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Shamblehurst Primary School Remote Learning Plan

The Department for Education says it expects schools to give pupils access to high quality remote resources, and to provide printed resources such as textbooks and workbooks to pupils without internet access. We have sent out a request for information from families who do not have access to the internet or adequate devices and these families will be provided with paper copies of work. These will be posted or delivered to them.

“Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education,”

DFE Guidance for Full Opening of Schools

At Shamblehurst Primary School we have been working hard to put together a contingency plan should schools be asked to close again. We will also provide home learning should a bubble be closed temporarily, or should a child be at home isolating but not unwell for up to 14 days.

Our contingency plans are sequenced in a way that is linked to the school’s curriculum expectations. We have ensured that our staff have had the necessary training to use our online tools. We also recognise that some of our pupils may not be able to access remote education and will provide adapted support and resources where needed.

During the previous period of school closure, our current online communication programme Seesaw was highly effective in maintaining good contact and communication between children, families and staff. We will continue to use this programme to set and respond to pupil’s learning. Since March we have now invested in the family aspect of Seesaw, which enables class teachers to send out general information in relation to tasks set.

We aim to:

- Set tasks and activities so that pupils have meaningful and ambitious learning each day in a number of different subjects
- Provide work as soon as we are notified an individual is self-isolating if possible, to do so
- Continue to safeguard children and work alongside other agencies if appropriate
- Ensure our Designated Safeguarding Leads will make at least weekly contact with vulnerable families
- Ensure children are aware of dangers on using the internet inappropriately and how they might keep themselves safe online in the event of them having to be working remotely and using the Internet at home
- 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

- Provide frequent, clear explanation of new content, delivered by the class teacher or through the use of high-quality curriculum resources. For example, we may record short video explanations, use the National Oak Academy lessons, resources from Spelling Shed, Times Tables Rock Stars (Year 1 will use this later in the year) or White Rose materials. Parents and children have been provided for Seesaw and Times Table Rock Stars with log in details, but can request them again by contacting adminoffice@shamblehurst.co.uk
- Gauge how well pupils are progressing through the curriculum, using question, quizzes and other suitable tasks and through checking and responding to the children's work through Seesaw – teachers and LSAs will respond to children's work
- Adjust the pace or difficulty of what is being taught in response to questions or tasks, including, where necessary, revising materials or simplifying explanations to ensure pupils' understanding
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including contact with teachers
- Provide parents with a copy of our Counting Progression document and Sentence Progression document both physically and online.
- Work with families to support and overcome the challenges of home-learning, monitoring and encouraging appropriate levels of pupil engagement in learning
- Keep in touch with families by telephoning and checking in on a weekly basis. Where children have additional needs our SENDCOs will also be in contact ensuring children have the best possible resources available
- Monitor and plan to support pupil mental health and well-being through PSHE lessons
- Ensure our children who are entitled to Free School Meals (not Universal Free School Meals EYFS and KS1) receive food – this is likely to be a school meal delivered to their home.

If a child is sent home from school, they will be provided with a work pack to ensure that their learning continues before work is uploaded to Seesaw. If possible, the child should take their stationary pack home as well, so they have appropriate tools to complete tasks.

For children self-isolating, staff will endeavour to provide a similar day to those of the children in school.

Children will need to listen to or read the instructions carefully for each task. This will tell them what they need to complete on each day. The instructions will tell you what to do and when.

This will be uploaded as soon as possible.

This will consist of:

A guided reading task or independent reading for younger children

A writing task

- with the aim of embedding our sentence progression
- for younger children this may be linked to phonics

A maths task

An arithmetic/counting task

A spelling/phonics task

Teachers will also set tasks linked to the children's enquiries. These tasks could span several afternoons and will not be set daily, again the instructions will make this clear. Each week an outdoor learning task and a PE task will be set.

The school day will always end with a story at 3pm during a full lockdown or bubble lockdown.

In the event of a bubble lockdown staff will set work for their classes based on the above. We suggest that children follow a similar timetable to their school day. In the event of a full lockdown an ongoing project will also be set.

Ultimately, we hope that we do not have to use this contingency plan other than supporting children who are self-isolating. We believe the best place for children to learn is in school with their peers and with their teachers. However, please know that whatever the case, the school will support in any way it can to ensure that our pupils can continue to have access to high quality learning through any disruptions that may occur during this coming academic year. We ask that parents support us in enabling their child/children to access and engage with home teaching and learning so that they are not at a disadvantage when they return to school. All children who are not engaging with home learning will receive a phone calls from a member of SLT to discuss obstacles and support.

Safeguarding

All five DSLs will monitor our vulnerable families. Teachers and LSAs are all trained in the use of CPOMS and will record any concerns they have regarding children or families as normal. This will be monitored by DSLs.

Where it appears children are not accessing online learning, or where we have not heard from families during a week, we will attempt a socially distanced home visit to check on the children and family's welfare. This will always involve two members of staff, including a DSL. DSLs will all be given a list of vulnerable families to check in with in the event of bubble or local/national lockdown.

The school maintains strong links with the Hedge End food bank and will continue to target families that are hardest hit during the pandemic. We would encourage families to contact us should they need this support.



OAK
NATIONAL
ACADEMY

Spelling Shed

