

# Burton Agnes CE Primary School



**COVID 19 – Remote Learning Plan**

**September 2020**

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Burton Agnes CE 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 at home awaiting test results
2. An individual is self-isolating because of a positive test within the household;
3. A group of children are self-isolating because of a case of coronavirus in the bubble and or a whole bubble or cohort is in a local lockdown

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

## **Assessing online remote education provision**

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by the class teacher, by National Oak Academy and White Rose Maths. Children will remain in contact with their Class teacher through MS Teams. Login details and user guides will have already been shared with parents.

Spelling Frames, Mathletics, Phonics Play, TT Rock stars and DFE letters and sounds will all be utilised to support the acquisition and retention of basic core skills. Microsoft Teams will support school in offering online learning with the opportunity for the children to communicate with their teacher. Teachers will provide opportunities for daily face to face contact and opportunities for online worship will also be available. Through the use of Microsoft Teams children will be able to share their work with the class teacher and the teacher will be able to offer feedback.

In the event of any form of isolation and loss of learning caused by Coronavirus (COVID-19), parents must understand that engagement in home learning is compulsory, as is the expectation that Burton Agnes Primary School makes that provision available and accessible to all. 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 have received logins and passwords for Microsoft Teams with an opportunity to try things out to get used to the system (if time permits).

## **Worksheets, practical resources and support to access online learning**

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will be directed to the online learning platforms whilst awaiting results. Clear direction will be given by class teachers to ensure that any resources link directly to topics/subject areas being taught in class. The work will focus on basic skills that would be relevant at any stage of the year i.e. arithmetic,

spelling, reading, writing and may be through the use of CPG workbooks which the children will have been provided with. We do recognise that not all parents will have access to online learning or printing. Printed packs will be available from school for collection each week.

For those parents who do not have access to the internet or a device we will work with you to enable learning to take place. Please contact school so that we can support this matter. If we notice that you have not engaged with learning, we will contact you to establish reasons why.

## The remote curriculum: what is taught to pupils 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.

Our initial response to any isolation will be to provide children with links to home learning materials alongside a class emergency pack (CPG books and exercise books). This measure will afford teachers a short time to prepare their remote learning resources and ensure the child has all the relevant login details required. All parents have been issued with these already.

### **Plan 1 – For those pupils at home awaiting results of a test**

#### **Support for learning**

Links will be made to Home learning materials via the website and staff will direct children to the relevant pages of the CPG books. Reading and spellings can be practised.

### **Plan 2 – For those Pupils isolating because someone in their household is symptomatic or tests positive**

#### **Support for learning**

- Using Microsoft Teams, the class teacher will upload activities the day before to allow parents to see the learning materials prior to supporting their child.
- Work will be emailed home from class teacher via teams assignment function and feedback will be given via the feedback option. This work will be on the same learning objective that would be done in class had the children been in school but won't be the exact work as the activity may not lend itself to a remote option i.e. science experiment. A quick video or phone call home may help to confirm requirements of the tasks.
- Children will be invited to join worship on a Monday and special Mentions on a Friday via teams
- A member of staff will also check in and/ or cover the teacher to check in so that the children have regular contact.
- If required work can be printed off for collection.
- Children will be guided to the Home Learning Pack with CPG books and exercise book for day one of home learning as planning will not be ready straight away to go remote.

- Children can upload their work and teachers can feed back on learning via teams

### **Plan3 - For those children self-isolating due to bubble closure or full lockdown**

#### **Support for learning**

- Using Microsoft Teams, the class teacher will upload activities the day before to allow parents to see the learning materials prior to supporting their child.
- Teachers will also share a daily timetable of expected learning – this will consist of core subject lessons, a non-core lesson and a whole class reading session per day.
- Work will be emailed home from class teacher via teams assignment function and feedback will be given via the feedback option. This work will be on the same learning objective that would be done in class had the children been in school but won't be the exact work as the activity may not lend itself to a remote option i.e. science experiment
- Staff may provide videos of themselves explaining learning and giving explanations, they may also link to White Rose maths and National oak academy which also provide explanations of learning.
- Children can upload their work and teachers can feed back on learning via teams
- Children will be invited to join worship on a Monday and special Mentions on a Friday via teams
- If required work can be printed off and can be collected.
- Children will be guided to the Home Learning Pack with CPG books and exercise book for day one of home learning as planning will not be ready straight away to go remote.
- In the event of teachers becoming ill, the HT and HLTA will be required to 'takeover'.
- Daily contact of some nature will be made with children by the class teacher. Timings of these sessions be staggered to support families with only one device.
- TA's may provide support to individuals. (SEND)

## Remote teaching and study time each day

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

EYFS	2-3 hours per day
Key Stage 1	3-4 hours per day
Key Stage 2	4-5 hours per day

These follow the government recommendations.

## Delivering our curriculum

We fully intend, where possible to follow our long term plan whether children are learning in school or remotely.

### Content for Maths

The White Rose Maths scheme will be followed from Year 1 to 6. School will use the White Rose Maths videos and materials that link to the same sequence of lessons in school. Class teacher can introduce the lesson or provide a plenary if required. Reception will provide their own maths activities based on the development matters guidance.

### Content for Phonics/Spellings

Teachers may video a daily phonics lesson or link to DFE letters and sounds with opportunities for the children to practise and share.

Spellings to be sent home and practised using spelling frames.

### Content for English

Videos may be created by the class teacher to watch for each daily focus. Narrated PowerPoints may be used to support learning and provide explanations. To develop Reading a daily live class read will allow regular contact with children.

### **Content for other subjects**

As well as English and maths, there will be a lesson provided each day for one other subject. This will follow the same schemes that are being followed in school.

### **Rewards**

Where possible, teachers will identify children who can receive weekly work certificates in line with school behaviour policy so that they can partake in Special Mentions on a Friday. Certificates will be emailed home.

## **Engagement and feedback**

There is an expectation that all pupils will engage with learning this way. Timetables may be provided so that you are able to establish a clear daily routine, just like there would be if your child was in school. We will try and ensure that any live check ins are timetabled so that they are not on at the same time as other siblings may be.

Teachers will check in daily in some form to ensure that learners are supported.

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. Work that is submitted will be given feedback by the class teacher. If children need further support the class teacher may call them on the phone or via teams to help them further with their learning.

If we are concerned about a child's engagement, we will contact parents establish why and offer support.

## **Additional support for pupils with particular needs**

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 but inviting them in to school to work should their level of need be such that it would be more beneficial for them to be in school. Where we are not able to do this one to one support will be offered at certain points in the day to support the learning with more frequent check ins.

**All members of staff will act in accordance with our school policies for Data protection and safeguarding when providing remote education**

