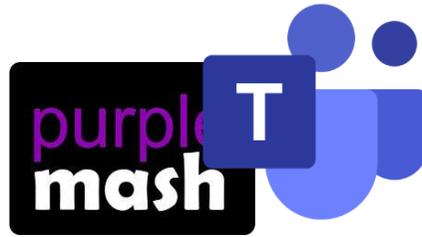


Rushton Primary Schools Blended Learning Contingency Plan



OAK
NATIONAL
ACADEMY



In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Rushton Primary school have developed the following plan. This plan offers blended learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources. Following a parent survey back in summer we are aware that the access to devices and online learning shows the following for Rushton Primary School:

3. We have access to broadband at home

[More Details](#)

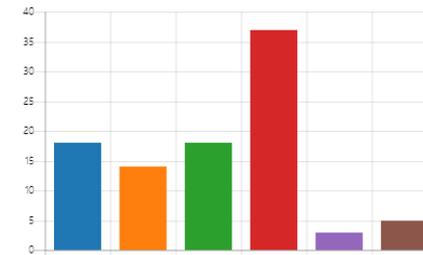
● Yes	91
● No	0
● Not all the time	2
● We have access to mobile inte...	2



4. My child has access to

[More Details](#)

● A shared laptop	18
● Their own laptop	14
● A shared tablet	18
● Their own tablet	37
● A mobile phone	3
● None of the above	5



5. My child has access to a printer

[More Details](#)

● Yes	60
● No	35



6. If your child has to share a device how many hours per day do they have access to it?

[More Details](#)

● 1 - 2 hours	27
● 2 - 3 hours	12
● 3 - 4 hours	44
● Less than 1 hour	12



As a result, this contingency plan will take into account the access to provision that our children have, allowing for children who may be sharing devices amongst their siblings or may not have access to a printer at home. During the previous summer, families without any access to a printer or online resources had resources delivered directly to them by a member of staff.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household or are awaiting access to or the result of a coronavirus test;
2. A group of children are self-isolating because of a case of coronavirus in the bubble;
3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus
4. A whole or partial school closure

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

Software and online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy, White Rose Maths, Purple Mash, Times Table Rockstars and personalised Phonics Videos following the RWI scheme.

Children will remain in contact with their Class teacher through Purple Mash and emails, with the intention of moving to MS Teams when this is appropriate. They will be given feedback and marking on work completed through these applications. Face to face live sessions will be considered at a later date.

Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons are in-line with our teaching ethos and also relate to our current class topics – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support.

White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources.

TT Rockstars, Purple Mash Spelling, Oxford Owl Reading Tree will all be utilised to support the acquisition and retention of basic core skills.

Reception and Year 1 will use Seesaw to capture their learning and access personalised lesson and videos from their class teacher. This enables instant feedback and communication between parents and the school.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Rushton Primary School makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

In preparation for home-learning, parents and children need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- Purple Mash
- TT Rockstars (Years 2-6)
- Seesaw (EYFS)

Overtime new resources will be introduced as and when required. Passwords will then be sent to parents.

Worksheets and Practical Resources for those not able to access an online offer

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will be sent an initial activity sheet which is age appropriate for them to complete in their Home Learning Book.

The isolation activity sheet is basic skills work that would be relevant at any stage of the year and uses pre made resources.

Blended Learning

Pupils need to isolate because someone in their household is symptomatic or tests positive A group of children are self-isolating because of a case of coronavirus in the bubble;	
<i>Ongoing Support Year 1-6</i>	Safeguarding/SEND
<ul style="list-style-type: none">Teachers in weekly PPA will create their usual plans and resources for learning that is taking place within the classroom. They will map online resources that mirror the learning that is taking place in class. These will be uploaded sent across to children electronically via Purple Mash or email. They will mirror the structure of the school week. Paper copies will be available for families that request them.The school office will notified teachers of children who are isolating so they can monitor access to the blended learning resources. The class teacher will then begin regularly communication with the family.Pupils will have opportunity to undertake a daily online pre-prepared English, maths and topic activity alongside their daily reading, spellings and times table practice so will be expected to log on to Purple Mash and emails to access this learning.Children will return work via these means and Teachers will provide periodic feedback in line with Pathfinder Blended Learning Guidance. Children can choose to undertake their work offload and upload a photograph of their work completed.The child will have the opportunity to communicate with their class teacher via Purple Mash / email and ask for support if needed. The teacher will reply where possible at some point during the day.	<ul style="list-style-type: none">Daily absence procedures will be completed by office as normal. Vulnerable families will be monitored.Class teachers will upload differentiated activities as part of the blended learning offer.If a child is entitled to benefit-related FSM and will be isolating for a week or more, then the school ensure food is made available through ABM catering; office and staff members will liaise to arrange delivery of any food parcels.If child is vulnerable the DSLs will ensure that appropriate agencies are notified if relevant and arrange for regular welfare checks via to be undertaken and recorded on our safeguarding database.If a child does not engage in learning the class teacher is to call the parents to discuss obstacles and support.
<i>Ongoing Support EYFS</i>	
<ul style="list-style-type: none">Teachers during PPA will produce daily home learning activities linked to the EYFS curriculum being covered in class this week. This will be shared on Seesaw to parents on a weekly basis. Alongside this parents can practise daily reading, phonics with their letter sounds pack and regular counting with objects at home.The school office will notify teachers of children who are isolating so they can monitor access to the blended learning resources.Seesaw has been a regular communication / learning tool. Parents are familiar with this therefore, this will continue to be the main learning resource.	

A whole bubble/cohort of children is isolating because of an outbreak of coronavirus	
<i>Ongoing Support Year 1-6</i>	Safeguarding/SEND
<ul style="list-style-type: none"> ▪ Teachers will post a morning message on the class message board to explain the structure of activities for a particular day. ▪ KS2 teachers and teaching assistants will offer a pre recorded weekly reflection and pre teaching session to reinforce expectations of the week past and moving forward, celebrate successes and deliver any aspects of wellbeing support needed. ▪ KS1 teachers and teaching assistants will offer a pre recorded daily reflection and pre teaching session to reinforce expectations of the week past and moving forward, including any aspects of wellbeing support needed. A pre recorded story will be shared on a regular basis. 	<ul style="list-style-type: none"> ▪ Teachers will view the children who are accessing the online resources daily. For those are not the class teacher will contact the parent to discuss barriers and actions to move forward. (loan of school Ipad / paper copies) ▪ If a child persistently does not engage the head teacher will call. ▪ Class Teachers will upload differentiated activities as part of the blended learning offer. ▪ If a child is entitled to benefit-related FSM and will be isolating for a week or more then ensure food is made available through ABM catering; office and school staff will liaise to arrange delivery of any food parcels. ▪ If child is vulnerable the DSLs will ensure that appropriate agencies are notified if relevant and arrange for regular welfare checks via to be undertaken and recorded on our safeguarding database. ▪ Where children would normally receive additional support from SEND agencies, the SENCO will make arrangements for those to continue via Zoom as along as the agencies are able to engage.
<i>Ongoing Support EYFS</i>	
<ul style="list-style-type: none"> ▪ Teachers, during PPA, will produce daily home learning activities linked to the EYFS curriculum being covered in class this week. This will be shared on Seesaw to parents on a weekly basis. Alongside this parents can practise daily reading, phonics with their letter sounds pack and regular counting with objects at home. ▪ Seesaw has been a regular communication / learning tool. Parents are familiar with this therefore, this will continue to be the main learning resource. 	

Tier 4 Lockdown. Critical worker children and vulnerable children attend school. Rest of the children home learning.	
<i>Ongoing Support Year 1-6</i>	Safeguarding/SEND
<ul style="list-style-type: none"> ▪ In this event, teachers would continue to set online learning and respond daily to the children’s work and questions. A small group of adults would monitor the critical worker / vulnerable children in school who would be completing the same work. ▪ Teachers will post a morning message on the class message board to explain the structure of activities for a particular day. ▪ KS2 teachers and teaching assistants will offer a pre recorded weekly reflection and pre teaching session to reinforce expectations of the week past and moving forward, celebrate successes and deliver any aspects of wellbeing support needed. ▪ KS1 teachers and teaching assistants will offer a pre recorded daily reflection and pre teaching session to reinforce expectations of the week past and moving forward, including any aspects of wellbeing support needed. A pre recorded story will be shared on a regular basis. 	<ul style="list-style-type: none"> ▪ Parents notified immediately of the plan ▪ Critical worker provision activated with parents providing proof of critical worker status before a place is offered ▪ All vulnerable pupils parents (those known to social care/EHCPs) to be contacted and agree provision encouraging them to attend school. ▪ If any children are entitled to benefit-related FSM ensure food made available through ABM Catering or any other scheme released by Government. ▪ If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via regular phone call from the DSLs and these will be logged on the COVID overview safeguarding database. ▪ Those not engaging with home learning are to receive a phone call from a member of staff to discuss the obstacles and the support needed by the family. This could then be followed up by calls from the head teacher. ▪ Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Zoom as long as the agencies engage. ▪ Class Teachers will upload differentiated activities as part of the blended learning offer.
<i>Ongoing Support EYFS</i>	
<ul style="list-style-type: none"> ▪ In this event, teachers would continue to set online learning and respond daily to the children’s work and questions. A small group of adults would monitor the critical worker / vulnerable children in school who would be completing the same work. ▪ Teachers during PPA will produce daily home learning activities linked to the EYFS curriculum being covered in class this week. This will be shared on Seesaw to parents on a weekly basis. Alongside this parents can practise daily reading, phonics with their letter sounds pack and regular counting with objects at home. ▪ Seesaw has been a regular communication / learning tool. Parents are familiar with this therefore, this will continue to be the main learning resource. 	