



## Chestnut Lane School - Contingency Plan for Remote Learning

June 2023

<p>Introduction</p>	<p>The DfE provides <a href="#">non-statutory guidance</a> (Feb 2023) to schools on providing high-quality remote education when it is not possible, or is contrary to government guidance, for some or all pupils to attend school. They state that <i>“remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning”</i>.</p> <p>DfE refer to remote education as <i>“any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils. This includes both digital and non-digital remote solutions”</i> (Remote Education Research 2021). Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. The Government therefore do not expect that solely digital means will be used to teach these pupils remotely. They suggest that <i>“In some situations non-digital is preferable to digital alternatives, for example:</i></p> <ul style="list-style-type: none"> <li>• <i>for pupils with special educational needs and/or disabilities (SEND) who risk sensory overload when working at a screen</i></li> <li>• <i>for early years children, who rely on physical experiences as part of their development</i></li> </ul> <p><i>Alternative methods can provide suitable remote education when used thoughtfully and in line with the school’s curriculum”</i> (Remote Education Research 2021).</p> <p>If we should face a situation, where children are required to learn from home, our remote learning offer will ensure we:</p> <ul style="list-style-type: none"> <li>• provide curriculum activities that allows access to high-quality online and offline resources that is linked to the school’s curriculum expectations;</li> <li>• 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.</li> </ul>
<p>Our Vision, Values and Approach to Remote Learning</p>	<p>Our school vision is 'To provide an excellent educational foundation that inspires curiosity, creativity, confidence and a love of learning'. Our school values are 'Respect, Kindness, Resilience, Independence, and Responsibility'.</p> <p>At Chestnut Lane School, we believe that an active approach to learning is best for our young learners. Where possible, we provide practical activities for the children, allowing them to build their independence and have hands-on experiences. We encourage the children to take ownership of their learning, including the use of open-ended tasks that challenge and inspire all levels of attainment. This vision is extended through our remote learning offer and will therefore be reflected in the activities set.</p> <p>We understand the challenges that supporting your child’s education at home presents for everyone. As a school we are providing ideas to support you to help to continue their education at home but we are aware that it is not possible, for you or for us, to completely replicate a school day! However, more time at home with family will provide some amazing opportunities for children to have experiences that will have a significant impact on their development and will lay excellent foundations for future academic learning. These are the things that will help support your child and can be built into their structured or free time at home:</p>

	<ol style="list-style-type: none"> <li>1. <b>Talking and Listening.</b> Language is the most important tool for learning. Encourage your children to talk and explain their thoughts and ideas. Remember to actively listen to them when they are doing this. Stop what you are doing and give them your full attention. Asking open questions will help to develop their language and thoughts. Why do you think...? Can you tell me more about...?</li> <li>2. <b>Extending Vocabulary.</b> Developing children’s vocabulary provides them with an essential tool for all present and future learning. This will have a positive impact on their writing and understanding of mathematics and science. You can help support this through reading to your child at a level beyond their own reading level. Talk about and explain words they do not understand but merely hearing them in context will help them to remember and use new words.</li> <li>3. <b>First Hand Experience.</b> Children learn by actually doing things. Children need to experience things first hand if at all possible. Actually doing, seeing, feeling, hearing, smelling will support them to use all their senses to learn. Think about learning through all their senses when they are learning something new. The more real and concrete their learning, the more they will remember it e.g. measuring in millilitres with real containers and liquid will be much more powerful than completing a diagram of the same activity.</li> <li>4. <b>Exploring and Experimenting.</b> When children are playing they will be exploring and experimenting. They will be trying out new ideas, hypothesising, imagining and problem solving. These experiences are vital for cognitive development and will develop skills that they will use throughout their life.</li> <li>5. <b>Keep Active.</b> Moving and exercising are vitally important to keep children healthy but also to keep their sensory system well regulated so that they can concentrate. Keep having regular activity breaks throughout the day, and during learning sessions, to keep children well regulated so that their concentration is optimised.</li> </ol> <p>When the children return to the school environment the experiences that they have had at home will form a firm foundation for them to continue with their education.</p> <p>Both at school and through our remote education offer, we continue to focus on the emotional health and wellbeing of the children. Activities which will promote their emotional development will be set and they will be encouraged to partake in a range of physical and outdoor activities.</p> <p>Support for families can be found in our ‘Parent’s Wellbeing Activity Guide’ - See Appendix A.</p>	
Chestnut Lane’s Characteristics of Effective Learning	<p>The Characteristics of Effective Learning are used across Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) at Chestnut Lane School. Staff, parents and children are all used to using these. The learning behaviours cover: Playing and Exploring, Engagement, Active Learning, Motivation and Creative and Critical Thinking.</p> <p>In the EYFS, we characterise these through the use of the Mr Men characters and in KS1 we encourage the children to build their vocabulary further by linking these characteristics to words such as challenge, resilience, pride, ownership and reflection. See Appendix D.</p> <p>In lessons, these characteristics are widely talked about by the staff and children, and praise for them can be seen throughout our marking and feedback. Our remote learning offer will also encourage the children to build on these learning behaviours at home and comments from parents regarding these characteristics will be valuable.</p>	
What Remote Learning will look like...	<p><b><u>Exceptional circumstances when individuals require remote learning:</u></b> Parents will be emailed a home learning pack that will be built on the current topics for each half term. The activities given will be based on the year group’s</p>	<p><b><u>During a class or whole school closure:</u></b> Parents will still be emailed a home learning pack. Some of the activities planned by school will be complemented by high</p>

	<p>curriculum, and will include scaffolding and challenges. Where required, teachers will provide online links to videos and activities and will show methods (such as written maths methods) clearly.</p> <p>Children with SEND will receive a set of activities that will be based on the objectives in their SEN Support plans/EHCP. Parents will be encouraged to contact the school to speak to the class teacher or specialist support assistant should they need any further clarification or support with their child’s learning tasks.</p> <p><i>Nursery &amp; Reception - EYFS</i> Parents are given a range of suggested activities based on the Early Years Statutory Framework under an overarching theme. It is important to remember that EYFS follows a child led, play-based curriculum. All children should still have time to play imaginatively with toys, build with lego, dress up, act out stories, and play games with their family throughout the day. Teachers recommend that the parents choose 1 task a day to focus on with their child. They will also be given the phonics sounds which their group will be working on. See Appendix B.</p> <p><i>Year 1 &amp; 2 – KS1</i> In KS1, the children’s home learning will be based on what they would be learning in school during the current half term. Parents will be given a range of cross-curricular activities. Children are encouraged to complete a maths or an English activity, along with a topic based activity, which covers the foundation subjects. Activities will follow on from one another and the children are encouraged to record their work in some form. They will also be given the phonics sounds which their group will be working on. See Appendix C.</p>	<p>quality, third party, teaching resources (for example Oak National Academy/BBC Bitesize).</p> <p>Parents will be provided with example timetables that are age appropriate for the children to support them to create suitable timeframes for learning. See Appendix B &amp; C.</p> <p>If remote learning is required for a period of time, the school will provide short live sessions, via an online platform, to ensure the class community remains engaged and the teacher can offer support where necessary.</p>
<p>Our staff are responsible for:</p>	<p>Leadership staff will be responsible for:</p> <ul style="list-style-type: none"> <li>• Following LA guidance in working with their school catering team either to provide good quality lunch parcels or to issue a food voucher for children eligible for free school meals</li> <li>• Supporting teaching staff with the deliverables below</li> </ul> <p>Teaching staff will be responsible for:</p> <ul style="list-style-type: none"> <li>• Providing a timetable showing a suggested routine that is appropriate for the age of the child</li> <li>• Providing remote learning as outlined above, including all necessary resources</li> <li>• Offering individual telephone calls to support children or parents where necessary</li> <li>• Providing wellbeing support as required, signposting parents to relevant resources and agencies</li> </ul>	

	<p>Specialist support assistants will be responsible for:</p> <ul style="list-style-type: none"> <li>• Providing activities in line with pupils' Educational Health Care plans</li> </ul>	
<p>Our pupils and parents are responsible for:</p>	<p><b><u>When individuals require remote learning:</u></b></p> <p>In exceptional circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely, we expect them to be encouraged to engage with the home learning materials sent to them. We would encourage all parents to:</p> <ul style="list-style-type: none"> <li>• Stick to a clear daily routine</li> <li>• Complete many or all of the suggested activities</li> <li>• Seek support from class teachers where necessary</li> <li>• Promote the Characteristics of Effective Learning throughout all activities</li> </ul> <p>Such provision is a short-term solution and should not be viewed as an equal alternative to attendance in school.</p>	<p><b><u>During a class or whole school closure:</u></b></p> <p>We would encourage all parents to:</p> <ul style="list-style-type: none"> <li>• Stick to a clear daily routine</li> <li>• Complete some of the suggested activities in EYFS</li> <li>• Complete some of the activities planned by school in KS1</li> <li>• Promote the Characteristics of Effective Learning throughout all activities</li> </ul>
<p>Keeping Safe Online</p>	<p>At Chestnut Lane School, each year group covers e-safety every half term. Children are taught to:</p> <ul style="list-style-type: none"> <li>• Understand what personal information is and what is safe to share with others</li> <li>• Understand how to use the internet safely and kindly</li> <li>• Know how to recognise anything unexpected online and understand the importance of telling an adult</li> <li>• Recognise that not everyone is a 'friend' or who they say they are online</li> </ul> <p>When using any form of online platform, it is important to remember how to keep children safe online. Due to the age of our children, parents would be required to supervise the use of Vimeo, search engines and any other online use with their children. More information and resources about online safety can be found here: <a href="https://chestnutlane.bucks.sch.uk/classes/resources-for-parents">https://chestnutlane.bucks.sch.uk/classes/resources-for-parents</a></p>	
<p>Resources</p>	<p>No one expects parents to act as teachers, or to provide the activities and feedback that a school or nursery would. We are aware that home learning will not represent a normal school day. Parents and carers should do their best to help children and support their learning while dealing with other demands.</p> <p>Our school website also has further resources that will support parents in their delivery of the remote learning activities. There are many useful phonics, handwriting and maths resources and parents are encouraged to use these. <a href="https://chestnutlane.bucks.sch.uk/classes/resources-for-parents">https://chestnutlane.bucks.sch.uk/classes/resources-for-parents</a></p> <p>We are committed to overcoming any potential barriers to digital access for families and will ensure equal access through the provision of printed resources, supplemented with other appropriate forms of communication as required. We ask that parents contact the school if access to devices or connectivity is an issue so that we can discuss the best way to support you.</p>	

## Appendix A: Parent's Wellbeing Activity Guide

### Activity Guide to Support Children's Wellbeing

This guide provides a small selection of mindful activities for parents to use at home to support their child's wellbeing. There are many different activities and resources, which we have included a few links for but please liaise with the class teacher if you require any further support or would like activities for a specific area. Please refer to 'Parent's Guide to Children's Mental Health – Primary School'

(<https://www.mentalhealth.org.uk/sites/default/files/mental-health-schools-make-it-count-parents-carers-guide.pdf>) for more information about Mental Health and Wellbeing.

#### *What is Mindfulness?*

We explain to children that mindfulness means paying attention, with kindness and patience, to what's going on inside as well as outside of you right now. The term "monkey mind" means feeling restless, agitated and distracted. A goal of mindfulness activities is to calm the constant chatter of the mind.

#### *How do children become mindful?*

Children can become mindful by noticing their breathing, focusing their attention, expanding their awareness and by being patient even when things are hard. Help children build empathy, manage everyday emotions and have fun with mindfulness activities.

There are different reasons to require mindful activities. It may be because of high anxiety, feeling frustrated, overwhelmed or struggling to concentrate so the example activities are split into 4 main areas; **Start your day (stay grounded)**, **Find Calm**, **Focus (strengthen your mind)**, **Rest and Relax**.

#### **Example activities:**

<p><u>Jungle Movement</u> Tighten and relax the muscles in your toes, ankles and legs. Lift one foot and feel your muscles working. Imagine you are an animal in a jungle. Being walking silently through the jungle without making a sound. Feel your toes helping you balance. Feel your weight in your heels. Move your arms in a slow sway. Cross the room 2 times paying attention to how you move.</p>	<p><u>Mindful Mood</u> Sit with your spine straight and body relaxed. Take 3 soft, slow breaths and notice your mood. Choose a marker or crayon to draw your mood. Blue could mean one mood. Red or green could mean another. Later you might be in a different mood so create a new drawing.</p>	<p><u>Rooted like a tree</u> Stand with your feet together and arms by your side. Image tree roots growing from the bottom of your feet down into the earth. Slowly lift one foot and press it against your other ankle. Clasp your hands together with just your pointer finger extended. Lift your clasp hands above your head. Balance, relax into the position and feel rooted like a tree. Lower your arms and try the other foot.</p>
<p><u>Shake out</u> Stand still like a statue, breath in and hold your breath. Breathe out and shake out your arms, shake them high and shake them low. On your next out breath shake out your legs. Then shake your body until it's loose. Shake out the worries and see them fly off you like water drops. Finally flop down onto the floor and let out the last 'ahhhhhh'. Take 3 breaths; fill your nose, lung, tummy.</p>	<p><u>Tummy Ride</u> Lie down and place a small soft toy on your tummy. Let your arms rest loosely by your side. Breathe normally and watch your toy rise up and down on your tummy pretending its riding and ocean wave. Count as you "breathe in – two three" "Breathe out – two – three" Does your breathing feel like a rolling wave?</p>	<p><u>Fist Squeeze</u> Take 3 mindful breaths and pay attention to what you are feeling. Imagine those thoughts and feelings are gathering like energy balls in your hands. Breathe in and squeeze your fists as tightly as you can. Breathe out slowly and open your hands, soft and loose. Imagine the energy balls flying away like sparks. Breathe in and squeeze your fists again, let the energy build. Breathe out and slowly opening your hands letting the energy go.</p>

<p><b><u>Mental Snapshot</u></b>          Sit with a partner and have a small selection of objects in front of you. Take time to focus on each object. Close your eyes and your partner can take an object away. Can you remember what it is? Swap roles.</p>	<p><b><u>Open Ears</u></b>          Sit with a partner, close your eyes and take mindful breaths. Your partner will ring a bell (or other object). Pay close attention to the sound. Notice how it fills the room. Raise your hand when the sound has gone. Put your hand down and focus your attention on all other sounds you can hear close by or far away.</p>	<p><b><u>Mind Castle</u></b>          Sit mindfully (straight spine and body relaxed). Close your eyes and take three soft, slow breaths. Draw a castle in your mind. What does it look like on the outside? Does it have towers or a drawbridge? Now go inside, what do you see? Imagine wandering through the rooms and notice the shapes, smells and sounds of each room.</p>
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<p><b><u>Safe Keeping</u></b>          Write/draw a worry down on a piece of paper. Fold it up as small as you can and put it in a safe place such as a special box or drawer. You don't need your worry when you play, eat or sleep. You can throw your worry away when you don't need it anymore.</p>	<p><b><u>Mindful Colouring</u></b>          Before you start colouring, take 3 deep breaths. You can find a detailed colouring page or you can create your own detailed drawing. Take your time to think about each section of your picture and tune out all your mind chatter.</p>	<p><b><u>Nature Walk.</u></b>          Go on a mindful walk outside. While you are walking, take time to engage each sense and actively think about what you can hear, smell, feel, touch. Take time to tune into each sense. If you are not able to go outside choose a picture from a book or online (forest, sea, mountains) and imagine you are there. What can you feel? What can you see? Where are you? What can you smell?</p>
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## **Yoga**

Yoga is great for wellbeing. Short sessions are great to refocus, calm or just be active. There are different child friendly videos for yoga, we recommend 'Cosmic Kids Yoga' (available on YouTube or <https://cosmickids.com>) which tells a story through yoga stretches and engages children's minds as well as physically.

## **Stories**

Children re-reading familiar stories, looking through picture books independently or having stories read to them is another great way to feel calm.

Stories are also a great way for you, as parents/guardians, to address any emotion, which your child may be feeling. There are many books available to cover a range of different emotions at an age appropriate level. Here are a few suggestions of books we regularly use in school. For more information see the 'Books Trust' website or ask your class teacher who will be happy to recommend books for a specific concern:

- 'The Colour Monster' by Anna Llenas
- 'The Huge Bag of Worries' by Virginia Ironside
- 'Ruby's Worry' by Tom Percival
- 'Ravi's Roar' by Tom Percival
- 'The Worrysaurus' by Rachel Bright
- 'The Lion Inside' by Rachel Bright

## **Further Information and Activity Guides:**

<https://www.place2be.org.uk/our-services/parents-and-carers/coronavirus-wellbeing-activity-ideas-for-families/>

<https://youngminds.org.uk/find-help/for-parents/>

<https://mindedforfamilies.org.uk/young-people>

<https://www.bbc.co.uk/bitesize/articles/zkyr47h>

**Appendix B: Example EYs Timetable to structure day**

**Early Years Suggested Timetable for Remote Learning**

Please find below a suggested structure for your day when remote learning is required. We have also included a suggested time frame for the activities. We appreciate that this will not work for everybody but hopefully it gives some guidance which can be easily adapted to suit you and your child’s needs.

<b>Morning</b>	<b>Physical activity</b> - Start the day with physical gross motor activity / PE to get moving.	<b>20 minutes</b>
	<b>Themed challenge</b> from weekly plan. Choose 1 area of learning – C&L, PSED, Lit, Maths, UW, EAD *	<b>30 minutes</b>
	<b>Reading</b> – child to read using books/sentences based on phonic knowledge	<b>15 minutes</b>
<b>Lunch</b>	Enjoy lunch followed by a walk, scoot or bike ride in the fresh air if well enough. What do they notice about the world around them today?	
<b>Afternoon</b>	<b>Fine Motor Activity</b> - Start the afternoon with a fine motor activity (see <a href="#">suggestion list</a> ) to develop finger muscles.	<b>20 minutes</b>
	<b>Themed challenge</b> from weekly plan. Choose 1 area of learning – C&L, PSED, Lit, Maths, UW, EAD *	<b>30 minutes</b>
	<b>Shared reading</b> – adult to read a story and together discuss the characters / key events. Encourage children to join in with refrains.	<b>15 minutes</b>

It is important to remember that Early Years follows a child led, play-based curriculum. All children should still have time to play imaginatively with toys, build with lego, dress up and act out stories and play games with their family throughout the day. We suggest that the ‘focused tasks’ are scattered throughout rather than in a solid block.

\*A suggested structure for the themed challenges may look as follows:

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Morning</b>	Maths	Literacy	Maths	Literacy	Communication & Language
<b>Afternoon</b>	Understanding the World	Communication & Language	Physical Development	Personal, Social, Emotional Development	Expressive Arts & Design

This is only to be used as a suggestion as the activities will depend on your child’s main focus areas/targets which they need to work on. Repetition of activities will help to build confidence and consolidate learning. For example, if your child enjoys writing and craft during their play then it would be a good idea to have ‘maths’ and ‘understanding the world’ as the focus tasks more often in the week rather than literacy/EAD which they are already consolidating through their free choosing.

**Appendix C: Example KS1 Timetable to structure day**










**KS1 Suggested Timetable for Home Learning**

Below is a rough outline of a suggested timetable that could be used for home learning. All children have different needs and learning styles. Some may be able to sit for this length of time to complete an activity while others may need time slots to be broken down into smaller chunks of time. Make sure the children have lots of movement breaks and time outdoors. Remember, no one should sit still for longer than 20 minutes at a time so it's important to keep your body moving!

Day/Total Time	20 minutes Phonics/Speed Reads	20 minutes Physical Activity	20 minutes Maths/English	20 minutes BREAK	20 minutes Maths/English	30 minutes LUNCH	40 minutes Topic Challenges	20 minutes Reading
<b>Monday</b>	Read, Cover, Spell and Check your speed reads.	Daily exercise.  Choose from these online resources:	Have a go at the maths or English activity for the day.	Have a break!	Go back to your maths or English activity.	Have some lunch.	Have a go at one of the Foundation subject activities.	Shared Reading.
<b>Tuesday</b>	Make rainbow speed reads. Using different colours, write each word as one layer of a rainbow.	- PE with Joe Wick (Youtube) - GoNoodle - Cosmic Kids Yoga (Youtube)  Or alternatively, you could:		Go outside, watch the television, play a game or just relax.	Have you made any errors? Are there any improvements you could make?	Go out into the garden and get some fresh air.	Enjoy engaging with our topics but don't forget to take a learning break when you need one.	Enjoy reading a story with someone or by yourself.
<b>Wednesday</b>	Make cards and play snap (you'll need 2 copies of each word.)	- Make up a dance routine to your favourite song. - Set up an obstacle course in the garden and complete it 10 times.	<b><u>Mental Maths</u></b> Ask an adult/older sibling to give you 6 mental maths questions. (E.g. $5 + 3 + 7 = ?$ )	Don't forget to eat a healthy snack!	Could you check your maths using a different method? Could you check your spelling using a dictionary?	Take some time to relax, play on the computer, talk to your family or call a relative or friend.		Alternatively, ask an adult to read to you and ask you some questions about the book.
<b>Thursday</b>	Hide a card to see which is missing and spell it.	- Play tennis, cricket, throwing and catching, football etc outside						
<b>Friday</b>	Play hangman with the words. Ask an adult or sibling to check your spellings like we would at school.	- Set up a 30-second challenge (star jumps etc)						



### Early Years

Playing and Exploring		
Little Miss Curious		Finding out and exploring
Little Miss Wise		Playing with what they know
Mr Brave		Be willing to have a go
Active Learning		
Mr Busy		Being involved and concentrating
Mr Try		Keeping trying
Little Miss Proud		Enjoying achieving what they set out to do
Creative and Critical Thinking		
Little Miss Inventor		Having their own ideas
Little Miss Brainy		Making links
Mr Adventure		Choosing how to do things

### Key Stage 1

'I can' Statements
<u>Engagement</u>
I always show curiosity about learning.
I can consistently make links and connections between my learning and personal experiences.
I can independently challenge my own understanding and show resilience when faced with difficulty.
I push my learning boundaries, challenging myself through taking appropriate risks.
<u>Motivation</u>
I can set my own goals and be proud of my achievements.
I can show high levels of enthusiasm to learn.
I can consistently maintain focus and overcome any distractions.
I can take ownership of my learning journey and make decisions about what to do next.
<u>Creativity &amp; Critical Thinking</u>
I can reflect on my own ideas and justify them to others.
I can use a trial and error approach to solve open-ended tasks creatively. (Thinking outside the box)