



Birley Spa Primary Academy  
A L.E.A.D. Academy

# Remote Education at Birley Spa Primary Academy

The COVID – 19 pandemic has impacted significantly upon all aspects of our lives. Although it is unclear what will happen in the future, it is vital we deliver a plan which ensures our children’s education suffers minimal disruption. In the event of a full or partial closure, we will respond rapidly to ensure minimal disruption is caused to Birley Spa Primary Academy pupils’ learning. Our plan is prepared for all eventualities and ensures the transition to an alternative way of teaching (remote provision) is seamless.

This remote learning plan will become effective in the event of full school closure; year group closures or partial school closures.

The school is eligible for 42 laptops through the government / DfE scheme. The school has additional laptops and iPads available. Technology will be supplied to our most vulnerable pupils through a tracked / loan system – this ensures devices are fully compliant with LEAD IT security and online safety blocks (e-safety policy). All live teaching, asynchronous lessons and filmed introductions for subject specific teaching and learning activities, as well as shared activity resources, will be communicated through our secure online learning portal Showbie Pro Plus SCHOOL License and Tapestry platform. Technology and remote learning provision are fully supported via our dedicated members of staff and IT team – telephone contact remains in place throughout the working hours of the school day. If you experience difficulties accessing or downloading our online learning platforms, please contact the school office on 0114 239 9106 and a member of our admin team will be able to provide further support and guidance.

## **Full School Closure**

In the event of a full school closure, pupils are provided with:

- Exercise books for pupils to record their daily learning in – remote access to Showbie Pro Plus learning platform.
- Additional paper copies provided (Home delivered), until pupils can access online learning facility.
- Timetable overview of planned learning – in line with whole school day hours and teaching times.
- An equipment pack including items appropriate to their age and stage e.g. pencils, pens, number lines and equipment, curriculum resources etc.
- A list of pupils’ individual logins to the following online learning platforms will be emailed or sent via SIMS text messaging service to all parents - Tapestry (EYs), Showbie, TT Rock Stars, Athletics and Reading Eggs.
- Identified families will be provided with a laptop to ensure no vulnerable pupils are left without access to online / remote provision.



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- In the event of a local lockdown key worker and vulnerable children remaining in school would have their equipment and information sent to their provision pod.
- Where possible the key worker pods will operate in the usual way - staffing rota system. Strictly reduced numbers of staff on site to maintain a model shared at the beginning of the lock down period.

In line with the DFE guidelines, Birley Spa Primary Academy pupils' daily teaching and learning offer for remote provision will include:

- class teachers providing high quality learning tasks so that pupils have access to meaningful and ambitious work, as well as access to several different subjects each day;
- subject specific teaching content planned within a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of contextual clarity about what is intended to be taught and practised in each subject;
- class teachers delivering a range of blended, live and filmed teaching, high-quality curriculum resources, or videos, to provide our pupils with clear explanations of new content, and underpinned by high-quality instructional content to ensure success;
- highly effective AfL strategies, skilful use of questions, regular feedback and monitoring opportunities to enable teachers to gauge how well pupils are progressing through the curriculum, and assist with the assessment of intervention progress;
- teachers skilfully adjusting the pace or difficulty of what is being taught in response to questions or assessment feedback, as well as robust high-quality differentiation provision – revision of greater depth content material or simplified explanations to ensure pupils' understanding;
- a daily core offer and programme of teaching that is of equivalent length to the normal school day, including daily live teaching contact with their teachers.



**Contingency Plan – Remote provision overview**

<b>Aspect</b>	<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UPKS2</b>
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.	Full EYFS curriculum offer in line with school curriculum provision plans – 7 areas of learning; links to cosmic yoga, differentiated live phonics groups and links to filmed phonics sessions, Parent notes supporting 7 areas of learning facilitation. Blend of live teaching and recorded instructional based teaching delivered daily through Tapestry and Showbie Pro.	Full curriculum offer in place – following agreed whole school curriculum model. PE will be facilitated through additional Joe Wickes sessions and filmed yoga sessions. Filmed sessions for English, guided reading, maths and foundation subject teaching. Live phonics session daily. Live filmed story time daily.	Full curriculum offer provided in line with current school curriculum plan / format. Model delivered through fully interactional live/recorded teaching for daily English, maths, guided reading, recovery curriculum and topic lessons. Blend of live and filmed sessions for introductory features across full curriculum.	Full curriculum offer provided in line with current school curriculum plan. Model delivered through fully interactional live/recorded teaching daily in English, maths, guided reading, recovery curriculum and topic. Blend of live and filmed sessions for introductory features across full curriculum.
Give access to high quality remote education resources.	Showbie Pro, Tapestry, Marvellous Me and Reading Eggs.	Showbie Pro/Tapestry used to upload all curriculum teaching and learning resources. Specialist sources: Phonics (Ruth Miskin) and Reading Eggs.	Showbie Pro used to upload all curriculum teaching and learning resources. Specialist sources: Flipcharts, Power Point, Mathletics, Phonics and Reading Eggs.	Showbie Pro used to upload all curriculum teaching and learning resources. Specialist sources: Flipcharts, Power Point, Mathletics, Spag.com, Phonics and Reading Eggs.
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.	Tapestry, Marvellous Me and Showbie Pro. Links to EYFS assessment stages shared with parents	Showbie Pro SCHOOL and Marvellous Me. All staff trained in Showbie Pro and starting to implement the use of voice notes to send immediate and personalised marking feedback directly to pupils' work. iRIS technology used for filming and sharing lesson footage.	Showbie Pro SCHOOL and Marvellous Me. All staff trained in Showbie Pro and starting to implement the use of voice notes to send immediate and personalised marking feedback directly to pupils' work. iRIS technology used for filming and sharing lesson footage.	Showbie Pro SCHOOL and Marvellous Me. All staff trained in Showbie Pro and starting to implement the use of voice notes to send immediate and personalised marking feedback directly to pupils' work. iRIS technology used for filming and sharing lesson footage.
Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access	Parental learn at home packs to be provided for family interaction and learning. Workbooks and fine motor skills tools provided to support with all learning and teaching activities.	All materials and activity resources through online Showbie Pro platform CGP, Test Base, Teaching comprehension strategies, NCETM ready to progress exemplification. All pupils will receive a workbook to record their daily work, as well as a stationery resource pack and teaching aids such as number lines, rulers, dienes.	All materials and activity resources through online Showbie Pro platform CGP, Test Base, Teaching comprehension strategies, NCETM ready to progress exemplification, All pupils will receive a workbook to record their daily work, as well as a stationery resource pack and teaching aids such as number lines, rulers, dienes.	All materials and activity resources through online Showbie Pro platform CGP, Test Base, Teaching comprehension strategies, NCETM ready to progress exemplification, All pupils will receive a workbook to record their daily work, as well as a stationery resource pack and teaching aids such as number lines, rulers, dienes.



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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.	EYFS Curriculum provisions in place to ensure SEND pupils are fully supported with their remote learning experiences. Daily maths and phonics teaching sessions tailored to meet specific pupils' needs.	Whole curriculum provision in line with current planning and normal operating procedures. Additional phonics resource provision to support individual needs. A blend of live teaching phonics and filmed footage to be delivered and uploaded via Showbie Pro – tailored specifically to pupils' individual needs. Differentiated resources to be home delivered and used as support materials. Visual timetables, provision maps and EHCP plans followed in accordance with whole school policy and curriculum provision.	Whole curriculum provision in line with current planning and normal operating procedures. A blend of live teaching and filmed footage to be delivered and uploaded via Showbie Pro. Differentiated resources to be home delivered and used as support materials. Visual timetables and sensory boxes prepared. Provision maps and EHCP plans followed in accordance with whole school policy and curriculum provision.	Whole curriculum provision in line with current planning and normal operating procedures. A blend of live teaching and filmed footage to be delivered and uploaded via Showbie Pro. Differentiated resources to be home delivered and used as support materials. Visual timetables and sensory boxes prepared. Provision maps and EHCP plans followed in accordance with whole school policy and curriculum provision.
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### **Expectations of Teaching and Feedback**

<b><u>Aspect</u></b>	<b><u>EYFS</u></b>	<b><u>KS1</u></b>	<b><u>LKS2</u></b>	<b><u>UPKS2</u></b>
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.	Family friendly engagement opportunities shared weekly – 7 areas of learning.	Full curriculum entitlement loaded daily to Showbie Pro/Tapestry –in line with school curriculum plans. Timetabled activities to span full school day.	Full curriculum entitlement loaded daily to Showbie Pro –in line with school curriculum plans. Timetabled activities to span full school day.	Full curriculum entitlement loaded daily to Showbie Pro –in line with school curriculum plans. Timetabled activities to span full school day.
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.	EYFS Curriculum planning implemented and followed.	Full curriculum delivered and in line with aspirational milestones. All curriculum activities planned sequentially to build upon prior knowledge. Recovery curriculum to continue as planned. All subject knowledge, skills and concepts delivered in line with curriculum progression documents and whole school policy.	Full curriculum delivered and in line with aspirational milestones. All curriculum activities planned sequentially to build upon prior knowledge. Recovery curriculum to continue as planned. All subject knowledge, skills and concepts delivered in line with curriculum progression documents and whole school policy.	Full curriculum delivered and in line with aspirational milestones. All curriculum activities planned sequentially to build upon prior knowledge. Recovery curriculum to continue as planned. All subject knowledge, skills and concepts delivered in line with curriculum progression documents and whole school policy.



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Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos.	Through Showbie Pro, resources and videos, film footage will deliver a full entitlement curriculum offer.	Through Showbie Pro, resources and videos, film footage will deliver a full entitlement curriculum offer.	Through Showbie Pro, resources and videos, film footage will deliver a full entitlement curriculum offer.	Through Showbie Pro, resources and videos, film footage will deliver a full entitlement curriculum offer.
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.	Additional feedback provided through Showbie Pro SCHOOL. Feedback provided in line with EYFS assessment.	Teachers mark work and return voice notes / feedback daily - in line with normal school policy. If live filming then verbal feedback, at the point of learning will be provided. Wherever possible, flipcharts will be available for parents and pupils, including the specific questions to be explored – uploaded daily on Showbie Pro SCHOOL.	Teachers continuously analyse work and return voice notes / feedback daily (during session times) in line with normal school policy. If live filming then verbal feedback, at the point of learning will be provided. Wherever possible, flipcharts will be available for parents and pupils, including the specific questions to be explored – uploaded daily on Showbie Pro SCHOOL.	Teachers continuously analyse work and return voice notes / feedback daily (during session times) in line with normal school policy. If live filming then verbal feedback, at the point of learning will be provided. Wherever possible, flipcharts will be available for parents and pupils, including the specific questions to be explored – uploaded daily on Showbie Pro SCHOOL.
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.	Live story session, phonics and early maths sessions enable daily assessment opportunities.	Clearly differentiated planning, provision and feedback to be in place daily – uploaded via Showbie Pro. Live phonics lessons, story time and maths sessions enable AfL. A staggered timetable approach to live teaching sessions is being considered/trialled, so that individual needs of children can be met, as well as intervention group work delivered. Staff regularly deliver drop in sessions in afternoons either through video discussion or through creating pre-recorded explanation/solution videos. Additional session provision provided by TAs to be reviewed further by SLT. Booster sessions and catch up programmes in the process of being rescheduled outside teaching hours.	Clearly differentiated planning, provision and feedback to be in place daily – uploaded via Showbie Pro. Live phonics lessons, story time and maths sessions enable AfL. A staggered timetable approach to live teaching sessions is being considered/trialled, so that individual needs of children can be met, as well as intervention group work delivered. Staff regularly deliver drop in sessions in afternoons either through video discussion or through creating pre-recorded explanation/solution videos. Additional session provision provided by TAs to be reviewed further by SLT. Booster sessions and catch up programmes in the process of being rescheduled outside teaching hours.	Clearly differentiated planning, provision and feedback to be in place daily – uploaded via Showbie Pro. Live phonics lessons, story time and maths sessions enable AfL. A staggered timetable approach to live teaching sessions is being investigated, so that individual needs of children can be met, as well as intervention group work delivered. Staff regularly deliver drop in sessions in afternoons either through video discussion or through creating pre-recorded explanation/solution videos. Additional session provision provided by TAs to be reviewed further by SLT. Booster sessions and catch up programmes in the process of being rescheduled outside teaching hours.
Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.	Parents to be provided with an array of EYFS curriculum opportunities daily.	All lessons follow usual lesson length and structured timings of the school.	All lessons follow usual lesson length and structured timings of the school.	All lessons follow usual lesson length and structured timings of the school day.



**Birley Spa Primary Academy core offer / remote learning provision – daily live, blended, asynchronous filmed learning and teaching overview:**

Year Group	Remote Support Offered	Rationale
EYFS	<ul style="list-style-type: none"> <li>Family friendly activities</li> <li>Live and recorded story times</li> <li>Live phonics and maths sessions</li> <li>Voice notes to provide feedback</li> </ul>	<ul style="list-style-type: none"> <li>Short, well-paced activities to enable children to fully engage in the learning process.</li> <li>Set activities are well planned, and provide families with quality support, so that they can fully support their children.</li> <li>Live/recorded sessions for phonics, maths ensuring teachers can assess individual's progress, model expectations and address misconceptions.</li> <li>Voice notes / dialogue feedback from teachers enables children and families to listen to their feedback from activities.</li> <li>Recordings provide clear instructions and input to activities. This increases parental engagement, as well as reduces any barriers to children being able to access the remote learning provision.</li> <li>High-quality resources support early years development. Powerful, purposeful play opportunities provide children and families with bespoke learning occasions and quality time together.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Live/recorded teaching sessions for English and maths</li> <li>Daily recorded phonics session</li> <li>Pre-recorded introductions to wider-curriculum activities (where possible)</li> <li>Recorded story times</li> <li>Asynchronous activities set</li> <li>Live intervention sessions throughout the week (to be introduced shortly)</li> <li>Teacher/TA monitoring of Showbie platform providing real time support with questions</li> </ul>	<ul style="list-style-type: none"> <li>Live sessions for maths and English enable children to engage with the learning process, as they would normally in class. This approach enables teachers to question / check pupils' understanding and gives children the opportunity to ask questions for clarification.</li> <li>Links to phonics session enables children to access the session at a convenient time during the day (working with parents). Children can re-watch sections of the session to further aid their understanding and memory retention skills.</li> <li>Pre-recorded introductions to wider-curriculum activities enables the children to access the content independently with minimal adult support.</li> <li>Asynchronous activities - teacher sets the work and children complete the learning throughout the school day to fit in with the commitments of their parents. This flexibility will lead to better engagement with the platform and aid communication between parents and school.</li> <li>Intervention sessions are to be introduced over the coming weeks and used effectively to address pupils' misconceptions and provide additional support with children's learning, including any continuation of vulnerable pupils' catch up provision and knowledge gaps.</li> <li>Consistent monitoring of Showbie platform and expectations for regular feedback ensures teachers/TAs provide immediate / timely support, so that pupils complete independent work activities with the finest level of provision.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Live/recorded teaching sessions for English and maths</li> <li>Daily recorded phonics session</li> <li>Pre-recorded introductions to wider-curriculum activities (where possible)</li> <li>Recorded story times</li> <li>Asynchronous activities set</li> <li>Live intervention sessions throughout the week (to be introduced shortly)</li> <li>Teacher/TA monitoring of Showbie platform providing real time support with questions</li> </ul>	<ul style="list-style-type: none"> <li>Live/recorded sessions for maths, phonics and English enable children to engage with the learning process, as they would normally in class. This approach enables teachers to question / check pupils' understanding and gives children the opportunity to ask questions for clarification and discuss the learning with their peers.</li> <li>Recorded introductions to wider curriculum activities allows for explicit explanations regarding the learning, activity and expectations. Children are provided with in depth explanations without the need to read a large amount of text.</li> <li>Asynchronous activities - teacher sets the work and children complete the learning throughout the school day to fit in with the commitments of their parents. This flexibility will lead to better engagement with the platform and aid communication between parents and school.</li> <li>Intervention sessions are to be introduced over the coming weeks and used to address misconceptions and provide additional support with pupils' learning. Provision is personalised and ensures vulnerable pupils are well supported. The class</li> </ul>



		<p>teacher identifies the target children, utilising ongoing AFL. Vulnerable pupils continue to receive catch up provision and address knowledge gaps.</p> <ul style="list-style-type: none"> <li>Consistent monitoring of Showbie platform and expectations for regular feedback ensures teachers/TAs provide immediate / timely support, so that pupils can freely access independent work activities, alongside teachers responding to any questions which may arise during their independent learning.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Live/recorded English, maths and guided reading sessions daily</li> <li>Pre-recorded introductions to wider-curriculum activities (where possible)</li> <li>Recorded story times</li> <li>Asynchronous activities set</li> <li>Live intervention sessions throughout the week (to be introduced shortly)</li> <li>Teacher/TA monitoring of Showbie platform providing real time support with questions</li> </ul>	<ul style="list-style-type: none"> <li>Live sessions for maths, guided reading and English enable children to engage with the learning process, as they would normally in class. This approach enables teachers to question / check pupils' understanding and gives children the opportunity to ask questions for clarification and discuss the learning with their peers.</li> <li>Recorded introductions to wider curriculum activities allows for explicit explanations regarding the learning, activity and expectations. Children are provided with in depth explanations without the need to read a large amount of text.</li> <li>Asynchronous activities - teacher sets the work and children complete the learning throughout the school day to fit in with the commitments of their parents. This flexibility will lead to better engagement with the platform and aid communication between parents and school.</li> <li>Intervention sessions are to be introduced over the coming weeks and used to address misconceptions and provide additional support with pupils' learning. Provision is personalised and ensures vulnerable pupils are well supported. The class teacher liaises with the TA to identify additional target children, utilising ongoing AFL. Vulnerable pupils continue to receive catch up provision and address knowledge gaps where needed.</li> <li>Consistent monitoring of Showbie platform and expectations for regular feedback ensures teachers/TAs provide immediate / timely support, so that pupils can freely access independent work activities, alongside teachers responding to any questions which may arise during their independent learning.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Live/recorded English, maths and guided reading sessions daily</li> <li>Pre-recorded introductions to wider-curriculum activities (where possible)</li> <li>Recorded story times</li> <li>Asynchronous activities set</li> <li>Live intervention sessions throughout the week (to be introduced shortly)</li> <li>Teacher/TA monitoring of Showbie platform providing real time support with questions</li> </ul>	<ul style="list-style-type: none"> <li>Live/recorded sessions for maths, guided reading and English enable children to engage with the learning process, as they would normally in class. This approach enables teachers to question / check pupils' understanding and gives children the opportunity to ask questions for clarification and discuss the learning with their peers.</li> <li>Recorded introductions to wider curriculum activities allows for explicit explanations regarding the learning, activity and expectations. Children are provided with in depth explanations without the need to read a large amount of text.</li> <li>Asynchronous activities - teacher sets the work and children complete the learning throughout the school day to fit in with the commitments of their parents. This flexibility will lead to better engagement with the platform and aid communication between parents and school.</li> <li>Intervention sessions are to be introduced over the coming weeks and used to address misconceptions and provide additional support with pupils' learning. Provision is personalised and ensures vulnerable pupils are well supported. The class teacher liaises with the TA to identify additional target children, utilising ongoing AFL. Vulnerable pupils continue to receive catch up provision and address knowledge gaps where needed.</li> <li>Consistent monitoring of Showbie platform and expectations for regular feedback ensures teachers/TAs provide immediate / timely support, so that pupils can freely access independent work activities, alongside teachers responding to any questions which may arise during their independent learning.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Live/recorded English, maths and guided reading sessions daily</li> </ul>	<ul style="list-style-type: none"> <li>Live sessions for maths and English enable children to engage with the learning process, as they would normally in class. This approach enables teachers to question / check pupils' understanding and gives children the opportunity to ask questions for</li> </ul>



	<ul style="list-style-type: none"> <li>• Pre-recorded introductions to wider-curriculum activities (where possible)</li> <li>• Asynchronous activities set</li> <li>• Recorded story times</li> <li>• Live intervention sessions throughout the week (to be introduced shortly)</li> <li>• Teacher/TA monitoring of Showbie platform providing real time support with questions</li> </ul>	<p>clarification and discuss the learning with their peers. Individual sessions for guided reading enable the class teacher to discuss how to specifically approach each question and the strategies that could be used.</p> <ul style="list-style-type: none"> <li>• Recorded introductions to wider curriculum activities provides pupils with explicit explanations regarding the learning, activity and expectations.</li> <li>• Asynchronous activities - teacher sets the work and children complete the learning throughout the school day to fit in with the commitments of their parents. This flexibility will lead to better engagement with the platform and aid communication between parents and school.</li> <li>• Intervention sessions are to be introduced over the coming weeks and planned well in order to underpin a personalised approach to learning. Intervention sessions are used to address any misconceptions and provide additional support with learning and ensures all vulnerable pupils are exceptionally well supported. The class teacher liaises with the TA to identify additional target children, utilising ongoing AFL. Vulnerable pupils continue to access targeted knowledge gaps support and catch up provision, if required.</li> <li>• Consistent monitoring of Showbie platform and expectations for regular feedback ensures teachers/TAs provide immediate / timely support, so that pupils can freely access independent work activities, alongside teachers responding to any questions which may arise during their independent learning.</li> </ul>
<p>Year 6</p>	<ul style="list-style-type: none"> <li>• Live/recorded English, maths and guided reading sessions daily</li> <li>• Pre-recorded introductions to wider-curriculum activities (where possible)</li> <li>• Recorded story times</li> <li>• Asynchronous activities set</li> <li>• Live intervention sessions throughout the week (to be introduced shortly)</li> <li>• Teacher/TA monitoring of Showbie platform providing real time support with questions</li> </ul>	<ul style="list-style-type: none"> <li>• Live sessions for maths and English enable children to engage with the learning process, as they would normally in class. This approach enables teachers to question / check pupils' understanding and gives children the opportunity to ask questions for clarification and discuss the learning with their peers. Individual sessions for guided reading enable the class teacher to discuss how to specifically approach each question and the strategies that could be used.</li> <li>• Recorded introductions to wider curriculum activities provides pupils with explicit explanations regarding the learning, activity and expectations.</li> <li>• Asynchronous activities - teacher sets the work and children complete the learning throughout the school day to fit in with the commitments of their parents. This flexibility will lead to better engagement with the platform and aid communication between parents and school.</li> <li>• Intervention sessions are to be introduced over the coming weeks and planned well in order to underpin a personalised approach to learning. Intervention sessions are used to address any misconceptions and provide additional support with learning and ensures all vulnerable pupils are exceptionally well supported. The class teacher liaises with the TA to identify additional target children, utilising ongoing AFL. Vulnerable pupils continue to access targeted knowledge gaps support and catch up provision, if required.</li> <li>• Consistent monitoring of Showbie platform and expectations for regular feedback ensures teachers/TAs provide immediate / timely support, so that pupils can freely access independent work activities, alongside teachers responding to any questions which may arise during their independent learning.</li> </ul>





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### **Remote Provision Expectations for SEND**

The requirement to ensure children with SEND can access remote education is exactly the same as it is for all other children in school. We want children to continue to receive high-quality teaching and specialist professional support. This is because we know that children and young people with special educational needs and disabilities (SEND), and their families, can be disproportionately impacted by being out of education. The integrated resource provision in Shirebrook class remains available for children to access school based provision.

#### **How to support children with special educational needs and disabilities (SEND).**

We recognise that some children with special educational needs and disabilities (SEND) may not be able to access remote education without support from adults at home. Children with special educational needs and disabilities may face lots of changes in their day to day lives because of the coronavirus (COVID-19) situation. Their routines, regular support and the people they see may all be different now.

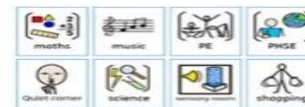
Our teaching approaches should be carefully considered in order to meet individual needs. This may require close liaison between teaching staff, teaching assistants, speech and language therapists, parents/carers and outside agencies' to create a co-ordinated approach. We also regularly evaluate, reflect and update to recognise and meet changing needs.

Children with special educational needs and disabilities benefit from different types of activities. While some young children may benefit most from short activities for just a few minutes, an older child with autism might find activities they can get really absorbed in for a long time more helpful. Do not feel pressured to create lots and lots of new activities - repetition is important too for over learning. Practical, fun activities which involve different senses can be the most engaging.



**Example Daily Activities**

Monday	Tuesday	Wednesday	Thursday	Friday
Lexia	Lexia	Lexia	Lexia	Lexia
approx. 20 mins per day	approx. 20 mins per day	approx. 20 mins per day	approx. 20 mins per day	approx. 20 mins per day
Story	Story	Story	Story	Story
Maths Activity Differentiated	Maths Activity Differentiated	Maths Activity Differentiated	Maths Activity Differentiated	Maths Activity Differentiated
Fine Motor Skill	Fine Motor Skill	Fine Motor Skill	Fine Motor Skill	Fine Motor Skill
Gross Motor Skill	Gross Motor Skill	Gross Motor Skill	Gross Motor Skill	Gross Motor Skill
Creative	Creative	Creative	Creative	Creative



- Visual symbol provided for each activity (if required) Communicate and Print.
- These activities can be flexible but should reflect the outcomes of the child's EHCP/My Plan or Support Plan.
- Where possible activities should reflect year group topics to maintain inclusive practice.
- The activities could be presented in a structured timetable or children could self-select each activity in turn.
- Activities can be practical based and evidenced with photos.
- Teachers/TAs could provide a pre-recorded story or maths challenge.
- For support with planning/ideas/resources see SENDCo/IR Lead.



### **EHCP Non-negotiables**

- Children with EHCPs will be offered access to school provision where it is safe to do so.
- Family weekly check-in with SENDCo/IR Lead to update all risk assessments.
- Risk assessments uploaded to My Concern.

**Staff Training - National Star College are funding to provide specialist online training on assistive technology to strengthen remote education provision for children with special educational needs. Training is available to school leaders, teachers and SEN Coordinators until March 2021. Read further information about the [SEND support hub](#) on the National Star College website.**

### **Interventions (across the academy)**

Following a review on interventions across the academy, we intend to introduce targeted intervention teaching in intensive bursts through small group live sessions. This approach to our intervention teaching provision aids and supports our children to build upon their prior knowledge and understanding, as well contributes towards closing any potential gaps in their learning. Teaching the children (virtually / online) for smaller bursts / well-paced amounts of time, is highly productive, and helps our pupils develop a deeper understanding of concepts, embed their knowledge and apply their understanding within different contexts. The bespoke interventions are designed to specifically meet the needs of the children within the group.

Over the coming weeks, we will be looking to introduce a staggered timetable approach to live teaching sessions, so that individual needs of children can be met, as well as intervention group work delivered. Also, families with multiple children have been considered, so that access to live teaching is not disadvantaged by reduced access to technology and devices.

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS: Provide up to 5 hours (with less for younger pupils within the nursery).

KS1: Provide 5 hours + of daily learning.

KS2: Provide 5 hours + of daily learning.



### **Non-digital Creative Learning**

As part of our commitment to delivering a creative curriculum, we will ensure that our remote education offering provides our learners to explore creativity in a wide range of contexts. Pupils will be given opportunities to continue to develop the core behaviour skills, which underpin the ethos of Birley Spa Primary Academy. In order to balance digital, on-screen learning with practical hands-on experiences, children will be challenged with creative 'off-screen' activities, which make use of their home environment, garden and locality (as well as opportunities to maximise daily exercise). This will enable the children to access a wide range of educational experiences, avoid excessive use of digital learning and have a positive impact on our pupils' mental health. The children will be expected to share these learning experiences - uploading voice notes, photos and video clips of their experiences enjoying these activities. Teaching staff have been provided with a document detailing potential ideas and guidance for these creative learning activities and their integration into the remote education offering will be monitored by SLT.

### **Assessing pupils through our remote learning provision:**

EYFS	<ul style="list-style-type: none"><li>• Use of knowledge of pupils learning and development to plan individual pupils next steps within their development.</li><li>• Tapestry- online learning journey to record children's ongoing development.</li><li>• Voice notes on Showbie Pro allow for children to listen to their feedback from activities.</li></ul>
KS1	<ul style="list-style-type: none"><li>• Each final writing outcome at the end of a teaching sequence for writing is then followed by an 'Independent Writing' mini-project. For example, it could be a flip situation i.e. having written as Lucy now write Edmunds view of the entry to Narnia – different viewpoint. Or, it could be we have written persuasive letters to a character in a book e.g. Pigheart Boy and now we are writing to convince people they should donate their organs - different audience. Or, in English have written a report about an event in the story, then write a report about research done in history/science - a different context.</li></ul>



Birley Spa Primary Academy

A L.E.A.D. Academy

	<ul style="list-style-type: none"><li>• Weekly 'Friday Maths' sessions. Teacher to use a recorded teaching session to revisit key learning from a day ago, a week ago, a term ago, a year ago and a 'rithmetic' ago (This should take place at the start of every Friday Maths lesson).</li><li>• Voice notes to be used where possible to provide feedback.</li><li>• Pupils use voice notes to respond back addressing their errors.</li><li>• End of term NFER assessments- should schools not be open before the end of term, these will be carried out in the first week of reopening to provide an early assessment.</li></ul>
KS2	<ul style="list-style-type: none"><li>• Each final writing outcome at the end of a teaching sequence for writing is then followed by an 'Exciting Writing' mini-project. For example, it could be a flip situation i.e. having written as Lucy now write Edmunds view of the entry to Narnia – different viewpoint. Or, it could be we have written persuasive letters to a character in a book e.g. Pigheart Boy and now we are writing to convince people they should donate their organs - different audience. Or, in English have written a report about an event in the story, then write a report about research done in history/science - a different context.</li><li>• Weekly 'Friday Maths' sessions. Teacher to use a recorded or live teaching session to revisit key learning from a day ago, a week ago, a term ago, a year ago and a 'rithmetic' ago (This should take place at the start of every Friday Maths lesson).</li><li>• Voice notes and written notes on work to provide pupils with feedback. Slot each day for pupils to be able to look back through the marking from the previous day and carry out their response.</li><li>• Each Monday, classes to have a 'Kahoot' session to go back over some of the previous weeks learning- link to topic.</li></ul>



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### **Monitoring expectations of pupil engagement with remote provision**

#### **Children will:**

- Log on to Showbie Pro/Reading Eggs/Get Epic/ Mathletics/ TT Rock Stars/ Tapestry every day.
- Follow the scheduled timetable of learning provided by their teachers during normal school hours and timetabled sessions.
- Log on each morning to complete the registration task.
- Participate in all aspects of learning – allocated tasks, videos/join remote live learning sessions.
- Complete the learning set by their teachers each day to the best of their ability and upload their learning as requested by the teachers – photograph/video and email.
- Watch their story time each day.

#### **Parents will:**

- Implement a clear routine with the child using the timetable and the daily tasks set on the Showbie Pro remote learning platform.
- Check Showbie Pro/Reading Eggs/Get Epic/ Mathletics/ TT Rock Stars/ Tapestry/Marvellous Me daily –to ensure they are fully up to date and informed with all school news and their child’s expected learning and teaching experiences.
- Support their children to complete all of the learning set and upload evidence via email or through Showbie Pro portal.
- Liaise with school staff and seek support on behalf of their child whenever needed.
- Inform the school immediately if they have a positive case of Covid-19 within the household.
- Contact school if they require any additional support- particularly with wellbeing and emotional support

#### **Key Worker & Vulnerable Children:**

- If it is appropriate for the school to be open to key worker and vulnerable children they will be placed into pods with a consistent team of staff.



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- They will complete all remote learning set by their class teachers on iPad/ in their books in line with expectations at the beginning of lockdown in school

#### **The Safeguarding Team will:**

- Undertake home visits under safe distancing guidelines to ensure wellbeing and safety for all pupils
- Call families regularly to offer support and check on children's wellbeing and access to remote learning
- Undertake a RAG rated remote learning access monitoring check each week to ensure full engagement for all pupils
- Liaise with outside agencies
- Take part in remote meetings
- Monitor MyConcern on a daily basis and follow up concerns immediately

#### **Class Closures/Partial Closure**

- If a class, year group or a number of classes have to close due to a positive test, then that class will follow the procedure described for full school closure.
- Key workers and vulnerable children would not be learning in school as they would be part of the quarantine group too
- If the class teacher is ill and unable to work, another member of staff will take over their role and ensure the remote learning is set up and running as described. In the first instance this will be the year group partner supported by the class/ year group TA's

#### **Remote Education for self-isolating pupils**

- If an individual pupil needs to self-isolate but most of their peer group remains in school, then the curriculum that the pupil would have accessed in school is uploaded to the online platform Showbie for the pupil to access
- A list of their logins to appropriate online learning platforms- Showbie, TT Rock Stars, Mathletics, Oxford Owls and Reading Eggs will be emailed or sent via SIMS text messaging service to their parents
- Teachers will mark work and return voice notes / feedback daily - in line with normal school policy