

## **REMOTE LEARNING**

In order to ensure that learning is continued, in the event of a school closure for more than 24 hours and self-isolation, Rowan Gate 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 may apply following an infectious disease outbreak; learners are self-isolating at home but are not suffering with relevant symptoms. Remote learning may also be appropriate in situations when learners, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This gives every student the opportunity to continue with education during this time.

This plan will be applied in the following scenarios:

1. An individual is self-isolating within the household or have a period of absence, but are able to work at home.
2. A class/ group of classes (bubble) is closed following an infectious disease outbreak.
3. The school has closed.

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

We teach the same curriculum remotely as we do in school wherever possible and appropriate.

The time allocation for Remote Learning will vary according to individual pupil's needs and will be monitored by Class Teachers, Parents/Carers and Performance Management Leads.

### **Software & Online Learning Platforms**

At RGPS pupils & teachers will have access and require log in information for the following:

- Microsoft Teams
- Purple Mash
- Oak National Academy
- Reading Eggs
- Mathletics
- 5-a-day
- Discovery Education (Espresso)

## Planning & Teaching Expectations

1. The Teacher completes & delivers planning as directed by SLT (Senior Leadership Team)
2. Grab Bags containing Key Skill tasks are sent home/delivered to children on the first day of learning remotely, in order that learning can continue until the Teacher makes direct contact regarding ongoing Remote Learning plans.
3. Teachers provide feedback to pupils and families daily, through telephone or email conversations or the Teams 'Posts' facility using emojis to support children's understanding.
4. The teacher completes Onwards & Upwards assessment (pupil progress) as usual.
5. Annual Reviews continue as scheduled, with relevant documents completed and submitted accordingly.
6. Pupil Progress meetings continue as scheduled.
7. SALT (Speech and Language Therapy) targets are supported through Key Skills activities in Grab Bags.
8. Families needing devices or internet connection support are identified and support will be given within 2 days of Remote Learning.
9. Families requiring paper copies of work will be supported on an individual basis in liaison with the Class Teacher and the Senior Leadership Team. Individual arrangements will be made regarding delivery and collection of these.
10. Where a Teacher has concerns regarding a child's engagement levels during Remote Learning, these are recorded on the weekly feedback form, communicated to the Senior Leadership Team. Concerns will be viewed on an individual family and child basis, in line with our ethos that each child is regarded as an individual.

## Parent/Carer Expectations

1. Parents/carers support their child to access Grab Bag activities on the first day of Remote Learning.
2. Parents/carers to support their child to log onto their class Microsoft Teams Meetings twice daily. **Please read the document 'House Keeping Guidance for Teams'** in addition to the **'Remote Learning Policy'** available from your child's teacher and the school's website.
3. Parents/carers to support their child to complete directed activities and to upload evidence at least twice weekly.
4. Parents/carers to liaise with the class teacher in order to share success and communicate any challenges.
5. Parents/carers to inform school staff of any barriers to accessing remote learning, for example, illness, appointments, internet difficulties.

6. Parents/carers to establish routines and boundaries when learning at home, to support their child to access and complete tasks set.

## ALL CURRICULUMS

- Twice daily class 'Teams Meeting' with children and TA (Teaching Assistant) staff between 9.00 - 10.00am and 2.00-3.00pm. Precise timings, attendance and length of this meeting will vary according to individual children or class needs; this information is shared with Performance Management leads and SLT to ensure consistency.
- Individual class Team's meetings may differ between classes; however, their purpose remains the same: to enable children working at home and at school to continue to feel part of and supported by their class and school through appropriate activities led by the Class Teacher and supported by TA staff.
- Class Teachers to plan 3 activities each day: Maths & English, with a Topic/wellbeing related activity for children to complete each afternoon.
- Instructions regarding the Maths & English & afternoon activity can be given during the morning Teams session, either as a whole class or split into groups with Teacher & TA's sharing tasks with smaller groups. Alternatively, this information can be communicated with families through telephone conversations and email correspondence.
- Lesson ideas/plans/activities to be shared with all parents and carers using 'Microsoft Teams',
- Please send a copy of your weekly Maths & English Planning to your Performance Management lead on Friday, at the end of the week's teaching.
- Please complete a weekly summary form each Friday to be submitted to your Performance Management lead. This will record each child's attendance at their class Teams meetings, completion of work set, a record of work viewed on Teams and any difficulties identified.
- Wednesday afternoons are a 'screen-free' zone in which all pupils and staff complete activities which require no technological input, whether learning at home or school.
- If a teacher becomes ill, the teaching will be delivered by Level 3/4 Teaching Assistants.
- Teachers to put all planning into a class folder on Microsoft Teams/SharePoint, in order that it is accessible to Level 3/4 staff.
- In the case of school closure, Level 3 staff to take the class tablet home, in order to provide home learning in the event of teacher illness.
- Where possible, all support staff to contribute to the daily teams meetings. If this isn't possible, staff to contact teacher by telephone in order to receive instructions for daily tasks.

- Refer to appropriate software/online learning platforms in your weekly planner, as appropriate.

<b>PLANNING &amp; TEACHING REQUIREMENT/SCENARIO</b>	<b>1</b>	<b>2</b>	<b>3</b>
2 X 30-minute daily class Microsoft Teams Meeting with children and TA's at approximately 9.30 am & 2.30 pm (Precise timings, attendance and length of this meeting can vary according to individual children or class needs)		√	√
Class teacher to upload worksheets/ learning platform links between 3pm-5pm the day before to allow parents to see the learning materials prior to supporting their child. (Monday)		√	√
4 x weekly English, Maths & Topic activities (Tues-Friday) linked to the theme/story; simplified weekly planners to be emailed to parents, containing only activities for their child. Clear guidance on resources needed, w/s available and activities to be completed.	√	√	√
Instructions regarding daily Maths & English and Topic activities to be given either during the 9.00 am session or through telephone and email conversations.		√	√
A meeting to celebrate the days learning at approximately 2.30 pm on MS (Microsoft) Teams for TA's and children. Parents to share pupils work with teachers by sending photographs of work done, at least twice weekly, attaching these to an email or displaying on Microsoft Teams 'Chat'		√	√
Email your PM lead a brief summary of the week, using the template provided.	√	√	√
READING: Please use 'Reading Eggs' & 'Serial Mash' on Purple Mash to guide parents.	√	√	√
WORK PACKS: teachers to send home individualised 'Key Skill' work packs and a set of appropriate stationary/equipment. Activities to be linked to EHCP/IEP/SALT outcomes. Parents to communicate via email providing evidence/updates at least once weekly. Teacher to update EHCP's on O & U accordingly.	√	√	√

## FORMAL CURRICULUM: ADDITIONAL DIRECTED ACTIVITIES

- Reading Eggs: set up on Monday and evaluated on Friday ready for the next week.
- Athletics: set up activities for each differentiated group on Monday, evaluated on a Friday.
- Purple Mash: set up weekly activities linked to theme & appropriate to ability.
  - ☐Copies of Physio/SALT.... To go into 'Key Skill' 'grab bags'

DAILY EXPECTED LENGTH OF TIME FOR FORMAL LEARNERS: 3 HOURS TO INCLUDE SENSORY/PHYSICAL BREAKS

## KS2 SEMI-FORMAL CURRICULUM DIRECTED ACTIVITIES

- **Reading Eggs: Pupils working at STEP 8+** set up on Monday and evaluated on Friday ready for the next week.
- **Athletics: Pupils working at STEP 8+** set up activities for each differentiated group on Monday, evaluated on a Friday.
- Purple Mash: set up weekly activities linked to theme & appropriate to ability.
- Pupils working below Step 8 will require a sensory/tactile activity for parents/carers to complete: tacpac, sensory story, tactile play...
- Purple Mash: set up weekly activities linked to theme & appropriate to ability.
  - ☐Copies of Physio/SALT.... To go into 'Key Skill' 'grab bags'

DAILY EXPECTED LENGTH OF TIME FOR SEMI-FORMAL LEARNERS: 3 HOURS TO INCLUDE SENSORY/PHYSICAL BREAKS

## KS1 SEMI-FORMAL CURRICULUM DIRECTED ACTIVITIES

- **Reading Eggs: Pupils working at STEP 8+** set up on Monday and evaluated on Friday ready for the next week.
- **Athletics: Pupils working at STEP 8+** set up activities for each differentiated group on Monday, evaluated on a Friday.
- Pupils working below Step 8 will require a sensory/tactile activity for parents/carers to complete: tacpac, sensory story, tactile play...
- Purple Mash: set up weekly activities linked to theme & appropriate to ability.
  - ☐Copies of Physio/SALT.... To go into 'Key Skill' 'grab bags'

DAILY EXPECTED LENGTH OF TIME FOR SEMI-FORMAL LEARNERS: 3 HOURS TO INCLUDE SENSORY/PHYSICAL BREAKS.

## EYFS CURRIULUM DIRECTED ACTIVITIES

- **Video story or song introducing and supporting the weekly theme to be shared on a Monday**

### **Weekly newsletter to be sent outlining the following:**

- Purple Mash- activities linked to theme & appropriate to ability
- Discovery Education: Espresso - provide parents with a guide to activities related to the weekly theme and appropriate to ability
- Kinetic letters writing and pre-writing skills
- Phonics - provide parents with activities related to letter sound of the week and Letters & Sounds activities e.g. Silly soup, Bertha the bus, sound pairs
- Sensory/tactile play activities for parents to complete with their child
- Cooking activities for parents to complete with their child
- Nurture store - share activities appropriate to the weekly theme and abilities
- Dough Disco - provide parents with Dough Disco song and instructions (fine motor skills)
- Finger gym - provide parents with ideas for finger gym activities
- Copies of physio and/or SALT targets to be provided for parents to work on with their child

**DAILY EXPECTED LENGTH OF TIME FOR EYFS LEARNERS: 3 HOURS TO INCLUDE SENSORY/PHYSICAL BREAKS**

## PRE-FORMAL CURRICULUM DIRECTED ACTIVITIES

- a sensory/tactile activity for parents/carers to complete: tacpac, sensory story, tactile play.....
- Teacher to send home 'Come Fly with Me Books' and discuss appropriate activities based on children's EHCP outcomes/IEP's
- Teacher to discuss & record physio needs with families
- Teacher to discuss & record health/medical needs with families
- Purple Mash: set up weekly activities linked to theme & appropriate to ability.  
□Copies of Physio/SALT.... To go into 'Key Skill' 'grab bags'

**DAILY EXPECTED LENGTH OF TIME FOR PRE-FORMAL LEARNERS: 3 HOURS TO INCLUDE PHYSIO ACTIVITIES/SENSORY BREAKS**

## ALL CURRICULUMS: OPTIONAL ACTIVITIES

- Sunshine circles
- Circle Time
- Number Songs
- Suggestions for Art/DT activities
- Suggestions for TV clips, You Tube clips that support learning
- Websites
- Educational games-cbeebies/CBBC/.....

## ALL CURRICULUMS: P.E ACTIVITIES

### Online P.E. platforms in the case of Home Learning

We are recommending that children learning at home are given the opportunity to participate in 30 minutes of physical activity each day.

This could take the form of a walk in the park, a bike ride or bouncing on the trampoline, whatever a child enjoys, following Government Guidance.

It doesn't need to be 30 minutes of constant exercise.

Below are some recommended online 'Physical Activity' learning platforms that families may find suitable for their child.

### HOME LEARNING LINKS: P.E.

Boogie Beebies

Description: videos that get younger children up and dancing with CBeebies presenters.

Website: <https://www.bbc.co.uk/programmes/b006mvsc>

NHS - Change 4 life

Description: This website shares a number of links and ideas for fun home-based activities at home, many of which link with other curriculum areas. Key stages: EYFS, key stage 1 and key stage 2 <https://www.nhs.uk/change4life/activities>

#ThisIsPE

Description: videos delivered by teachers focussing on the PE curriculum which are accessible on YouTube. These have been commissioned by the Association for Physical Education

Key stages: key stage 1 and key stage 2

Website: <https://www.afpe.org.uk/physical-education/thisispe-supporting-parentstoteach-pe-at-home/>

Cosmic Kids: Healthy screentime for 21st Century kids!

More than a million kids do yoga, mindfulness and relaxation with Jaime on [the Cosmic Kids YouTube Channel](#).

Parents and teachers report significant improvements in self-regulation, focus and empathy.

But the videos are BRILLIANT FUN so children love doing them!

<https://www.cosmickids.com/category/watch/>

### **PARENTAL CONTACT GUIDELINES FOR STAFF:**

- All **education** needs can be discussed with Parents. Performance Management Leads can be contacted with any concerns.
- Well-being concerns or non-education related concerns to be redirected to Performance Manager and concerns logged on CPoms