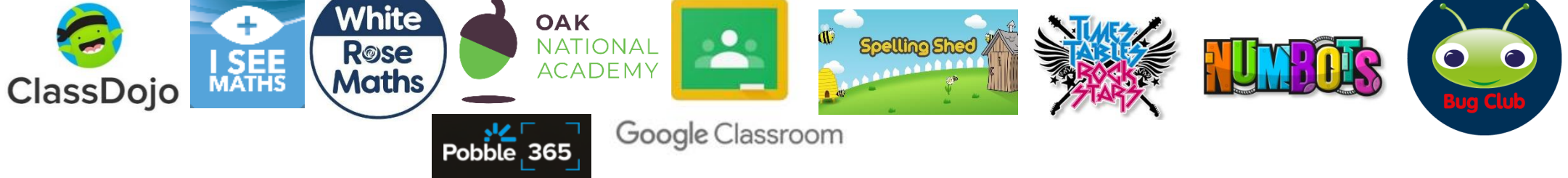




North Road Community Primary School Remote Learning Plan: September 2020



In order to ensure that learning is continued, irrespective of lockdown and self-isolation, North Road Community 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 someone in their household is symptomatic or has a positive test result;
2. The class pod/whole school are self-isolating because of positive pod cases/multiple pod positive cases of coronavirus

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

Software and online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy and White Rose Maths.

Children will remain in contact with their Class teacher through Google Classroom (after taught sessions for the day) and Class Dojo (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.

White Rose Maths and I See Maths (<http://www.iseemaths.com/home-lessons/>) lessons and resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources.

Spelling Shed, Numbots, and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills. Bug Club will be used to assign reading books to support daily reading practice and to monitor reading progress.

Google Classroom/Google Meet will support school in offering the opportunity for the children to communicate with their teacher through a live link. Often this will be used so children can 'drop-in' to receive further support after accessing the daily resources.

Class Dojo will remain in use as the communication tool between parents and teachers. This is already in place and providing successful communication. Teachers and parents will be able to message one another to share information and offer support. The Class Story page will offer the chance for teachers to celebrate children's work and maintain our school community. Use of Class Dojo will be in-line with the Class Dojo Usage Policy.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation North Road Community 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 need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- Class Dojo
- Google Classroom
- Spelling Shed
- TT Rockstars/Numbots
- Bug Club

Practical Resources

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 leave school with a pack of work and their own stationery pack. Children will have immediate opportunity to continue their learning.

The work packs should be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading, writing (with a visual prompt using resources from <https://www.onceuponapicture.co.uk> <https://writingsparks.com/> <https://authorfy.com/10minutechallenges> <https://www.pixar.com/theatrical-shorts> <https://www.pobble365.com> <https://www.literacysshedplus.com>) and handwriting.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials (a squared Maths books and a lined English book) alongside their class stationery pack. In the case of whole cohort isolation, resources will be uploaded to Google Classroom. This measure will afford teachers a short time to prepare their remote learning resources.

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
<p>Using Google Classroom, the Class teacher will upload worksheets between 3pm-5pm the day before to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the individual child.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results.</p> <p>If the child is entitled to benefit from FSM, class pod staff will need to ensure a daily packed lunch (from Integra Kitchens) is delivered to the home, if required.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL.</p> <p>If a child does not engage, the Class teacher is to call the parents to discuss obstacles and support.</p>

A Pod of Children/Whole School is isolating because of an outbreak of coronavirus	
Ongoing Support	Safeguarding/SEND
<p>Teachers will send a class newsletter via email by the start of the following day (after isolation). In this letter the teacher will explain the remote learning arrangements and expectations. Teachers will also share a timetable of learning – this will consist of core subject lessons, a non-core lesson and a whole class story session/feedback session per day. For more details see below.</p> <p><u>Pluto Class Pod</u> Daily Live Phonics lesson - 15 minutes link posted via Class Dojo/Google Classroom https://wandleenglishhub.org.uk/lettersandsounds Daily Story time – class teacher pre-recorded and linked to school YouTube account</p>	<p>Parents notified so they know to communicate test results.</p> <p>If the child is entitled to benefit from FSM, non-isolated pod staff teams will ensure a daily packed lunch (from Integra Kitchens) is delivered to the home, if requested. PP Lead will co-ordinate.</p>

Weekly/Daily Learning Activities Sheet - posted via Class Dojo/Google Classroom

Mars Class Pod

Daily Live Phonics Lesson - <https://wandleenglishhub.org.uk/lettersandsounds>

*English Lesson - following classroom lesson planning set daily in Google Classroom

Maths Lesson - White Rose online lessons set daily in Google Classroom

*Foundation Subject Lesson - following classroom learning focus set daily in Google Classroom

Daily class story session (regular daily time set by pod teachers) - Google Meet (post link into Class Dojo daily)

Link to remain open for pupil questions about learning/pre teaching following story time session.

Additional daily learning practice: reading (Bug Club)

spelling practice (Spelling Shed)

Number bonds/Times Table Practice (Numbots/Times Table Rockstars)

Neptune/Jupiter Class

Daily Live SPAG Lesson - Oak Academy

*English Lesson - following classroom lesson planning set daily in Google Classroom

Maths Lesson - White Rose online lessons set daily in Google Classroom

*Foundation Subject Lesson - following classroom learning focus set daily in Google Classroom.

Daily class story session (regular daily time set by pod teachers) - Google Meet (post link into Class Dojo daily)

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Additional daily learning practice: reading (Bug Club)

spelling practice (Spelling Shed)

Times Table Practice (Times Table Rockstars)

*** Tasks set should be able to be recorded in provided home-learning exercise books and should not require the printing of worksheets.**

Children will require one lined exercise book and one squared Maths Book. Class named stationary pack will be sent home on the day that the pod closes.

Using Google Classroom, the Class teacher will upload worksheets between 3pm-5pm the day before to allow parents to see the learning materials prior to supporting their child/ren.

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

Those not engaging with home learning are to receive a phone call from the class teacher to discuss the obstacles and the support needed by the family. This could then be followed up by calls from CA, if there are pastoral issues.

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 engage.

The SENDCO will share appropriate resources/lessons with teachers who will disseminate accordingly.

PPA will be covered, if appropriate, by Teaching Assistants in the phase who will plan/deliver an afternoon non-core lesson/story time & feedback session

The Class teacher will share links to appropriate lessons from White Rose Maths or Oak National lessons through Google Classroom. Teachers will then be accessible to children through Google Meet at the end of the day so that any issues/re-teaching/pre-teaching can be delivered live. Teaching assistants will also access the Google Meet lessons so that they can support pupils with any questions/queries.

For non-core lessons, resources will be uploaded to Google Classroom and where possible web-links to appropriate support materials will be shared. Teachers will schedule an afternoon Google Meet session to support those children needing additional input.

Completed home-learning work should be photographed by parents daily and uploaded to Class Dojo. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using Class Dojo. Those children that need additional support following feedback are to be directed to the afternoon Google Meet session for that lesson with attendance expected or an additional 1:1/small group session can be arranged by the teacher.

In the event of teachers becoming ill, pod support staff will be required to 'takeover' the Class Dojo account and the daily story time/feedback session. Work will be uploaded using lessons from Oak National Academy by members of the school staff team.