

Grange C of E Remote Learning Plan

Achieve-Believe-Care



In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Grange C of E Primary School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources. This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household or close contact;
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 or due to national lock down.

The plan complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools

Software and online platforms

How will my child access any online remote education you are providing?

- Tapestry for Nursery and Reception Classes
- Google classroom for KS1 and KS2 (Y1-Y6)

Teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by White Rose Maths and Oak Academy (depending on age and stage of learning).

Children will remain in contact with their Class teacher through Google Classroom or Tapestry (to share successes and communications).

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 – 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. Class teachers are to use the lessons in the classroom, so children are familiar with the platform.

Phonics lesson/ resources including pre-recorded lessons will be used to support children in learning and apply new sounds in Letters and Sounds. These resources will be matched to the stage in the programme and learning.

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 and Spelling Shed/Maths Shed will all be utilised to support the acquisition and retention of basic core skills.

Google Classroom will support school in offering online learning with the opportunity for the children to communicate with their teacher and gain further instruction as required through the stream and personal comments feature. For our early years pupils this will be through Tapestry with parents providing a commentary on the observations uploaded.

The class email will remain in use as the communication element for parents as this has already proved to be invaluable.

Twitter will offer the chance for teachers to celebrate children's work and maintain our school community.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is strongly encouraged. 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 will receive logins and passwords for the following platforms:

- Google classroom (Y1-Y6)
- Tapestry (N and R)
- TT Rockstars (Y2-Y6)
- Spelling/Maths Shed (Y1-Y6)

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We will send out a form to identify where this is a problem for parents and, where we can, we will try to source a device if there is no access to one at home.
- Where this is not possible, or you do not have internet access we will provide work in another format.
- Work can be submitted by post or by leaving it at the school office entrance for the staff to collect if you are unable to upload work.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials. In the case of whole cohort isolation, resources will be uploaded to Tapestry or Google Classroom and any children who require it will have packs provided (parents will email or call school to request this). All children will have access to an exercise book at home (can be collected from school entrance or delivered if not able to go out) ready for them to record in and to ensure that the physical process of writing still takes place at home.

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

Where individual pupils need to self-isolate, but most of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups.

Individual pupil or small group needs to isolate for any reason in line with national guidance

Ongoing Support

If your child is absent because they are awaiting test results, your household is required to self-isolate, and the rest of their school bubble are attending school and being taught as normal, we would like you to look at Tapestry (N/R) or Google Classroom (Y1-Y6) for the home learning activities. These will be linked to topics studied and activities covered in class. There may be links to lessons from Oak academy that link to what is being taught in school to the rest of the children.

Children are encouraged to post their learning online for their teacher.

You can use the exercise book we will provide if required and take a photograph where possible to upload. Teachers will respond if they can (please be mindful they are teaching full time in school).

Initially, as their absence will be at short notice, they will be given appropriate work that is related to the year group objectives.

This might be:

- Comprehension work for reading
- Spelling and grammar work
- Maths work from White Rose maths

Safeguarding /SEND

If a child does not engage, the office will call/email the parents to discuss obstacles and support; the class teacher or headteacher will contact them to give advice.

For any child that is vulnerable, the Headteacher will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the Headteacher or nominated staff member - class teacher/T.A.

In the case of a safeguarding need the Headteacher or the deputy Designated Safeguarding Lead (DSL) will contact the parents.

A class or cohort of children are self-isolating because of a case of coronavirus in their bubble or national lockdown

Ongoing support

If the whole bubble or class is isolating, this will include the class teacher and unless they are ill, they will set work from home for the children which will include:

- Set assignments so that pupils have work each day.
- Deliver a planned, coherent and well-sequenced curriculum
- Provide daily maths and English lessons
Provide specific work for phonics and/or spelling and grammar (age dependant)-this may be online.
- Provide a lesson for another curriculum subject each day in line with the normal school timetable and government guidance re hours of learning.
- Include physical activity such as signposting to work outs, yoga in place of school P.E. and break times etc.
- Provide clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Provide introductory videos for the work for the day or specific lessons as appropriate.
- Assess progress by using questions and other suitable tasks e.g. quiz or comprehension type activity plus give feedback online using the platforms.
- Where possible (as in lockdown they may be in school teaching children plus providing remote learning) organise 'live meets' to deliver story times, check on pupil's well-being and answer general questions about the work set.

If any child is vulnerable in any way, the Headteacher/DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the Headteacher/DSL as above.

Those not engaging with home learning will be contacted by email and then by phone call from the class teacher to discuss the obstacles and support.

Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Teams as long as the agencies can engage in this way.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Initial learning tasks will be uploaded to the learning platforms or provided in paper form for those that require it.

Your child can also access online sites that they already have password for and have been using for homework such as TT Rockstars and Spelling Shed.

Reading daily is also important and access to Oxford Owls is recommended.

Parents can use the BBC Bitesize resource both online and on TV to support any learning.

Following the first few days of remote education when a whole bubble or school in lockdown is isolating, will my child be taught broadly the same curriculum as they would if they were in school?

We will be teaching the same curriculum remotely as we do in school wherever possible and appropriate. However, we may have needed to make some adaptations in some subjects. For example, P.E. at home would be different from school possibly, as you may prefer to go out for a walk or do an online exercise class such as yoga or Joe Wicks.

Please note:

If your child attends school, then they will do the same lessons that have been uploaded for remote learning for those not in school that day. You do not need to do the remote learning when they get home.

Marking and feedback during a bubble closure or whole school lockdown

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. All work submitted will be marked by the teacher on

google classroom or via Tapestry (this means the work may be responded to at the end of the day due to timings and teachers teaching those in school and recording introductions to lessons). Our approach to feeding back on pupil work is as follows:

- Returned work on 'Google Classroom'-this means that it has been seen and the teacher is happy with the work. Please post it in the assignment section on 'google classroom' not in the stream.
- Comments on 'Google Classroom' or Tapestry returned directly to your child/you or about the work seen or the image uploaded.
- Self-marked worksheets or quizzes which give instant feedback.
- Whole class feedback about a piece of work on a shared stream.
- Specific comments on the work may be given indicating where things have been done well, could be improved, extended or altered. These will come through the same online platforms used to submit work but will be private to your child/you. When you upload work please don't use the 'stream' otherwise we will not be able to give feedback specifically for your child as everyone can see this.

If you have any concerns about your child's access to the home learning or queries for the teacher during a period of isolation, please email the teacher on the class email-the address will be sent out to you or contact the office at joanne@grange.cumbria.sch.uk and the email will be forwarded if marked for the attention of the class teacher.

It is important that your child continues to learn during this pandemic and your support with these bubble closure plans is greatly appreciated.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Contact parents/carers directly find out if tasks need adapting for home learning.
- Provide support with additional resources and support for wellbeing through suggesting ways to adapt the tasks.
- Where possible provide recorded sessions for home learning or be part of a live meet.
- Maintain contact remotely with agencies involved with your child and hold meetings where possible online.

What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home?

We of course understand that it is challenging having children at home. Activities will be posted daily but you can complete them at your own pace if you are not able to do them all on the day for some reason.

- We expect all children in school (R-Y6) to engage with the learning each day as if they were attending school.
- As last lockdown, it would be good to set a timetable for your child, so that they know what they have to do each day and when they will have exercise and breaks etc. This might look like maths and English in the morning and a topic-based piece of work in the afternoon, with reading and spelling and TT Rockstars or Maths Shed practice either, included in these sessions at KS1 or outside of these sessions for KS2. The class teacher will provide a simple timetable of activities.
- The class teacher will include a timetable for the week so that you know what is expected.

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Reception class	Key curriculum areas will be covered such as phonics and maths and play based learning.
Key Stage 1	3 hours

Key Stage 2	4 hours
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This is guidance and is based on the government suggested timings. We will upload lessons and tasks that we feel can be managed reasonably in a day and provide the key learning your child needs. We know that you may have less time one day and more time the next as many of you are working from home and have more than one child to work with, so please do the best you can.

For Reception children this would be fewer hours as they are engaged in learning through play as part of continuous provision during a normal school day and do not have as many hours of direct teacher led sessions as KS1. The teacher will send you activities that are related to the learning focus for the day.

Nursery children will receive some learning ideas/tasks to support you at home with suitable learning for this age group. Again, play based learning is essential for this young age group

It is important that your child continues to learn and maintain a positive outlook during this pandemic and your support with these bubble closure plans is greatly appreciated. If you have any questions, concerns please do contact us as we want to work with you to provide the best support we can.

