



'Nothing is impossible with God' Luke 1:37

REMOTE PROVISION PLAN – WEEK 3

Week 3 (w/c 18 Jan)		
Phase 1	Phase 2	Phase 3
EYFS + Y1 SEND	KS1 + Y3 SEND	KS2
<p><u>1to1 Door-Step visits</u></p> <ul style="list-style-type: none"> • Twice a week (Mon & Tue) • Regular, weekly slot, 10mins per child/family • Time slots are being tweaked, to reduce criss-crossing of journeys and best use of time • 2 staff (1 Nur & 1 Rec) • Welfare check, discuss activities, support around engagement or barriers, feedback from previous learning • Reminders will be put on Tapestry, prior to visits 	<p><u>Group sessions</u></p> <ul style="list-style-type: none"> • Live Zoom sessions throughout the week (AM) • Safeguarding/welfare check-ins • Register of non-attendees to be followed up by class staff/DCPO's • 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 • Continue Assembly on Fri pm Friday afternoon celebration/reflection (Y1: 1.30, Y2: 2.30) • Differentiated for groups (Y2 to trial live teaching Maths and English by dividing class into 4 groups to be taught across two days) 	<p><u>Class Check-ins and Check-outs</u></p> <ul style="list-style-type: none"> • Daily, live Google/Zoom sessions (AM & PM) • Safeguarding/welfare check-ins • Register of non-attendees to be followed up by class staff/DCPO's • 10mins and timetabled (to accommodate siblings) • Check-ins: welfare check, explain learning objective, outline task, if necessary • Check-outs: review learning, gather feedback, discuss issues, celebrate achievements • Continue with TA interventions and group work • Introduce E-Learner of the Week Award, during class assemblies

<ul style="list-style-type: none"> • Photos/videos taken and uploaded to Tapestry (with parent permission) • Topics relevant to home learning (<i>baking, pet-care, local visits, personal and life-skills, music, dance, news, festivals, current affairs</i>) • Stationary pack for all • Weekly learning/activity pack • Resource packs will be topped up weekly, to support topics • Monitoring (observations, photos, videos, feedback from parents and children) • Visit template completed for each child • Phonics, Reading, Writing, Maths, PHSE, RE, Help at Home • High needs SEN children – visits by their 1to1 support workers <p><u>Google/Zoom sessions</u></p> <ul style="list-style-type: none"> • Weekly live session • All children and staff getting together (sharing news, story time, singing, home treasure hunt, games and fun activities to maintain engagement) • Main focus: well-being and safeguarding <p><u>Remote learning</u></p> <ul style="list-style-type: none"> • Bite-size videos relevant to week’s learning (core/prime areas) • Modelling of teaching for parents 	<ul style="list-style-type: none"> • Check-ins: do welfare check, explain learning objective, outline task if necessary • Check-outs: review learning, gather feedback, discuss any issues, set a challenge or an extension activity, celebrate achievements • Call the 7 parents to iron out issues and provide support (3 of these do have IT issues) <p><u>Remote learning</u></p> <ul style="list-style-type: none"> • 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 • Tasks simple to set and do not require any explanation • Text-book-like learning tasks and projects • Tasks can be completed without technology • Use videos and Powerpoint to provide additional support/challenge/enhance learning where appropriate • Parents signposted to RWI videos, relevant for their child • Consolidation tasks linked to basic skills (Phonics, Grammar, Number, Timetables, etc.) • Topic, research-based activities, in a variety of formats: • Differentiation through challenge activities and additional support • Individual learning discussed with parents as part of well-being call <p><u>High needs SEN children</u></p> <ul style="list-style-type: none"> • Apply Phase 1 approach (re Door-step visits) • Learning underpinned by SEN support plan • Friendship Zoom meetings, weekly to support social interaction • Organise doorstep visits for non-attendees or SEN pupils 	<ul style="list-style-type: none"> • Use “shout-outs” for attendees to raise attendance and engagement • Post/share a timetable so parents/pupils know what’s coming up and when <p><u>Recorded sessions</u></p> <ul style="list-style-type: none"> • Where explicit input/teaching/explanation is required • Use Google Classroom, visualisers, Loom, etc • Clear and simple to follow, with visuals • Differentiation via set remote activities (see below) <p><u>Remote learning</u></p> <ul style="list-style-type: none"> • Tasks simple to set and do not require any explanation • Text-book-like learning tasks and projects • Tasks can be completed without technology • Differentiation in core subjects, introduced from Week 3 (i.e. using “fluency – application – problem solving” approach in Maths) • Introduce some IT/typing skills sessions (Sylvia to advise and direct staff) <p><u>High needs SEN children</u></p> <ul style="list-style-type: none"> • Apply Phase 1 approach (re Door-step visits), if required • Learning underpinned by SEN support plan • Friendship Zoom meetings, weekly to support social interaction • Doorstep visits to be organised support SEN and “hard-to-engage” pupils
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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 4 plan)
<p><u>Phase1</u></p> <ul style="list-style-type: none"> ● 90%-100% engagement ● Doorstep visits are continuing to be much appreciated by the families ● Videos and pre-recorded clips are very popular ● EYFS staff are sharing the workload, ensuring that face-to-face and remote provision is engaging and of a high standard 	<p><u>Phase1</u></p> <ul style="list-style-type: none"> ● Tapestry has its limitations 	<p><u>Phase1</u></p> <ul style="list-style-type: none"> ● Implement some Zoom sessions
<p><u>Phase2</u></p> <ul style="list-style-type: none"> ● 90% - 100% engagement ● Very good attendance and rising ● Some pupils are producing work of a high standard ● Group work and TA intervention Zoom sessions are having an impact ● Doorstep visits are effective ● Good communication with parents 	<p><u>Phase2</u></p> <ul style="list-style-type: none"> ● Limited IT skills are still an issue 	<p><u>Phase2</u></p> <ul style="list-style-type: none"> ● Continue with individual approach, which is proving highly effective esp. for some EAL/SEN families
<p><u>Phase3</u></p> <ul style="list-style-type: none"> ● 90%-100% engagement ● Excellent attendance and engagement overall ● Confidence and attendance of LA children is increasing ● Some outstanding independent pieces of work produced ● Pre-recorded sessions are popular ● Use of break-out rooms on Zoom is effective ● A very good progress overall 	<p><u>Phase3</u></p> <ul style="list-style-type: none"> ● Occasionally, some children are losing focus/drive ● A few technical issues are continuing 	<p><u>Phase3</u></p> <ul style="list-style-type: none"> ● Continue to have high expectations and standards; and keep monitoring and supporting pupils, to encourage continuous engagement