



## ALL SAINTS CE FIRST SCHOOL

### Remote Learning Plan for Children Isolating Due to Covid-19

When teaching pupils remotely, the DfE expects 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.

### At All Saints CE First School this will look like:

#### INTENT

The intent of our remote learning plan is to ensure that children receive a coherent, connected and purposeful learning experience irrespective of whether they are learning face-to-face in school or from home. In these uncertain times, it is highly likely that children, or groups of children (bubbles) may have need to isolate for periods of time.

#### IMPLEMENTATION

In order to properly manage the needs of children and staff, a carefully considered 'tiered' approach will be used. This will depend on the longevity of any period of isolation/closure and the volume of learners that are impacted by it.

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| <p><b>Stage One: Individual(s) Isolation</b><br/>School is open as usual however a child may be forced to isolate due to symptoms or family member showing symptoms (2 weeks)</p> <p><i>Children will be provided, but not be limited to, the activities listed. These will be provided through Google Classroom</i></p> | <ul style="list-style-type: none"> <li>• Maths worksheets from WRM which can be accessed independently or alongside the free lesson videos on the WRM Homelearning portal</li> <li>• Log-Ins for Numbots or Times Tables Rock Stars for daily practise</li> <li>• Spellings and/or Phonics games skills to practise</li> <li>• Reading books and associated activities</li> <li>• A research activity based around the existing class topic</li> <li>• An age-related writing activity</li> </ul> | <p>Activities will seek to provide a bridge during the time that children are not in school by maintaining similar topics/foci that are being delivered in school. We will expect parents/carers to facilitate learning opportunities whether this is providing access to relevant apps and explaining activities as required. Maintaining contact with the class teacher through Google Classroom is also helpful. We would expect children to spend 3-4 hours per day completing specific tasks supplemented by purposeful play</p> |
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|  | <ul style="list-style-type: none"> <li>The regular class home learning, which is available electronically via Google Classroom.</li> </ul>   | and exercise. Activities will be placed in the Google Classroom each morning and will need to be handed in by 5pm each day.   |
| <p><b>Stage Two: Bubble Isolation</b><br/>School is open for most pupils however a 'bubble/s' (or classes) has need to self-isolate for a period of 2 school weeks along with the class teacher and assistants.</p> <p><i>Teachers and TAs will be working from home. As a consequence, learning will be electronic through use of Google Classroom. Where printing is a barrier, staff who are in school will be more than happy to print and provide this.</i></p>   | <ul style="list-style-type: none"> <li>Daily check-in video to be placed on Google Meet outlining learning for the day and any messages/feedback from previous day. Rec/KS1 make use of short phonic video inputs.</li> <li>Daily maths activity linked to learning video. This is downloadable.</li> <li>Daily English/writing activity.</li> <li>Spellings and/or Phonics games skills to practise</li> <li>Reading books and associated activities</li> <li>Log-Ins for Numbots or Times Tables Rock Stars for daily practise</li> <li>Foundation/science subject learning linked to the class topic(s)</li> <li>Teachers on hand to respond via Google Classroom during school hours.</li> </ul> | Activities will seek to provide a purposeful learning during the time that children are not in school. We will expect parents/carers to facilitate learning opportunities whether this is providing access to relevant apps and explaining activities as required. Maintaining contact with the class teacher through Google Classroom is also helpful. We would expect children to spend 3-4 hours per day completing specific tasks supplemented by purposeful play and exercise. Activities will be placed in the Google Classroom each morning and will need to be handed in by 5pm each day. |
| <p><b>Stage Three: Whole school short term lock down (2 weeks)</b><br/><i>School is closed for all pupils.</i></p> <p><i>Teachers and TAs will be working from home. As a consequence, learning will be through Google Classroom. Where printing is a barrier, children will take home a learning jotter/book/textbooks to make notes and will not be expected to complete written worksheets. Due to the very short notice of such a shutdown, relevant worksheets cannot be stockpiled in advance.</i></p> | <p>All as stage 2 plus:</p> <ul style="list-style-type: none"> <li>Daily check-in video to be placed in Google Classroom outlining learning schedule for the day and any messages/feedback from previous day. Rec/KS1 make use of short phonic video inputs.</li> <li>Class teachers will provide an approximate timetable for activities during the day. Mornings will focus on maths and English and afternoons on other subjects however these will be flexible to suit your circumstances.</li> </ul>  | As stage 2.   |
| <p><b>Stage Four: Whole school long term lock down (indefinite period)</b><br/><i>School is closed for all pupils.</i></p> <p><i>Teachers and TAs will be working from home. As a consequence, learning will be electronic through use of Google Classroom. Where printing is a barrier, children will take home a learning jotter/book/textbooks to make notes and will not be expected to complete written worksheets. Due to the very short</i></p>   | <p>All as stage 2 and 3 plus:</p> <ul style="list-style-type: none"> <li>Reading books changed as required. These would be available for collection from school on specific days/times. Where a family are unable to access this, we will work with families to provide a door-to-door service.</li> <li>School will source supplementary workbooks (e.g. WRM) which would be available for collection/delivery. This could</li> </ul>   | As stage 2.   |

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| <p><i>notice of such a shutdown, relevant worksheets cannot be stockpiled in advance.</i></p> | <p>be subject to a charge on ParentPay to cover costs</p> <ul style="list-style-type: none"> <li>• School will provide devices in order to enable pupils in receipt of the pupil premium to access remote learning if necessary</li> </ul> |  |
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**Points to note:**

- We recognise that younger pupils and some pupils with SEND will not be able to access remote education without adult support. Teachers will support families to deliver the online curriculum by providing age/need appropriate resources and instruction.
- Teachers are encouraged to make use of high quality curriculum resources or videos that have been provided by external platforms such as WRM, BBC Bitesize and Oak National Academy.
- Online provision must be supplemented by activities away from the computer. In many cases, a lesson introduction may be provided/accessed electronically but the independent activities are possible to complete away from the screen.
- All provision is to be supplemented by purposeful play/exercise. Breaks should be taken throughout the day and taken outdoors where possible. School will not require children to be sat for upwards of 5 hours per day.
- Teachers will aim to provide whole-class feedback through their daily video content. They will also be available to provide feedback/praise during school hours. They may employ a variety of strategies (such as a wall of work, video shout-outs etc.) to celebrate learning. Individualised marking will not be expected but teachers will provide individual feedback as necessary.
- We will aim to have video and/or telephone interactions with each child through a variety of platforms on a regular basis.