



'Nothing is impossible with God' Luke 1:37

REMOTE PROVISION PLAN – WEEK 4

Week 4 (w/c 25 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 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) led by CT/TA, and (2) Story of the day/Well-being led by CT/TA Continue Assembly on Fri pm Friday afternoon celebration/reflection (Y1: 2.15, Y2: 2.00) Differentiated for groups (Y2 to trial live teaching Maths and English by dividing class into 3 groups to be taught daily) Intervention 1 x RWI daily – Led by TA (Yr 1) Trialling 	<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 • Implement some Zoom sessions (wk4) <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 • Continue with individual approach, which is proving highly effective esp. for some EAL/SEN families <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/reading books, Individualised relevant to the child(RWI Grp) • 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 • Continue to have high expectations and standards; and keep monitoring and supporting pupils, to encourage continuous engagement <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>Phase1</p> <ul style="list-style-type: none"> ● 85%-90% engagement ● Continued: positive feedback from families, effective doorstep visits, follow-up calls and texts, and weekly resource packs. ● A good routine has been established. ● Majority of families are login on Tapestry. ● Children and parents love the daily school video clips 	<p>Phase1</p> <ul style="list-style-type: none"> ● A few parents with continuous login issues. 	<p>Phase1</p> <ul style="list-style-type: none"> ● Will provide technical support during doorstep visits. ● Will investigate other activity ideas (Instagram 5Min Mum)
<p>Phase2</p> <ul style="list-style-type: none"> ● 85%-95% engagement ● Continued: effective Zooms in groups, positive feedback from parents, follow-up calls and texts, and remote learning tasks. ● TAs are now involved in and supporting/leading the live sessions, some as a form of intervention 	<p>Phase2</p> <ul style="list-style-type: none"> ● Only a handful non-attendees 	<p>Phase2</p> <ul style="list-style-type: none"> ● Will deliver resource packs next week. ● Will carry out doorstep visits where required.
<p>Phase3</p> <ul style="list-style-type: none"> ● 85%-100% engagement ● Continued: Zoom lessons, follow-up calls and texts, sessions delivered by TAs, prayers, collective worship and assemblies) ● Cut down of live sessions in the afternoon (Y3/4) to allow for marking, feedback and quality preparation. ● Started using break-out rooms in Zoom and Zoom follow-up sessions, as a form of feedback on learning ● A new reward system in place, well responded to 	<p>Phase3</p> <ul style="list-style-type: none"> ● Some minor cyber-silliness in UKS2, is being addressed immediately 	<p>Phase3</p> <ul style="list-style-type: none"> ● Will use other strategies to differentiate. ● Will deliver further intervention sessions.

Overall, a slight tail-off this week, possibly due to novelty wearing off. So all teachers will look into bringing in something NEW, FRESH and FUN, to maintain engagement, motivation and interest. Ideas shared and a plan agreed by next Monday (1 Feb).

Also, thinking ahead of how to re-engage children after the half-term break, as quickly as possible, to avoid slippage and lost learning. So all teachers will have a think about the best way to “get children back”. Possible ideas (ei. dress-up, competition, sports day) shared and agreed by next Friday (5 Feb).