



Oxspring Primary School: Remote Education Contingency Plan – Updated January 2021

This plan needs to be read in conjunction with:

- Oxspring Primary School's latest 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/>).
- **With effect from 5th January 2021**, we are in another national lockdown and the remote education plan has been updated to reflect the latest guidance –see DFE's Restricting attendance during the national lockdown (January 2021) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf
- Oxspring Primary School's 'Coronavirus Contingency planning for tiered local restrictions / management of COVID' September 2020
- 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 the majority of 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

The information in our remote education plan is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

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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 platforms that we have chosen to support remote teaching and learning are **Seesaw and Microsoft 365 Education - Teams**. 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, 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.

Oxspring Primary School has an inclusive approach to our provision. Our aim is always to involve all our children and stakeholders in all areas of the curriculum and school life. In accordance with the Disability Equality Scheme we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities.

Delivering remote education at Oxspring Primary School in line with DFE guidance and expectations:

1. We have selected 2 digital platforms for remote education provision (Seesaw and Microsoft 365 Education – Teams) that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use
2. 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.

In its updated guidance (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf) the DFE states the following:

'In the context of schools limiting attendance to all but vulnerable children and children of critical workers, schools are expected to build on their existing remote education provision, ensuring a strong offer is in place for all pupils. The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct

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teaching time, and time for pupils to complete tasks and assignments independently’

In line with the DFE’s expectations, the amount of remote education we will therefore provide will be, as a minimum:

- **Key Stage 1:** 3 hours a day on average across the cohort, with less for our younger children in Reception as appropriate
 - **Key Stage 2:** 4 hours a day
3. 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.
 4. We will provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.
 5. 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.
 6. We will have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern. The DFE states that pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the DFE’s guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.
 7. The Headteacher (Sharon Irwin) will have overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.
 8. 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

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 teaching / keeping in touch and wellbeing sessions and prerecorded teaching, along with links to other online resources (eg White Rose Maths, BBC Bitesize and Oak National Academy). Teachers will set meaningful and ambitious work each day via Seesaw in an appropriate range of subjects. Teachers will provide support and feedback using Seesaw and Microsoft Teams, as well as email responses and phone call updates where appropriate. All work which is submitted via Seesaw will be at least acknowledgement marked following approval (eg using the like button) and written and verbal comments (via the recording function) will be provided to identify strengths and next steps as appropriate. Where live lessons are being delivered, teachers will also provide feedback and next steps as age 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 which has 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 consider 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.** We must also take into account the pressures and challenges for our families who are working from home / have children in more than one year group / have to share devices and provide support / advice as appropriate.

We will endeavour to support all pupils to access our online learning offer at home and provide help with technology to facilitate this. We will provide printed resources for pupils on request which can be collected from the school office or delivered to home if necessary. 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, creative / problem solving tasks / paper based as required 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

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In line with the DFE's expectations we will also consider how to transfer into remote education **what we already know about effective teaching in the live classroom** by:

- providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
- providing opportunities for interactivity, including questioning, eliciting and reflective discussion
- providing scaffolded practice and opportunities to apply new knowledge
- enabling pupils to receive timely and frequent feedback on how to progress
- using digitally-facilitated or whole-class feedback where appropriate
- using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
- avoiding an over-reliance on long-term projects or internet research activities

We may have to make some adaptations in teaching some subjects remotely. For example:

- Science investigations or any work which may require specialist equipment will need to be adapted.
- PE – there will be suggestions for being active but this will not be the full curriculum.
- Art / Design if specialist equipment is required. (Please note that these are examples only and are not intended to be an exhaustive list)

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.

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 / national lockdown**

STAGE 1 – Individual child/class teacher self-isolating

	Class 1	Class 2 and 3	Class 4 and 5
What happens if... My child is having to self- isolate because: <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 	<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 (pre-recorded or live as appropriate and practicable) 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, Seesaw and Teams, 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. 		

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<ul style="list-style-type: none"> Someone in the household has tested positive 	<ul style="list-style-type: none"> 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.
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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 Seesaw and Teams as appropriate 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
	<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- 		

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<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> 	<p>recorded) as well as links to other online resources / platforms.</p> <ul style="list-style-type: none"> • 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 Seesaw and Teams as appropriate, 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. • SLT / TAs / Office staff will check in regularly with the child / family to provide support / advice / feedback.
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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, Seesaw and Teams as appropriate, the class teacher will upload a suggested timetable/ plans / tasks. • The class teacher will establish a timetable for pre-recorded or live sessions and will teach a number of sessions a day via Seesaw and Teams as appropriate, 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 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. 		

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<p><u>Class 1</u> AM Use of RWI (as available) or prerecorded phonics sessions with groups – (TAs used as additional adults) Included reading tasks (eg practical phonics and key words games) several times per week.</p> <p>Prerecorded or White Rose maths session to whole class. Appropriate follow up activities on Seesaw. (TAs as additional adult) Use of White Rose links (which include videos) and tasks daily, then teacher designed additional tasks as appropriate.</p> <p>TAs - 15 minutes speech and language support on Teams</p> <p>PM Literacy activity, involving prerecorded videos as required. These include handwriting and hold a sentence.</p> <p>At least one practical activity set on Seesaw - covering other curriculum areas</p> <p>Tuesday/Friday pm - Live and prerecorded sessions will cover a variety of activities including stories, number bingo, phonics, maths and topic activities to recap learning.</p> <p>A pack containing whiteboard, number cards, alphabet card and extra reading books at the appropriate level will be provided.</p> <p>As the EYFS statutory guidance states: "Play is essential for children's</p>	<p><u>Class 2 and 3</u> Class 2 AM Pre-recorded sessions on Seesaw - Maths - whole class / year group as appropriate and activity set on Seesaw English - whole class and activity set on seesaw Links for active session (Joe Wicks, cosmic yoga]</p> <p>PM RWI video (as available) - appropriate for Year 1s and Year 2s still on programme Reading comprehension/GPS activity set on Seesaw for Year 2s off programme Wider curriculum (pre-recorded session as appropriate) and activity set on Seesaw. On rotation to include a mix of PSHE, history, geography, art, RE, science, DT etc.</p> <p>Regular contact with children through twice weekly Teams meeting and a story session uploaded to Seesaw.</p> <p>Class 3 AM</p> <ul style="list-style-type: none"> • Prerecorded on Seesaw or live sessions on Teams (as appropriate): • Maths lesson for Y3 and appropriate learning task via Seesaw • Maths lesson for Y2 • English lesson and appropriate learning task via Seesaw • Spelling shed assignments set <p>PM</p> <ul style="list-style-type: none"> • Guided reading session and appropriate learning task via Seesaw • Wider curriculum and learning tasks set on Seesaw with appropriate links to support learning 	<p>Class 4 AM Pre-recorded on Seesaw or live sessions on Teams (as appropriate): Maths lesson and appropriate learning task via Seesaw</p> <ul style="list-style-type: none"> • English lesson and appropriate learning task via Seesaw • PE / health and fitness <p>PM</p> <ul style="list-style-type: none"> • Guided reading session / comprehensions and appropriate learning task via Seesaw • Topic learning task with follow up learning task on Seesaw • Reading and topic-based activities • Weekly live celebration / wellbeing / catch up session • Spelling shed assignments set/ spelling activities including target groups <p>Class 5 AM Prerecorded on Seesaw or live sessions on Teams (as appropriate):</p> <ul style="list-style-type: none"> • Maths lesson for Year 6 and appropriate learning task via Seesaw • Maths lesson for Year 5 and appropriate learning task via Seesaw • English lesson for both Year 5 and 6 and appropriate task via Seesaw • Spelling Shed activities • MyMaths activities • TT Rockstars activities
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	<p>development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults." We will ensure activities set on Seesaw encourage parents to play with their children and we will share with parents the importance of children having time in their day to lead their own play activities.</p>	<ul style="list-style-type: none"> • Weekly live celebration / wellbeing / catch up session • Access to NESSY as required 	<p>PM</p> <ul style="list-style-type: none"> • Reading comprehension session with appropriate activities set via Seesaw. • Reading comprehension teaching slot with TA for target pupils with shared screen reading and comprehension • Topic learning and wider curriculum lesson via Teams or Oak National Academy as appropriate and following activity set via Seesaw. • PSHE activity whole class with any supporting activities via Seesaw. • Weekly live celebration / wellbeing / catch up session
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STAGE 3 – Whole school closure

What happens if...	Class 1	Class 2 and 3	Class 4 and 5
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The UK goes back into lockdown and schools are closed?



The vulnerable and critical worker children timetable will be reinstated as per lockdown.
 Class bubbles to be established for TAs to work with the vulnerable and critical worker children.
 Class teachers will provide full remote learning timetables as per the agreements above in the event of whole school lockdown,
 Key worker children will access the same learning provided for the rest of the class who are learning at home.
 Access to non-screen time and practical activities for pupil mental health and wellbeing is essential for all children - PSHE /
 Oxspring Minds / wellbeing activities and resources / mindfulness
 Feedback and assessments via Seesaw to be manageable for class teachers and TAs (see page 3). TAs also to provide support
 and feedback in the classroom for vulnerable and key worker children and feedback as appropriate to all children on Seesaw.
 Weekly celebrations of learning at home and school
 SLT to engage with classes – stories / assemblies / celebration of learning
 Reading to be high profile across all classes

<p><u>Class 1</u> AM Use of RWI (as available) or prerecorded phonics sessions with groups – (TAs used as additional adults) Included reading tasks (eg practical phonics and key words games) several times per week. Prerecorded or White Rose maths session to whole class. Appropriate follow up activities on Seesaw. (TAs as additional adult) Use of White Rose links (which include videos) and tasks daily, then teacher designed additional tasks as appropriate. TAs - 15 minutes speech and language support on Teams PM Literacy activity, involving prerecorded videos as required. These include handwriting and hold a sentence. At least one practical activity set on Seesaw - covering other curriculum areas including creative and wellbeing tasks.</p>	<p><u>Class 2 and 3</u> Class 2 AM Pre-recorded sessions on Seesaw - Maths - whole class / year group (as appropriate) and activity set on Seesaw English - whole class and activity set on seesaw Links for active session (Joe Wicks, cosmic yoga) PM RWI video (as available) - appropriate for Year 1s and Year 2s still on programme Reading comprehension/GPS activity set on Seesaw for Year 2s off programme Wider curriculum (pre-recorded session as appropriate) and activity set on Seesaw. On rotation to include a mix of PSHE, history, geography, art, RE, science, DT etc. Regular contact with children through twice weekly Teams meeting and a story session uploaded to Seesaw. PSHE / Oxspring Minds activities TAs to provide support and feedback in the classroom for vulnerable and key worker children and feedback as appropriate to all children on Seesaw.</p>	<p><u>Class 4</u> AM Prerecorded on Seesaw or live sessions on Teams (as appropriate): Maths lesson and appropriate learning task via Seesaw <ul style="list-style-type: none"> English lesson and appropriate learning task via Seesaw PE / health and fitness PM <ul style="list-style-type: none"> Guided reading session / comprehensions and appropriate learning task via Seesaw Topic learning task with follow up learning task on Seesaw Reading and topic-based activities Weekly live celebration / wellbeing / catch up session Spelling shed assignments set/ spelling activities including target groups PSHE / Oxspring Minds activities Class 5 AM Prerecorded on Seesaw or live sessions on Teams (as appropriate): <ul style="list-style-type: none"> Maths lesson for Year 6 and appropriate learning task via Seesaw Maths lesson for Year 5 and appropriate learning task via Seesaw </p>
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<p>A daily physical activity included on the weekly timetable. Cosmic yoga, Go Noodle and fitness games set on Seesaw.</p> <p>Tuesday/Friday pm - - Live and prerecorded sessions will cover a variety of activities over the weeks including stories, number bingo, phonics, maths and topic activities to recap learning.</p> <p>A pack containing whiteboard, number cards, alphabet card and extra reading books at the appropriate level will be provided.</p> <p>As the EYFS statutory guidance states: "Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults." We will ensure activities set on Seesaw encourage parents to play with their children and we will share with parents the importance of children having time in their day to lead their own play activities.</p> <p>PSHE / Oxspring Minds activities</p>	<p>Class 3</p> <p>AM</p> <ul style="list-style-type: none"> • Prerecorded on Seesaw or live sessions on Teams (as appropriate): • Maths lesson for Y3 and appropriate learning task via Seesaw • Maths lesson for Y2 • English lesson and appropriate learning task via Seesaw • Spelling shed assignments set <p>PM</p> <ul style="list-style-type: none"> • Guided reading session and appropriate learning task via Seesaw • Wider curriculum and learning tasks set on Seesaw with appropriate links to support learning <p>Weekly live celebration / wellbeing / catch up session</p> <p>PSHE / Oxspring Minds activities</p>	<ul style="list-style-type: none"> • English lesson for both Year 5 and 6 and appropriate task via Seesaw • Spelling Shed activities • MyMaths activities • TT Rockstars activities <p>PM</p> <ul style="list-style-type: none"> • Reading comprehension session with appropriate activities set via Seesaw. • Reading comprehension teaching slot with TA for target pupils with shared screen reading and comprehension • Topic learning and wider curriculum lesson via Teams or Oak National Academy as appropriate and following activity set via Seesaw. • PSHE / Oxspring Minds activity whole class with any supporting activities via Seesaw. • Weekly live celebration / wellbeing / catch up session
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Communication and feedback

Staff email addresses will be shared so that parents / carers can feel supported and pupils can receive feedback and support/challenge 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.

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Vulnerable children

During lockdown, vulnerable pupils should attend school full time. 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) and DFE guidelines.

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 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