



DFE Guidance states:

*Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.*

*In developing these contingency plans, we expect schools to:*

- *use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations*
- *give access to high quality remote education resources*
- *select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- *provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- *recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum*

*When teaching pupils remotely, we expect schools to:*

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos*
- *gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- *enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*

*We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.*

At Amble Links First School we have developed a comprehensive strategy to provide relevant remote learning opportunities to pupils unable to attend school. The principles underpinning this strategy include:

- Ensuring that any work set is relevant to the current learning that the child would normally be completing in class.
- Knowledge of which pupils and parents have access to relevant technology in order to support learning.
- Ensuring that pupils have regular opportunities (through weekly homework) to practise using the vehicles through which remote learning will be delivered.
- Providing opportunities to complete tasks set in books and on paper if necessary.
- A strong emphasis on pastoral care, safety and wellbeing for children and their families who are self-isolating.
- Consideration of the pressures that families may face in supporting their children with remote learning.
- Consideration of teacher workload, especially in Tiers 1 & 2 when teachers continue to deliver learning in school.

The table below details our remote learning provision.

	<b>Tier 1</b> <b>Strategy for curriculum delivery in the event of individual pupils being required to self-isolate for a short period –day 2 onwards (usually awaiting own or a household member’s results).</b>	<b>Tier 2</b> <b>Strategy for curriculum delivery in the event of individual pupils being required to self-isolate for 10 or more days</b>	<b>Tier 3</b> <b>Strategy for curriculum delivery in the event of a whole bubble/whole school being required to close</b>
<b>Little Pebbles</b> All parents of children in Little Pebbles have access to and use 'Tapestry' regularly.	Staff will use Tapestry to provide parents with a daily age appropriate activity for the child to complete with their parents based on what the child would have been doing in school. Parents can provide staff with feedback from the task including photographs and videos. Staff can also provide feedback on the task.	Staff will use Tapestry to provide parents with 2-3 daily age appropriate activities for the child to complete with their parents based on what the child would have been doing in school. These tasks will support the child’s development in the 3 prime areas of physical development, personal & social and communication & language and also focus on a ‘school readiness’ task in preparation for the move to nursery. Parents can provide staff with feedback from the task including photographs and videos. Staff can also provide feedback on the task. A member of staff will routinely contact parents by phone on a weekly basis. A member of staff will also be on hand to call parents within one day on request by email to <a href="mailto:Rebecca.falkous@school360.co.uk">Rebecca.falkous@school360.co.uk</a>	Staff will use Tapestry to provide parents with 2-3 daily age appropriate activities for the child to complete with their parents based on what the child would have been doing in school. These tasks will support the child’s development in the 3 prime areas of physical development, personal & social and communication & language and also focus on a ‘school readiness’ task in preparation for the move to nursery. Parents can provide staff with feedback from the task including photographs and videos. Staff can also provide feedback on the task. A member of staff will routinely contact parents by phone on a weekly basis. A member of staff will also be on hand to call parents within one day on request by email to <a href="mailto:Rebecca.falkous@school360.co.uk">Rebecca.falkous@school360.co.uk</a>
<b>Seahorses (Nursery)</b> All parents of children in Seahorses have access to and use 'Tapestry' regularly.	Staff will use Tapestry to provide parents with a daily age appropriate activity for the child to complete with their parents based on what the child would have been doing in school. Parents can provide staff with feedback from the task including photographs and videos. Staff can also provide feedback on the task.	Staff will use Tapestry to provide parents with 2-3 daily age appropriate activities for the child to complete with their parents based on what the child would have been doing in school. Throughout the week these tasks will support learning across the 7 areas of learning. Tasks will generally be very practical and take into consideration resources that parents have access to at home. Tasks are designed to develop children’s confidence and independence. Tasks may include links to specific online resources. Through Tapestry Parents can provide staff with feedback from the task including photographs and videos. Staff will provide feedback on the task through Tapestry. A member of staff will routinely contact parents by phone on a weekly basis. A member of staff will also be on hand to call parents within one day on request by email to <a href="mailto:wendy.morton4@school260.co.uk">wendy.morton4@school260.co.uk</a>	Staff will use Tapestry to provide parents with 2-3 daily age appropriate activities for the child to complete with their parents based on what the child would have been doing in school. Throughout the week these tasks will support learning across the 7 areas of learning. Tasks will generally be very practical and take into consideration resources that parents have access to at home. Tasks are designed to develop children’s confidence and independence. Tasks may include links to specific online resources. Through Tapestry Parents can provide staff with feedback from the task including photographs and videos. Staff will provide feedback on the task through Tapestry. A member of staff will routinely contact parents of all children by phone on a weekly basis. A member of staff will also be on hand to telephone parents within one day on request by email. <a href="mailto:wendy.morton4@school260.co.uk">wendy.morton4@school260.co.uk</a>
<b>Turtles (Reception)</b> All parents of children in Turtles have access to and use 'Tapestry' regularly.	Staff will use Tapestry to provide parents with 2-3 daily age appropriate activities for the child to complete with their parents based on what the child would have been doing in school. These activities will include a set phonics and maths based task as well as a task linked to the current topic. These activities will be a mixture of practical and online tasks. Parents can provide staff with feedback from the task including photographs and videos. Staff can also provide feedback on the task.	Staff will use Tapestry to provide parents with 2-3 daily age appropriate activities for the child to complete with their parents based on what the child would have been doing in school. These activities will include a set phonics and maths based task as well as a task linked to the current topic. Throughout the week these tasks will support learning across the EYFS curriculum. Tasks will generally be very practical and take into consideration resources that parents have access to at home. Tasks are designed to develop children’s confidence and independence. Tasks may include links	Staff will use Tapestry to provide parents with 2-3 daily age appropriate activities for the child to complete with their parents based on what the child would have been doing in school. These activities will include a set phonics and maths based task as well as a task linked to the current topic. Throughout the week these tasks will support learning across the EYFS curriculum. Tasks will generally be very practical and take into consideration resources that parents have access to at home. Tasks are designed to develop children’s confidence and independence. Tasks may include links

		<p>to specific online resources.</p> <p>Through Tapestry Parents can provide staff with feedback from the task including photographs and videos. Staff will provide feedback on the task through Tapestry.</p> <p>A member of staff will routinely contact parents by phone on a weekly basis. A member of staff will also be on hand to call parents within one day on request by email to <a href="mailto:sue.lockey@school360.co.uk">sue.lockey@school360.co.uk</a></p>	<p>to specific online resources.</p> <p>Through Tapestry Parents can provide staff with feedback from the task including photographs and videos. Staff will provide feedback on the task through Tapestry.</p> <p>A member of staff will routinely contact parents of all children by phone on a weekly basis. A member of staff will also be on hand to telephone parents within one day on request by email to <a href="mailto:sue.lockey@school360.co.uk">sue.lockey@school360.co.uk</a></p>
<b>Jellyfish (Year 1)</b>	<p>Staff will send tasks by email with a daily phonics, writing and maths task and a weekly topic focus linked to our learning in class. Parents can email feedback including photos or send these on Tapestry. The class teacher can also provide feedback.</p>	<p>Staff will send tasks by email with daily phonics, writing and maths tasks and a weekly topic focus linked to our learning in class. Throughout the week these tasks will support learning across the Year 1 curriculum. Tasks will take into account the resources that parents have access to at home using online resources to support children's learning. Parents can provide staff with feedback from the task including photographs and videos using Tapestry or email to <a href="mailto:kate.warren@school360.co.uk">kate.warren@school360.co.uk</a>. Staff will provide feedback on the task by email or Tapestry.</p> <p>A member of staff will routinely contact parents by phone on a weekly basis. A member of staff will also be on hand to call parents within one day on request by email.</p>	<p>Staff will send tasks by email with daily phonics, writing and maths tasks and a weekly topic focus linked to our learning in class. Throughout the week these tasks will support learning across the Year 1 curriculum. Tasks will take into account the resources that parents have access to at home using online resources to support children's learning. Parents can provide staff with feedback from the task including photographs and video using Tapestry or email to <a href="mailto:kate.warren@school360.co.uk">kate.warren@school360.co.uk</a>. Staff will provide feedback on the task by email or Tapestry.</p> <p>A member of staff will routinely contact parents by phone on a weekly basis. A member of staff will also be on hand to call parents within one day on request by email.</p>
<b>Puffins (Year 2)</b>	<p>Staff will use Google Classroom to provide parents with daily age appropriate activities for the child to complete with their parents based on what the child would have been doing in school. This will be a Maths task and an English task. Parents can provide staff with feedback by completing the daily task sheet on Google Classroom. Tasks will also be sent to parents by email.</p>	<p>Staff will use Google Classroom to provide parents with daily age appropriate activities for the child to complete with their parents based on what the child would have been doing in school. This will be a Maths task and an English task. The maths task will direct the children to watch a lesson from White Rose Maths and then complete the activity sheet. The children will also complete activities linked to multiplication. This may be practically or linked to specific online resources. Children will also be provided with a selection of tasks linked to the current topic that can be completed during the self-isolation period. Parents can provide staff with feedback by completing the daily task sheet on Google Classroom. Tasks will also be sent to parents by email. Photographs of the children's work can also be attached on Google Classroom or sent to the class teacher at <a href="mailto:julie.barnes@school360.co.uk">julie.barnes@school360.co.uk</a>.</p> <p>A member of staff will routinely contact parents by phone on a weekly basis. A member of staff will also be on hand to call parents within one day on request by email.</p>	<p>Staff will use Google Classroom to provide parents with daily age appropriate activities for the child to complete with their parents based on what the child would have been doing in school. This will be a Maths task and an English task. The maths task will direct the children to watch a lesson from White Rose Maths and then complete the activity sheet. The children will also complete activities linked to multiplication. This may be practically or linked to specific online resources. Children will also be provided with a selection of tasks linked to the current topic that can be completed during the self-isolation period. Parents can provide staff with feedback by completing the daily task sheet on Google Classroom. Tasks will also be sent to parents by email. Photographs of the children's work can also be attached on Google Classroom or sent to the class teacher at <a href="mailto:julie.barnes@school360.co.uk">julie.barnes@school360.co.uk</a>.</p> <p>A member of staff will routinely contact parents of all children by phone on a weekly basis. A member of staff will also be on hand to telephone parents within one day on request by email.</p>
<b>Sharks (Year 3)</b>	<p>Staff will use Google classroom to provide daily tasks and accompanying resources based on what the child would have been doing in school. These will include English, Maths and Foundation subjects. The tasks will also be emailed to parents.</p> <p>Through Google Classroom parents can provide staff with feedback on the tasks. Staff can also provide feedback</p>	<p>Staff will use Google classroom to provide daily tasks and accompanying resources based on what the child would have been doing in school. These will include English, Maths and Foundation subjects. The tasks will also be emailed to parents.</p> <p>Through Google Classroom parents can provide staff with feedback on the tasks. Staff can also provide feedback</p>	<p>Staff will use Google classroom to provide daily tasks and accompanying resources based on what the child would have been doing in school. These will include English, Maths and Foundation subjects. The tasks will also be emailed to parents.</p> <p>Through Google Classroom parents can provide staff with feedback on the tasks. Staff can also provide feedback</p>

	on the tasks through Google Classroom.	on the tasks through Google Classroom. Photographs of the children's work can also be attached on Google Classroom or sent to the class teacher at <a href="mailto:Debbie.smith2@school360.co.uk">Debbie.smith2@school360.co.uk</a> . A member of staff will routinely contact parents by phone on a weekly basis. A member of staff will also be on hand to call parents within one day on request by email.	on the tasks through Google Classroom. Photographs of the children's work can also be attached on Google Classroom or sent to the class teacher at <a href="mailto:Debbie.smith2@school360.co.uk">Debbie.smith2@school360.co.uk</a> . A member of staff will routinely contact parents by phone on a weekly basis. A member of staff will also be on hand to call parents within one day on request by email.
<b>Penguins (Year 4)</b>	Staff will upload links to daily online Maths and English lessons to Google classroom, matching lessons being carried out in school – these will also be sent to parents by email. Pupils will complete written tasks in their homework books. Parents can provide feedback on the task sheet uploaded to Google Classroom.	Staff will use Google classroom to provide daily online Maths and English lessons, matching lessons being carried out in school. A weekly topic task will be uploaded, closely linked to the learning for that week in school. Pupils will complete any written work in their homework books. Parents can provide feedback on the task sheet uploaded to Google classroom and email photographs of any completed work to <a href="mailto:emma.oliver@school360.co.uk">emma.oliver@school360.co.uk</a> . Staff will provide feedback for written work via email or Google Classroom. A member of staff will routinely contact parents by phone on a weekly basis. A member of staff will also be on hand to call parents within one day on request by email.	Staff will use Google classroom to provide daily online Maths and English lessons. Pupils will also complete reading, spelling/handwriting tasks and weekly multiplication practice. Weekly topic tasks will cover a range of subjects to complete throughout the week. These tasks will all be provided on the task sheets uploaded to Google classroom and will also be emailed to parents. Pupils will complete any written work in their homework books. Parents can provide feedback on the task sheet uploaded to Google classroom and email photographs of any completed work to <a href="mailto:emma.oliver@school360.co.uk">emma.oliver@school360.co.uk</a> . Staff will provide feedback for written work via email. A member of staff will routinely contact parents by phone on a weekly basis. A member of staff will also be on hand to call parents within one day on request by email.

A recent school survey has shown that 100% of pupils have broadband internet access in their homes. All parents can also be contacted by email and therefore receive daily tasks by this means. Approximately 8% of pupils only have online access via a parent's mobile phone. The results of the survey ensure that the school is fully aware of which pupils may have difficulty accessing remote learning and therefore provide alternative methods or additional support as necessary.

The school is also part of the government's 'Get Help With Technology' scheme which will allow the school to quickly arrange delivery of a number of devices to loan to those pupils without an appropriate device in the event of bubble closures, whole school closures or local lockdowns.