</p> <p>1.4 Children with SEND, or with particular needs will be contacted by the class teacher to discuss how best to support the child at home with their learning. Further support will be given and offered by the SEN co and Educational Psychologist.</p> <p>1.5 All staff will adhere to the school's Safe-guarding Policy, which addresses remote learning.</p> <p>1.6 Teachers will post regular photographs and explanations of the work being covered in class on the regular class Dojo page, so that parents can support effectively with work at home, which is closely matched to classroom teaching and learning.</p> |
| <p><u>When a whole class of pupils and their teacher needs to self-isolate, and remain at home.</u></p> | <p>When a whole class of pupils and their teacher needs to self-isolate and remain at home, points 1.1 - 1.5 will be adhered to. Parents will be able to utilise the Remote Learning Document sent to them via Dojo in section 1.2, which will give the class teacher 24 hours to consider a more robust programme of Remote Learning. Mr Mabbutt will set the new 'Remote Learning' class Dojo Page to 'go live' so that parents will be able to access any materials readily and efficiently.</p> <p>Teachers will then be expected to upload:</p> <ul style="list-style-type: none"> -a daily video explaining the day's learning - additional teaching videos to support learning e.g. phonics or mathematics <p>Parents will be able to:</p> <ul style="list-style-type: none"> -photos of work so that teachers can assess understanding and can consider how the pupils are progressing |



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| <p><u>Staff may not be able to come into work or do work if they have their own children and / or are shielding.</u></p> | <p>SLT will ensure that they understand every staff member's individual circumstances. Together, the SLT will formulate a plan so that every year group can access the best possible education remotely (as outlined above). Year group leads will disseminate the work to their teams and this will be monitored by MA and regular feedback will be given.</p> |
| <p><u>Remote learning may rely on children having access to laptops and internet, which may not be accessible.</u></p> | <p>Survey sent out to gauge which parents do not have access to a laptop and / or internet. Catch up funding used to purchase additional laptops, if needed and these will be 'hired' out and a contract signed. If this is not possible, paper based resources will be provided and the admin team will ensure that these are delivered in a timely manner.</p> |
| <p><u>Communication may not be as frequent between child, parent and teacher and the teacher may find it difficult to assess the children knowledge, skills and understanding.</u></p> | <p>Parents to communicate with teachers via Dojo. There will be an option to request weekly zoom or telephone conversations. <i>Please note, some teachers may not be able to complete zoom calls and there is no requirement for them to do so. In this case, a telephone conversation will be offered.</i> Completed work to be sent via Dojo. Photographs and or a comment to say the work has been completed will suffice. Pre-recorded videos / audio scripts will allow children to connect with their class teacher. Low stakes quizzes will be generated for the children to do on a weekly basis. These can be done via google forms and children may need additional paper / resources to support them. Parents will need to ensure their child completes this independently so the teacher gets an accurate view of how the children are progressing.</p> <p>Teachers to make Miss Allen aware (weekly) of any children who are not accessing education / engaging with the class teacher and this will be followed up by Miss Allen via a telephone call or socially distanced visit. This is to ensure safeguarding procedures are followed.</p> |
| <p><u>Pupils may not have access to pens, paper, scissors etc.</u></p> | <p>Parents have been asked to speak to their child's class teacher if they require a learning pack containing exercise books and resources. These will be able to be collected from school during set times but social distancing and the one way system must be adhered to.</p> |



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| <p><u>Pupils may not be motivated to complete work.</u></p> | <p>The staff at the school have a vision that it is imperative that every child's wellbeing is protected and that there is not unnecessary pressure put on children / parents. Class teachers will work with families to ensure that every child is treated individually and that their wellbeing is nurtured. Class Dojos will be awarded for completion of work (this can be evidenced by photographs or through a small comment). Class teachers will do a weekly 'star of the week' and this will be announced via Dojo. At the end of a 2week period, there will be a prize of the child with the most Dojos in each class.</p> |
| <p><u>When there is a local lockdown requiring pupils to remain at home, except for those pupils in our priority groups: vulnerable children and the children of critical workers.</u></p> | <p>See all of the above. Teachers will work collectively together - year group leads to direct teachers after SLT Meetings. These will be twice per week.</p> |
| <p><u>Parents may be unaware of the school's approach towards remote education.</u></p> | <p>Letters will be sent out on Dojo and physically handed to children / parents. Remote Learning pages on the school website. Every class to be set up with a remote learning page on the class Dojo.</p> |