



'Nothing is impossible with God' Luke 1:37

REMOTE PROVISION PLAN – WEEK 5

Week 5 (w/c 1 Feb)		
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 • Provide technical support during doorstep visits. <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 • Investigate other activity ideas (Instagram 5Min Mum) 	<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 • Deliver resource packs next week, to all children <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 • Use other strategies to differentiate. • Deliver further intervention sessions. <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 6 plan)
<p>Phase1</p> <ul style="list-style-type: none"> ● 90% Work submission (online and via door-step visits) ● Door-step visits are continuing and going well ● High parental support and engagement ● Ongoing positive feedback ● Individualised 1to1 videos are very effective, esp. for SEND children ● Library books are going home 	<p>Phase1</p> <ul style="list-style-type: none"> ● -- 	<p>Phase1</p> <ul style="list-style-type: none"> ● Will do 30sec Phonics assessment during door-step visits
<p>Phase2</p> <ul style="list-style-type: none"> ● 90% Zoom engagement & 70% Work submission ● Group Zoom attendance is increasing ● Parents are getting more confident ● In afternoons, creative work is proving effective ● RWI group work, delivered by all KS1 staff ● Resource packs have been delivered 	<p>Phase2</p> <ul style="list-style-type: none"> ● Most children are completing work, but some are not submitting it 	<p>Phase2</p> <ul style="list-style-type: none"> ● Will provide Maths/English Zoom sessions for parents
<p>Phase3</p> <ul style="list-style-type: none"> ● 100% Zoom engagement & 77% Work submission ● Afternoon Art sessions are beneficial ● Personalised approach (projects, pre-recorded sessions, differentiation, break out rooms, meditation, phone calls, drop ins, etc) ● TA delivering interventions and group work ● Great use of quizzes and other activities to keep motivation and engagement 	<p>Phase3</p> <ul style="list-style-type: none"> ● Online silliness is continuing (SLT will address this) 	<p>Phase3</p> <ul style="list-style-type: none"> ● Will deliver non-core subjects with support from TAs ● Will send home resource packs before half-term break