



'Nothing is impossible with God' Luke 1:37

## REMOTE PROVISION PLAN – WEEK 2

Week 2 (w/c 11 Jan)		
Phase 1	Phase 2	Phase 3
EYFS + Y1 SEND	KS1 + Y3 SEND	KS2
<p><b><u>1to1 Door-Step visits</u></b></p> <ul style="list-style-type: none"> <li>Twice a week (Mon &amp; Tue)</li> <li>Regular, weekly slot, 10mins per child/family</li> <li>2 staff (1 Nur &amp; 1 Rec)</li> <li>Welfare check, discuss activities, support around engagement or barriers, feedback from previous learning</li> <li>Photos/videos taken and uploaded to Tapestry (with parent permission)</li> <li>Topics relevant to home learning (<i>baking, pet-care, local visits, personal and life-skills, music, dance, news, festivals, current affairs</i>)</li> <li>Stationary pack for all</li> <li>Weekly learning/activity pack</li> </ul>	<p><b><u>Group sessions</u></b></p> <ul style="list-style-type: none"> <li>Live Zoom sessions throughout the week (AM)</li> <li>Safeguarding/welfare check-ins</li> <li>Register of non-attendees to be followed up by class staff/DCPO's</li> <li>Timetable (to accommodate siblings.) Provisionally 11am (Y1), 10.30am (Y2 Gp 1), 11.15 (Y2 Gp 2)</li> <li>Y1: Mon (PSHE), Thurs (RE)</li> <li>Y2: Mon (PSHE), Tues (Maths – 2 groups), Wed (Maths – 2 groups), Thurs (English – 2 groups), Fri (English – 2 groups)</li> <li>Friday afternoon celebration/reflection (Y1: 1.30, Y2: 2.30)</li> <li>Differentiated for groups (Y2 to trial live teaching Maths and English by dividing class into 4 groups to be taught across two days)</li> <li><b>Check-ins:</b> do welfare check, explain learning objective, outline task if necessary</li> </ul>	<p><b><u>Class Check-ins and Check-outs</u></b></p> <ul style="list-style-type: none"> <li>Daily, live Google/Zoom sessions (AM &amp; PM)</li> <li>Safeguarding/welfare check-ins</li> <li>Register of non-attendees to be followed up by class staff/DCPO's</li> <li>10mins and timetabled (to accommodate siblings)</li> <li><b>Check-ins:</b> welfare check, explain learning objective, outline task, if necessary</li> <li><b>Check-outs:</b> review learning, gather feedback, discuss issues, celebrate achievements</li> </ul> <p><b><u>Recorded sessions</u></b></p> <ul style="list-style-type: none"> <li>Where explicit input/teaching/explanation is required</li> <li>Use Google Classroom, visualisers, Loom, etc</li> <li>Clear and simple to follow, with visuals</li> <li>Differentiation via set remote activities (see below)</li> </ul>

<ul style="list-style-type: none"> <li>Monitoring (observations, photos, videos, feedback from parents and children)</li> <li>Visit template completed for each child</li> <li>Phonics, Reading, Writing, Maths, PHSE, RE, Help at Home</li> <li>High needs SEN children – visits by their 1to1 support workers</li> </ul> <p><b><u>Google/Zoom sessions</u></b></p> <ul style="list-style-type: none"> <li>Weekly live session</li> <li>All children and staff getting together (sharing news, story time, singing, home treasure hunt, games and fun activities to maintain engagement)</li> <li>Main focus: well-being and safeguarding</li> </ul> <p><b><u>Remote learning</u></b></p> <ul style="list-style-type: none"> <li>Bite-size videos relevant to week’s learning (core/prime areas)</li> <li>Modelling of teaching for parents</li> </ul>	<ul style="list-style-type: none"> <li><b>Check-outs:</b> review learning, gather feedback, discuss any issues, set a challenge or an extension activity, celebrate achievements</li> </ul> <p><b><u>Remote learning</u></b></p> <ul style="list-style-type: none"> <li>Learning tasks using Remote Learning template: Daily Phonics/Reading, Writing/Spelling/Grammar, Maths Twice weekly: RE Weekly: Geography/History, Art/DT, Science Daily wellbeing activities to include PE and PSHE</li> <li>Tasks simple to set and do not require any explanation</li> <li>Text-book-like learning tasks and projects</li> <li>Tasks can be completed without technology</li> <li>Use videos and Powerpoint to provide additional support/challenge/enhance learning where appropriate</li> <li>Parents signposted to RWI videos, relevant for their child</li> <li>Consolidation tasks linked to basic skills (Phonics, Grammar, Number, Timetables, etc.)</li> <li>Topic, research-based activities, in a variety of formats:</li> <li>Differentiation through challenge activities and additional support</li> <li>Individual learning discussed with parents as part of well-being call</li> </ul> <p><b><u>High needs SEN children</u></b></p> <ul style="list-style-type: none"> <li>Apply Phase 1 approach (re Door-step visits)</li> <li>Learning underpinned by SEN support plan</li> <li>Friendship Zoom meetings, weekly to support social interaction</li> </ul>	<p><b><u>Remote learning</u></b></p> <ul style="list-style-type: none"> <li>Tasks simple to set and do not require any explanation</li> <li>Text-book-like learning tasks and projects</li> <li>Tasks can be completed without technology</li> <li>Differentiation in core subjects, introduced from Week 3 (i.e. using “fluency – application – problem solving” approach in Maths)</li> </ul> <p><b><u>High needs SEN children</u></b></p> <ul style="list-style-type: none"> <li>Apply Phase 1 approach (re Door-step visits), if required</li> <li>Learning underpinned by SEN support plan</li> <li>Friendship Zoom meetings, weekly to support social interaction</li> </ul>
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**Monitoring and Evaluation of Impact**

Feedback from staff, parents, and pupils - to CELEBRATE	Feedback from staff, parents, and pupils – to DEVELOP	Next steps - to IMPLEMENT (feed into Week 3 plan)
<p><b><u>Phase1</u></b></p> <ul style="list-style-type: none"> <li>100% engagement</li> <li>Doorstep visits have been successful with staff swapping weekly</li> <li>The blended approach (online sessions and face-to-face visits) is proving effective</li> <li>Resource packs are very popular and much appreciated</li> </ul>	<p><b><u>Phase1</u></b></p> <ul style="list-style-type: none"> <li>Support staff require technology for home, to support remote learning (ie. snow day, isolating)</li> </ul>	<p><b><u>Phase1</u></b></p> <ul style="list-style-type: none"> <li>Time slots are being tweaked, to reduce criss-crossing of journeys and best use of time</li> <li>Resource packs will be topped up weekly, to support topics</li> </ul>

<ul style="list-style-type: none"> <li>• Doorstep visits checklist is an effective record</li> <li>• All staff are sharing the responsibility - working in groups with families, replying to comments on Tapestry, etc.</li> <li>• Tapestry is being monitored and any non-attendance is followed up and addressed</li> <li>• Very positive feedback from parents, who appreciate the personalised approach</li> </ul>		<ul style="list-style-type: none"> <li>• Reminders will be put on Tapestry, prior to visits</li> </ul>
<p><b>Phase2</b></p> <ul style="list-style-type: none"> <li>• 77% - 81% engagement</li> <li>• Parental support is improving, with lots of positive feedback</li> <li>• Quality of work submitted has been excellent</li> <li>• The format of remote learning is working well in all subjects</li> <li>• Live Zoom sessions are getting better</li> <li>• Small group approach is effective, ensuring better involvement of pupils</li> </ul>	<p><b>Phase2</b></p> <ul style="list-style-type: none"> <li>• IT remains the main barrier to accessing remote provision</li> <li>• Improving parents' IT skills is essential</li> <li>• A few "hard-to-engage" pupils, but this is mainly due to technology issues</li> </ul>	<p><b>Phase2</b></p> <ul style="list-style-type: none"> <li>• Moving to 2 daily Zoom meetings (1) Activity of the day (M/R/W or PHSE) 11.30 led by CT, and (2) Story of the day/Well-being 2.15 led by TA</li> <li>• Continue Assembly on Fri pm</li> <li>• Call the 7 parents to iron out issues and provide support (3 of these do have IT issues)</li> <li>• Organise doorstep visits for non-attendees or SEN pupils</li> </ul>
<p><b>Phase3</b></p> <ul style="list-style-type: none"> <li>• 78%-100% engagement</li> <li>• Most pupils are highly engaged (esp. in UKS2)</li> <li>• Certain teaching resources have been very useful (ie. Teacher-Made)</li> <li>• A blend of live and recorded sessions is being successful</li> <li>• Lots of positive feedback from parents</li> <li>• Group work as a way of differentiation and additional support is effective</li> <li>• Set time for Zoom meetings (9am, 11am, 1pm) are working well</li> </ul>	<p><b>Phase3</b></p> <ul style="list-style-type: none"> <li>• Collective worship is not working in LKS2 and needs rethinking</li> <li>• A few pupils not handing in work (unable to due to insufficient IT and typing skills)</li> <li>• Pupils' handwriting skills need maintaining</li> </ul>	<p><b>Phase3</b></p> <ul style="list-style-type: none"> <li>• Doorstep visits to be organised support SEN and "hard-to-engage" pupils</li> <li>• Introduce some IT/typing skills sessions (Sylvia to advise and direct staff)</li> <li>• Continue with TA interventions and group work</li> <li>• Introduce E-Learner of the Week Award, during class assemblies</li> <li>• Use "shout-outs" for attendees to raise attendance and engagement</li> <li>• Post/share a timetable so parents/pupils know what's coming up and when</li> </ul>