Cherry Willingham Primary Academy

Remote Learning Plan - 2020/2021

Specific Aims

- To outline our approach for pupils who will not be attending school, as a result of government guidance or the closure of a class bubble.

- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils.

Who is the plan applicable to?

Every child is expected to attend school from September 1st 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

This plan outlines expectations for class bubble or partial school closure, rather than individual cases, and individual pupils who are isolating.

Remote learning for pupils

We will provide links to appropriate remote learning for pupils who are not able to attend school so that no-one need fall behind. Currently this will be through the use of Pearl trees with a view to learning being delivered via teams in the near future so that improved feedback can be achieved. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

Curriculum

We understand that there has been much disruption to children's education. We are therefore committed to ensuring that all children continue to receive a quality education should the need for remote learning arise.

Our approach will involve online learning where resources that mirror the learning in class will be available to download via the Pearltrees website. Other resources will available through online learning platforms such as:

- Oak National Academy
- BBC Bitesize
- White Rose Maths
- Ruth Miskin/ YouTube for Read Write Inc Phonics
- Times Tables Rockstars

In addition to this, teacher's school email addresses will be made available to parents so that advice can be given, work can be emailed and feedback can be given.

We recognise that some children will not have access to technology and, in these instances, paper copies of work will be made available.

The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year and keep up.
Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

The governors and senior leadership team are fully aware that these are exceptional times and each family is unique. Because of this we will approach remote learning in way which suits their individual needs. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- Parents may be trying to work from home so access to technology as a family may be limited;
- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation.

In any of the instances outlined above, paper copies of work will be made available.

Teacher Expectations

Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for home learners. Should remote learning need to be set for a class or bubble, the work for the week in English, Maths and other subjects will be posted on the Pearltrees website page by 9.00am on a Monday morning.

The information will contain:

- All website links needed to access home learning resources along with clear information about the learning for that week. This will include reference to daily tasks for relevant subjects.

- A weekly timetable which details home learning for all subjects.

- Links to daily English or phonics lessons.

- Links to daily Maths lessons.

- Worksheets to accompany lessons will be available to download. For parents who have limited technology, worksheets will be made available to collect from the school office in a socially distant way.

- Staff will add these resources to the Pearltrees webpage electronically and it will be the responsibility of families to print/use these resources at home (or contact the school to ask for a 'paper pack')

- Teachers will respond promptly, within reason, to requests for support from families at home. This should be done via the class teacher's school email address. Staff and parents should communicate via the class email address.

- All staff will adhere to the agreements outlined in the following table which outlines the minimum expectations for the provision of home learning.

(All activities will be updated weekly in line with current learning).	If a child is off for 48 hours pending a test.	If a child is off for 7/14 days, if a bubble has to close or any sort of lockdown occurs.
Reception (EYFS) Online tasks and support: Oxford Owl reading tasks. RWI via you tube links.	English – 2 phonics activities. Maths – 2 activities. Afternoon – 1 creative activity and 1 outdoor/indoor hunt task.	English – 1 phonics task per day. Daily task to support writing. Maths – 4x Power maths sheets. Afternoon – 1 pencil control task, 1 fun game, 1 creative task and 1 topic activity linked to current theme.
Year 1 and 2 Online tasks and support: RWI video links. Links to online maths games. You tube for Cosmic Yoga. BBC iPlayer/You tube for story time. Super movers for maths starters. TTRS	English – 1 RWI words with sound of the day task and video link. Maths – 1 power maths page per day with supporting practical/mental tasks. Afternoon – 1 Topic challenge linked to class theme and 1 creative task.	English – Daily RWI tasks linked to sounds words and handwriting tasks for letter formation. Written tasks linked to class book and RWI words/sounds. Maths – Daily power maths tasks with practical activities and mental maths tasks. Afternoon – 1 Topic, 1 Science, 1 RE, 1 PE/outdoor and 1 creative task.
Year 3 and 4 Online tasks and support: TTRS link. Online comprehension link. Teaching tables. Top marks. Helpful website links for afternoon learning. Hour of code	English – 1 piece of grammar work and 1 comprehension task. 2 Short spelling activities. Maths – 2 written tasks linked to current learning. TTRS/tables work. Fluent 5 task. Afternoon – 1 piece of History or science work. 1 creative task.	English – 1 comprehension, 1 grammar and 3 written based tasks. 2 short spellings activities. Maths – 5 lessons that cover current learning. Links to videos for support. TTRS/tables work. Fluent 5 tasks. Afternoon – 1 science, 1 History/Geography, 1 Art/D&T, 1 ICT/RE/Music and 1 outdoor challenge.
Year 5 and 6 Online tasks and support: PE on GetSet4P.E TTRS White Rose Pobble 365 Hour of code Bitesize. Oak academy.	English – 1 reading comprehension and 1 grammar task. At least 1 short spelling activity. Maths – 2 written tasks linked to current learning and supporting videos where possible. Afternoon – 2 pieces of topic work/ outdoor challenges.	English – 1 reading comprehension, 2 grammar lessons and 2 written tasks. Spelling activities and a 5 minute read. Maths – 5 lessons of maths to cover current concepts with supporting videos where possible. TTRS work. . Afternoon – 1 History/geography, 1 Art and 1 Science lesson. 1 ICT lesson using hour of code. 1 Outdoor activity.

Family (pupil/parent/carers):

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. We recommend that each 'school day' maintains structure. A suggested timetable will be made available on the relevant class web page as a guide. This includes regular break times and daily reading for pleasure.

- If a class bubble is isolated, we would request that any work children complete at home is kept safe, ideally in a folder, and can be brought back to school when it is safe to do so.

- Should anything be unclear in the work that is set, parents can communicate with class teachers via the class email address or by contacting the school office. They should make clear which year group and subject the question relates to. It is paramount that parents only contact the class teacher for educational reasons.

- We encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration and presentation.

- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work, loan of iPads etc.). These will be discussed on case-to-case basis.

  - There is a clear expectation from the Department of Education that <u>all children</u> will engage in remote learning when well enough, with the full support of their parent/ guardian. The remote learning is there to sustain academic progress through a range of different approaches reflecting the different ways children learn.

<u>Remote teaching for staff who are self-isolating</u>

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.

- It is expected that staff get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.

- Whilst self-isolating, and if able to do so, non-teaching staff will be given an individual project to work on which is line with whole school improvement priorities or asked to support with the online learning provision for their year group. These projects will be communicated by the Assistant Head teacher or Head teacher and will be allocated on a case-by-case basis.

- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication during this time will not be undertaken until the teacher is fit to work.

<u>Remote learning plan review and development.</u>

This plan will be constantly reviewed in view of Government recommendations. Cherry Willingham Primary Academy will seek to improve the provision of future remote learning through the implementation of teams so that monitoring of completed work and feedback can be developed even further. We will seek to gather and react to parent's comments to improve the quality and accessibility of our remote learning provision.