



Oxspring Primary School: Remote Education Plan October 2020

This plan needs to be read in conjunction with:

- Oxspring Primary School risk assessment which is regularly updated in line with DFE / national and local guidance (see our website for latest updates <http://oxspringprimary.co.uk/official-documents/>)
- Oxspring Primary School's 'Coronavirus Contingency planning for tiered local restrictions / management of COVID' September 2020
- The latest Government's guidance on the full reopening of schools: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- The latest BMBC / PHE BMBC Yorkshire and Humber COVID Schools Resource Pack
- DFE's Remote Education Good Practice Guide <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>
- The Education Endowment Foundation (EEF) COVID-19 support guide for schools <https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/> and EEF's document on Best Evidence on supporting students to learn remotely <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

Rationale

In its Remote Education Good Practice Guide (see link above), the DFE states that 'Where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Where needed, this is high quality and safe, and aligns as closely as possible with in-school provision.' In its research, The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching, which includes:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

Oxspring Primary School COVID 19 Remote Education Contingency Plan – Outbreaks and Lockdowns (Partial and Full)

BARNSELY SCHOOLS' ALLIANCE - REMOTE EDUCATION STATEMENT - Commitment to remote education

All schools have a duty to provide safe remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19) with effect from 22 October 2020. Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we are committed to offering immediate remote education in a way that safeguards pupils from harm in a digital world.

Every school is unique and school leaders know best which approaches will secure the engagement and progress of their learners. The Barnsley School's Alliance is committed to securing consistently high-quality remote education for all pupils and, to this effect, has an extended offer of support for any school requesting additional advice and guidance when developing and implementing their remote education plans. Schools are encouraged to access this support as and when required.

Remote education is much more than setting work. School leaders will ensure that all learners continue to access the curriculum through high-quality online and offline resources and teaching videos linked to the curriculum expectations of our school. We will not rely on projects or independent research activities to simply keep pupils busy. However, when combined with high-quality teacher input and accompanying resources, these approaches can be effective.

In the case of those accessing information online, this must be done in a way that safeguards pupils from harm in a digital world. Every school is unique and school leaders know best which approaches will secure the engagement and progress of their learners. This statement sets out the plans for remote education to be followed by Oxspring Primary School. It has been developed in the context of work carried out by the Barnsley School's Alliance and has been agreed by Governors, leaders and staff and shared with parents.

We are committed to six underlying principles, as agreed by the Barnsley School's Alliance, which underpin our remote education plans:

1. **Safeguarding pupils from harm, online and offline, remains the key priority.**
2. **Pupils will continue to be taught a well-sequenced curriculum.**
3. **Teachers will continue to set work that scaffolds pupils' practice and helps them to apply their new knowledge and skills.**
4. **Pupils will continue to receive feedback that helps them to make progress.**
5. **No child should be disadvantaged by a lack of technology at home.**
6. **Remote education plans should not place unreasonable demands on parents' help or support, or the workload of teachers.**

At Oxspring Primary School, the platform we have chosen to support remote teaching and learning is **Microsoft 365 Education, along with Seesaw (and Evidence Me in Reception)**. We are committed to providing the training, support and guidance required to ensure that school staff, parents and pupils feel confident to use our system safely and effectively. We will provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access. However, we will do our very best to support all pupils to access our online learning offer at home, such as by loaning additional laptops or other hardware as appropriate. Our approach has been carefully considered in relation to the pupils' age, stage of development or special educational needs. We are committed to working with parents and carers, especially those of younger children and pupils with SEND who may not be able to access remote education without adult support, to ensure all pupils continue to access a broad and ambitious curriculum.

Delivering remote education

1. We will ensure that pupils have meaningful and ambitious work each day in a number of different subjects. We will plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers where possible.
2. We will 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.

Oxspring Primary School COVID 19 Remote Education Contingency Plan – Outbreaks and Lockdowns (Partial and Full)

3. We will provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.
4. We will gauge how well pupils are progressing through the curriculum and set a clear expectation on how regularly teachers will check work. We will 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.
5. In addition to the information on what schools should be doing to protect their pupils online, as outlined in the statutory guidance [keeping children safe in education](#), we will implement any additional measures that will help to keep pupils safe online

Our approach

At Oxspring Primary School, we have chosen to support remote teaching and learning through **a blended approach** which is based on our experiences from the first lockdown in March and the wider re- opening to selected year groups which took place from June onwards. Our rich, integrated curriculum is carefully planned to enable children to develop knowledge and skills in all curriculum areas, underpinned by our learning values and with a strong focus on reading, writing and maths. This is something we will continue to prioritise in our blended learning model. In order to ensure that we are committed to remote learning which replicates teaching at school (as much as is physically possible and practicable) we will establish a class timetable and use a mixture of live and prerecorded teaching, along with links to other online resources such as White Rose Maths, BBC Bitesize and Oak National Academy. Teachers will provide support and feedback using Microsoft Teams and Seesaw (and Evidence Me for Class 1), as well as email responses where appropriate. Many of our parents work during the day and have their own commitments to work around, so for this reason we will set work that mirrors the school's curriculum and is set with opportunities for children and parents to create their own timetables if required and access all the available resources / video clips / recorded lessons. A priority for us will also be to ensure that remote learning plans take into account the workload and wellbeing of staff, especially on the occasions that they will be delivering learning at school at the same time as providing home learning.

As stated above, families can specify if they prefer paper copies of resources. We will provide printed resources for pupils who do not have suitable online access and will endeavour to support all pupils to access our online learning offer at home. Furthermore, our close working with families is ongoing and any family who requires ICT support or devices, perhaps for times when they have more than one child at home at the same time, will be supported. We do not however wish to encourage children to work at a computer for 4-6 hours per day so our teaching and learning activities will be a mixture of online / paper based, creative / problem solving tasks and will follow our in-school provision. In implementing our blended remote learning plan, we will continue to work in a way that is familiar to the children and will provide a range of independent tasks to allow them to:

- Practise things they find difficult
- Explore new learning
- Apply, in independent tasks, what has been taught in teacher-led session
- Challenge learning

In line with our current priorities, we will also ask that children place a significant emphasis on reading for pleasure and development, learning weekly key spellings and being able to use and apply them and work hard on mental arithmetic online, including TT Rockstars and MyMaths. Our approach has been carefully considered in relation to the pupils' age, stage of development or any special educational needs status. We are committed to working with parents and carers, especially those of younger children and pupils with SEND who may not be able to access remote education without adult support, to ensure all pupils continue to access a broad and ambitious curriculum.

**Oxspring Primary School COVID 19 Remote Education Contingency Plan – Outbreaks and Lockdowns
(Partial and Full)**

Remote education stages:

This plan will be applied in the following stages:

- **Stage 1:** **An individual is self-isolating - child or class teacher**
- **Stage 2:** **A group / class bubble are self-isolating because of a case of coronavirus in the bubble**
- **Stage 3:** **Whole school closure**

STAGE 1 – Individual child/class teacher self-isolating

What happens if...	Class 1	Class 2 and 3	Class 4 and 5
<p>My child is having to self-isolate because:</p> <ul style="list-style-type: none"> • He/she has been directed to do so by NHS Test and Trace • He/she is displaying COVID-19 symptoms and we are awaiting a test and the subsequent results • Someone in the household has tested positive 	<ul style="list-style-type: none"> • Children will be provided with blended learning. Blended learning is the term used to describe children engaging in learning at home that is closely matched to the learning that is taking place in school; it can also include lessons that are taught remotely (live or pre-recorded) as well as links to other online resources / platforms. • We will ensure that pupils have meaningful work set each day in a number of different subjects always including the core curriculum and a topic approach. We will plan a programme that is of equivalent length to the core teaching pupils would receive in school, including regular contact with teachers and/or leaders. • Using emails, Teams and Seesaw (and Evidence Me) as appropriate, the class teacher will upload a suggested timetable/ plans / tasks to allow parents to see the learning materials prior to supporting their child. • The teacher will decide what materials are most appropriate for the individual child in line with learning at home. • Where teaching input is required for any sessions when a child is self-isolating, the teacher will either direct the parent to a slide show used within the class session (used in school) or relevant online videos / prerecorded clips. • The teacher will check in regularly with the child / family to provide support / advice / feedback – daily contact where possible. • Work will be uploaded via Seesaw for feedback and marking where appropriate and photographs shared with the class teacher. • There will be tasks to help children to practise, explore, apply and challenge their learning. • A significant emphasis will be placed on phonics, reading for pleasure and development, learning weekly key spellings and being able to use and apply them and work hard on mental arithmetic online, including TT Rockstars and MyMaths. • As ever, where pupils cannot access these resources online, we will deliver/post paper copies of all resources. We will also ensure that children have sufficient, appropriate general resources with which to complete the set tasks. 		

**Oxspring Primary School COVID 19 Remote Education Contingency Plan – Outbreaks and Lockdowns
(Partial and Full)**

What happens if...	Class 1	Class 2 and 3	Class 4 and 5
<p>My child’s class teacher is awaiting a test result for a family member.</p> <p>My teacher is self-isolating for 10-14 days <u>without</u> COVID symptoms?</p> 	<ul style="list-style-type: none"> • Supply staff and TAs and will support the class in close liaison with the class teacher if that is possible. • The class teacher will establish a timetable and will teach a number of sessions a day via Teams and Seesaw (and Evidence Me in Class 1) with a focus on English, Maths and the wider curriculum, along with the use of age appropriate, additional on-line platforms such as Numbots, NESSY, MyMaths, Spelling Shed etc • The teacher will have contact with the class via the TA or another staff member covering the class. • The class teacher will lead a class assembly, class story time and whole class activities where appropriate. • There will be tasks to help children to practise, explore, apply and challenge their learning. • The teacher will decide what materials are most appropriate for all children, including SEND pupils, in line with learning at home. • The teacher will check in regularly with the child / family to provide support / advice / feedback. • Feedback and marking will be carried out by the supply staff and TAs as appropriate. 		

STAGE 2 – Children are self-isolating because of a case of coronavirus in the bubble

What happens if...	Class 1	Class 2 and 3	Class 4 and 5
<p>My child is in a bubble that is self-isolating for 14 days and <u>the teacher is NOT well enough to teach?</u></p> 	<ul style="list-style-type: none"> • Children will be provided with blended learning. Blended learning is the term used to describe children engaging in learning at home that is closely matched to the learning that is taking place in school; it can also include lessons that are taught remotely (live or pre-recorded) as well as links to other online resources / platforms. • Supply staff and TAs and will support the class and will follow the class teacher’s plans. • The staff leading the learning will establish a timetable and will upload plans / tasks to allow parents to see the learning materials prior to supporting their child. If this is not possible, the SLT / office staff will share plans with parents via email. • Where possible, supply staff and TAs will teach a number of sessions a day via Teams and Seesaw, along with the use of age appropriate, additional online platforms such as Numbots, NESSY, MyMaths, Spelling Shed etc • TAs / other staff will provide additional support to any individual children as required. • Where teaching input is required for any sessions and a member of staff is not available, the staff leading the learning will direct the parent to relevant online videos / prerecorded clips and additional teaching resources eg Bitesize, Oak National Academy. SLT will lead class assemblies / class story time where possible each week. 		

**Oxspring Primary School COVID 19 Remote Education Contingency Plan – Outbreaks and Lockdowns
(Partial and Full)**

	<ul style="list-style-type: none"> • SLT / TAs / Office staff will check in regularly with the child / family to provide support / advice / feedback.
--	--

What happens if...	Class 1	Class 2 and 3	Class 4 and 5
<p>My child is in a bubble that is self-isolating for 14 days and the teacher is well enough to teach?</p> 	<ul style="list-style-type: none"> • Children will be provided with blended learning. Blended learning is the term used to describe children engaging in learning at home that is closely matched to the learning that is taking place in school; it can also include lessons that are taught remotely. • We will 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. • Using emails, Teams and Seesaw (and Evidence Me) as appropriate, the class teacher will upload a suggested timetable/ plans / tasks. • The class teacher will establish a timetable for live sessions and will teach a number of sessions a day via Teams and Seesaw, along with the use of age appropriate, additional on line platforms such as Numbots, NESSY, MyMaths, Spelling Shed etc (which will include those listed in the information for each class below) • A register of attendance with the online lessons / engagement with learning will be taken each day. • The teacher will decide what materials are most appropriate for individual children with SEND / additional needs • The teacher will check in regularly with the child / family to provide support / advice / feedback. • Work will be uploaded via Seesaw for feedback and marking where appropriate and photographs shared with the class teacher. • There will be tasks to help children to practise, explore, apply and challenge their learning. • A significant emphasis will be placed on reading for pleasure and development, learning weekly key spellings and being able to use and apply them and work hard on mental arithmetic online, including TT Rockstars and MyMaths. SLT will lead class assemblies / class story time where possible at least each week. • As ever, where pupils cannot access these resources online we will deliver/post paper copies of all resources. We will also ensure that children have sufficient, appropriate general resources with which to complete the set tasks. 		

**Oxspring Primary School COVID 19 Remote Education Contingency Plan – Outbreaks and Lockdowns
(Partial and Full)**

	<p><u>Class 1</u></p> <p><u>AM</u> 9.30am onwards, 2x 10 minutes live phonics sessions with group 2 and 3 – Teams (TA on as an additional) TAs – Group 1 at 10.15 a.m. – 10-15 mins phonics using Teams</p> <p>11am – 11-10 minutes live maths session to whole class. Appropriate follow up activities on Seesaw/Evidence Me (TA as additional adult)</p> <p><u>PM</u> Mon/Weds/Fri - Literacy activity, involve video as required At least one practical activity set on Seesaw/Evidence Me - covering other curriculum areas. TAs - 15 minutes speech on Teams 1.00p.m.</p> <p>Tuesday/Thursday - 3pm live story session 10 mins</p> <p>All children will be sent home with a pack containing whiteboard, number cards, alphabet card and extra reading books at the appropriate level.</p>	<p><u>Class 2 and 3</u></p> <p><u>Class 2</u></p> <p><u>AM</u></p> <ul style="list-style-type: none"> • 9am 20 minute live Y1 Maths lesson using Teams and appropriate learning task via Seesaw • 9.30am 20 minute Y2 Maths lesson using Teams and appropriate learning task via Seesaw • 11am 20 minute live English lesson using Teams and appropriate learning task via Seesaw • 10 am TAs 2 to 1 • 11.30 TAs 2 to 1 <p><u>PM</u></p> <ul style="list-style-type: none"> • 2 x 15 minute live phonic sessions (set 2 and set 3 sounds – children will be encouraged to join appropriate group but free to attend both) Set 2 at 1.00, Set 3 at 1.30. Follow up activities (writing, reading, alien words) set on Seesaw • Hands on activities set linked to topic learning and wider curriculum and videos as appropriate • Monday and Thursday live story 3pm <p><u>Class 3</u></p> <p><u>AM</u></p> <ul style="list-style-type: none"> • 9 am Maths lesson for Y3 using Teams and appropriate learning task via Seesaw (20 minutes) • 9.30am Maths lesson for Y2 (20 minutes) • 11 am English lesson using Teams and appropriate learning task via Seesaw (20 	<p><u>Class 4</u></p> <p><u>AM</u></p> <ul style="list-style-type: none"> • 9 am Maths lesson using Teams and appropriate learning task via Seesaw (20 minutes) • 11 am English lesson using Teams and appropriate learning task via Seesaw (20 minutes) • Spelling shed assignments set • TA spelling activities – target groups <p><u>PM</u></p> <ul style="list-style-type: none"> • 1 pm guided reading session using Teams and appropriate learning task via Seesaw (20 minutes) • Topic learning task via Teams (20 minutes) with follow up learning task on Seesaw • TA Reading and topic-based activities – target groups <p><u>Class 5</u></p> <p><u>AM</u></p> <ul style="list-style-type: none"> • 9am Maths lesson for Year 6 using Teams and appropriate learning task via Seesaw (30 minute task) • 9:30am Maths lesson for Year 5 using Teams and appropriate learning task via Seesaw (30 minute task) • 11am English lesson using Teams for both Year 5 and 6 and appropriate task via Seesaw (40 minutes) • 11am English lesson for target pupils via Teams with TA and appropriate task via Seesaw (20 minutes)
--	---	---	---

**Oxspring Primary School COVID 19 Remote Education Contingency Plan – Outbreaks and Lockdowns
(Partial and Full)**

		<p>minutes)</p> <ul style="list-style-type: none"> • Spelling shed assignments set <p>PM</p> <ul style="list-style-type: none"> • 1 pm Guided reading session using Teams and appropriate learning task via Seesaw (20 minutes) • Wider curriculum via Teams and learning tasks set on Seesaw with appropriate links to support learning 	<ul style="list-style-type: none"> • Spelling Shed activities • MyMaths activities • TT Rockstars activities <p>PM</p> <ul style="list-style-type: none"> • 1pm Guided reading session delivered via Teams 20 minutes with appropriate activities set via Seesaw. • 1pm-1:40pm Guided reading 20 minute teaching slot with TA for target pupils using Teams for shared screen reading and comprehension • 2:00 pm Topic learning and wider curriculum lesson via Teams or Oak National Academy as appropriate and following activity set via Seesaw. • TA to deliver 1:1 Speech and language interventions daily • PSHE activity whole class with any supporting activities via Seesaw.
--	--	--	--

STAGE 3 – Whole school closure

What happens if...	Class 1	Class 2 and 3	Class 4 and 5
--------------------	---------	---------------	---------------

**Oxspring Primary School COVID 19 Remote Education Contingency Plan – Outbreaks and Lockdowns
(Partial and Full)**

The UK goes back into lockdown and schools are closed?



- The key worker timetable will be reinstated as per lockdown.
- A rota will be established for TAs to work with the Key Worker children.
- Class teachers will provide full remote learning as per the agreements above for whole school lockdown,
- Key worker children will access the same learning provided for the rest of the class who are learning at home.
- SLT will lead whole school /class assemblies / class story time each week.

<p><u>Class 1</u> <u>AM</u> 9.30am onwards, 2x 10 minutes live phonics sessions with group 2 and 3 – Teams (TA on as an additional) TAs – Group 1 at 10.15 a.m. – 10-15 mins phonics using Teams 11am – 11-10 minutes live maths session to whole class. Appropriate follow up activities on Seesaw/Evidence Me (TA as additional adult) <u>PM</u> Mon/Weds/Fri - Literacy activity, involve video as required At least one practical activity set on Seesaw/Evidence Me - covering other curriculum areas. TAs - 15 minutes speech on Teams 1.00p.m. Tuesday/Thursday - 3pm live story session 10 mins</p>	<p><u>Class 2 and 3</u> <u>Class 2</u> <u>AM</u></p> <ul style="list-style-type: none"> • 9am 20 minute live Y1 Maths lesson using Teams and appropriate learning task via Seesaw • 9.30am 20 minute Y2 Maths lesson using Teams and appropriate learning task via Seesaw • 11am 20 minute live English lesson using Teams and appropriate learning task via Seesaw • 10 am TAs 2 to 1 • 11.30 TAs 2 to 1 <p><u>PM</u></p> <ul style="list-style-type: none"> • 2 x 15 minute live phonic sessions (set 2 and set 3 sounds – children will be encouraged to join appropriate group but free to attend both) Set 2 at 1.00, Set 3 at 1.30. Follow up activities (writing, reading, alien words) set on Seesaw • Hands on activities set linked to topic learning and wider curriculum • Monday and Thursday live story 	<p><u>Class 4</u> <u>AM</u></p> <ul style="list-style-type: none"> • 9 am Maths lesson using Teams and appropriate learning task via Seesaw (20 minutes) • 11 am English lesson using Teams and appropriate learning task via Seesaw (20 minutes) • Spelling shed assignments set • TA spelling activities – target groups <p><u>PM</u></p> <ul style="list-style-type: none"> • 1 pm guided reading session using Teams and appropriate learning task via Seesaw (20 minutes) • Topic learning task via Teams / Seesaw (20 minutes) • TA Reading and topic-based activities – target groups <p><u>Class 5</u> <u>AM</u></p> <ul style="list-style-type: none"> • 9am Maths lesson for Year 6 using Teams and appropriate learning task via Seesaw (30 minute task)
---	---	--

**Oxspring Primary School COVID 19 Remote Education Contingency Plan – Outbreaks and Lockdowns
(Partial and Full)**

		<p align="center">3pm</p> <p><u>Class 3</u></p> <p><u>AM</u></p> <ul style="list-style-type: none"> • 9 am Maths lesson for Y3 using Teams and appropriate learning task via Seesaw (20 minutes) • 9.30am Maths lesson for Y2 (20 minutes) • 11 am English lesson using Teams and appropriate learning task via Seesaw (20 minutes) • Spelling shed assignments set <p><u>PM</u></p> <ul style="list-style-type: none"> • 1 pm Guided reading session using Teams and appropriate learning task via Seesaw (20 minutes) • Appropriate wider curriculum via Teams and learning tasks set on Seesaw with appropriate links to support learning 	<ul style="list-style-type: none"> • 9:30am Maths lesson for Year 5 using Teams and appropriate learning task via Seesaw (30 minute task) • 11am English lesson using Teams for both Year 5 and 6 and appropriate task via Seesaw (40 minutes) • 11am English lesson for target pupils • via Teams with TA and appropriate task via Seesaw (20 minutes) • Spelling Shed activities • MyMaths activities • TT Rockstars activities <p><u>PM</u></p> <ul style="list-style-type: none"> • 1pm Guided reading session delivered via Teams 20 minutes with appropriate activities set via Seesaw. • 1pm-1:40pm Guided reading 20 minute teaching slot with TA for target pupils using Teams for shared screen reading and comprehension • 2:00 pm Topic learning and wider curriculum lesson via Teams or Oak National Academy or BBC Bitesize as appropriate and following activity set via Seesaw. • TA to deliver 1:1 Speech and language interventions daily • PSHE activity whole class with any supporting activities via Seesaw.
--	--	---	--

Oxspring Primary School COVID 19 Remote Education Contingency Plan – Outbreaks and Lockdowns (Partial and Full)

Communication and feedback

Staff email addresses will be shared so that parents / carers can feel supported and pupils can receive feedback and support/challenge on a daily basis during a full bubble closure where the teacher is well enough to teach. Teachers will gauge how well pupils are progressing through the curriculum and support next steps or provide support and feedback at a personalised level through the use of Seesaw. In addition, parents are encouraged to share their child's learning and achievement via email where appropriate. Pupils who are not responding/returning work or engaging with teachers or leaders will be contacted via email, telephone (by class teachers) or home visit where appropriate (by senior leaders) to make contact and re-engage. Children without access to IT will also be contacted directly by school.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, we have robust systems in place to keep in contact with them most days and at least weekly. These children are monitored by our weekly vulnerable pupil registers and trackers which we share with the Barnsley School's Alliance. When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person. We will check if a vulnerable child is able to access remote education. Where this is not the case, we will support them to access it (as far as possible) and to regularly check if they are doing so, offering feedback, guidance and support throughout the period of absence.

We will ensure that the teaching and learning offered to all pupils, but especially our most vulnerable pupils, secures their interest and engagement.

Safeguarding and online Safety

If a child is vulnerable in any way, a member of the Safeguarding Team will ensure that appropriate agencies are notified and arrange for regular 'safe and well checks' via a phone call from a Designated Safeguarding Leader.

If a child does not engage with home learning, the class teacher is to call the parents to discuss obstacles and support.

In addition to the information on what schools should be doing to protect their pupils online, as outlined in the statutory guidance Keeping Children Safe in Education, we will implement any additional measures that will help to keep pupils safe online. All of our school documents will include the Childline support number and our SMART internet rules. Families are regularly reminded of our Online Safety support and expectations. It is essential that parents/carers are always aware of the material children are accessing when working online.

Free School Meals

If a child is entitled to free school meals, we will ensure that access to school lunches is provided through the use of lunch packs or vouchers (depending on the level of closure)

Special Educational Needs and Disabilities

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupil's special educational needs remains in place. We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote

Oxspring Primary School COVID 19 Remote Education Contingency Plan – Outbreaks and Lockdowns (Partial and Full)

education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists.

These decisions will be considered on a case by case basis, avoiding a one size fits all approach. At Oxspring, when a pupil with an EHCP cannot attend school we will set work for the pupils that matches their need for every day that they are absent and we will offer remote interventions to the family with two staff present as long as we can safely and appropriately staff this approach.

Keeping In Contact With School

If parents/carers have any concerns about the provision being made for continuing their child's education whilst away from school they should contact the school office on 01226763020 or email us Mrs Sharon Irwin (Headteacher) s.irwin@oxspringprimary.co.uk