

## St Peter's C of E Primary School Remote Learning Plan

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, we have developed the following plan.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household;
2. A class 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;
4. A child/children have been contacted via Track and Trace to self-isolate;
5. A child is having to self-isolate due to waiting for a test or for test results for themselves once they are feeling well.

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

Remote learning tasks will be in line with the curriculum and learning that would ordinarily take place in the classroom according to National Curriculum and school guidance for each class and year group. For pupils with individual or special education needs and/or disabilities, staff will provide learning resources that are relevant and accessible to the child.

We accept that every family's circumstances is different and our planning takes account of this. We will be as flexible as possible in how we approach remote learning in order to cater for individual circumstances. From our questionnaire, we acknowledge that access to IT may be an issue either all of the time or for some of the time in some households. For this reason, we will provide a blended offer of online and paper based tasks in order to support children's learning. Paper based tasks will either be sent home with the child at the start of a school closure or sent to the child's home by first class Royal Mail. Parents should inform staff if their child is unable to access online learning at all in order that staff can take account of this and find ways to support the child with paper based tasks or with the loan of IT equipment if available.



## Software and online platforms

Within all plans, teachers will set appropriate work in-line with the schools current curriculum, which may be supplemented by a range of resources from other providers. Children will remain in contact with their Class Teacher through their parents via email, where feedback to their learning and next steps will be provided. If individual circumstances warrant a telephone call then this will be actioned.

Oak Academy has been selected to support remote learning in some scenarios outlined above but also serves as a useful source of online lessons which are free to all and offer a recorded taught session so that the children can access videoed teaching from a teacher and then learning 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.

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.

Purple Mash, Oxford Owl, Times Table Rockstars and numbots (downloadable app) will all be utilised to support the acquisition and retention of basic core skills.

Email and the school's PING system will be used as the key platform for sharing learning and for communication between school and home. Children can communicate with their teacher via Purple Mash.

**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 that St Peter's 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.**

Parents and children need to ensure they have logins and passwords for PING, Times Table Rockstars and Purple Mash, issued when they join school. These can be resent at parent's request. Other resources used will be free and accessible to all.

Parents are expected to email completed work to the Class Teacher (this can be a picture of the completed work) so that feedback can be given or where parents are unable to email we ask that the work is returned to school.



## Remote Learning

The initial response to isolation (where the child is not unwell) will be to provide children with home learning materials via PING.

<b>Pupil needs to isolate because someone in their household is symptomatic or tests positive</b> <b>OR</b> <b>A child is having to self-isolate due to waiting for a test or waiting for test results but is feeling well</b> <b>OR</b> <b>A pupil/s of children are contacted by Track and Track to self-isolate</b>	
Ongoing Support	Safeguarding/SEND
<p><b>Once per week a teacher will send the following through PING:</b></p> <p><b>EYFS</b></p> <p>Phonics</p> <ul style="list-style-type: none"> <li>- link to the appropriate phonics phase being taught in class (e.g. You Tube Links, Oaks Academy) and linked games or suggested activities from teacher</li> </ul> <p>English</p> <ul style="list-style-type: none"> <li>- if appropriate for age and ability of child, link to appropriate band (linked to phonics) online reading material from Oxford Owl (Parents need to register, but access is free)</li> <li>- link to text being studied in class (e.g. YouTube link or video of staff reading the text)</li> <li>- appropriate mark making / motor skill / letter formation / writing activity</li> </ul> <p>Maths</p> <ul style="list-style-type: none"> <li>- if appropriate for age and ability of child, link to appropriate online learning material matched to concepts taught in class e.g. White Rose website or Oaks Academy (all concepts taught must be included) or suggested activities from teacher</li> </ul>	<ul style="list-style-type: none"> <li>• At least weekly communication by telephone if possible from the Headteacher or Assistant Headteacher for any child and family with an Early Help Worker, Social Worker or deemed 'vulnerable'. EHW and SW will be informed of any isolation. Communication via text / email may be more regular.</li> <li>• Any family not engaging in learning will be contacted by Class Teacher after no longer than a week of no communication</li> <li>• At least weekly communication by telephone if possible from the SENCO for any child with SEND and their family. Email communication may be more regular. All remote learning will be ability appropriate.</li> </ul>



- Tasks linked to these concepts
- Year R - link to relevant Numbots games to reinforce key number facts

Other specific Areas

- Activity / research linked to learning in class

PE

- links to physical activity e.g. Go Noodle and Cosmic Yoga

RE

- Activity linked to class learning

**Key Stage One**

Phonics & Spelling

- link to the appropriate level being taught in class (e.g. You Tube Links, Oaks Academy) and linked games.
- High Frequency Word Spellings (6-10 per week)

English

- link to appropriate band (linked to phonics) online reading material from Oxford Owl
- link to text being studied in class (e.g. YouTube link or video of staff reading the text)
- two appropriate writing tasks (with opportunities for editing and redrafting)
- Grammar and Punctuation activities

Maths

- link to appropriate online learning material matched to concepts taught in class e.g. White Rose website or Oaks Academy (all concepts taught must be included)
- Tasks linked to these concepts
- Link to relevant Numbots games to reinforce key number facts

Topic

- Activity / research linked to learning in class

PE

- links to physical activity e.g. Go Noodle and Cosmic Yoga

**Key Stage Two**



<p>Spelling</p> <ul style="list-style-type: none"> <li>- High Frequency Word Spellings (6-10 per week)</li> <li>- Spelling activities linked to RWI spelling</li> </ul> <p>English</p> <ul style="list-style-type: none"> <li>- link to appropriate band (linked to phonics) online reading material from Oxford Owl</li> <li>- link to text being studied in class (e.g. YouTube link or video of staff reading the text for that week)</li> <li>- two appropriate extended writing tasks (with opportunities for editing and redrafting)</li> <li>- Grammar and Punctuation activities</li> </ul> <p>Maths</p> <ul style="list-style-type: none"> <li>- link to appropriate online learning material matched to concepts taught in class e.g. White Rose website or Oaks Academy (all concepts taught must be included)</li> <li>- Tasks linked to these concepts</li> <li>- Times Table Rockstars</li> </ul> <p>Topic</p> <ul style="list-style-type: none"> <li>- Activity / research linked to learning in class</li> </ul> <p>PE</p> <ul style="list-style-type: none"> <li>- links to physical activities or activities set by the teacher to carry out at home</li> </ul>	
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<p><b>A class of children are self-isolating because of a case of coronavirus in their class bubble</b></p> <p><b>OR</b></p> <p><b>A whole bubble/cohort of children is isolating because of an outbreak of coronavirus</b></p>	
<p>Ongoing Support</p>	<p>Safeguarding/SEND</p>
<p><b>The teacher will send home work daily via PING:-</b></p> <p><u>EYFS</u> Phonics</p>	<ul style="list-style-type: none"> <li>• At least weekly communication by telephone if possible from the Headteacher/Assistant Headteacher for any child and family with an Early Help Worker, Social Worker or deemed 'vulnerable'.</li> </ul>



<p>English</p> <ul style="list-style-type: none"> <li>- daily links or bespoke teacher led videos to the appropriate phonics phase being taught in class (e.g. You Tube Links, Oak National Academy) and linked games or suggested activities from teacher so that children’s progress through the Phonics curriculum is maintained</li> <li>- <b>At least three live phonic sessions per week (taught in groups)</b></li> <li>- if appropriate for age and ability of child, link to appropriate band (linked to phonics) online reading material from Oxford Owl</li> <li>- Teacher video to provide a hook into their learning / text and a video of teacher reading the text which is being studied</li> <li>- appropriate mark making / motor skill / letter formation / writing activities – may require a video modelling this</li> <li>- Video of a familiar member of staff telling a story</li> </ul> <p>Maths</p> <ul style="list-style-type: none"> <li>- Teacher video modelling the concept being taught</li> <li>- Tasks linked to these concepts (could be teacher directed or use of White Rose)</li> <li>- Year R - link to relevant Numbots games to reinforce key number facts</li> </ul> <p>Other Specific Areas</p> <ul style="list-style-type: none"> <li>- Activities / research linked to topic which would be covered in class (twice per week)</li> </ul> <p>PE</p> <ul style="list-style-type: none"> <li>- links to physical activity e.g. Go Noodle and Cosmic Yoga (once per week)</li> </ul> <p>RE</p> <ul style="list-style-type: none"> <li>- Work set linked to unit being covered in class (once per week)</li> </ul> <p><b>Key Stage One</b></p> <p>Phonics &amp; Spellings</p> <ul style="list-style-type: none"> <li>- daily links or bespoke teacher led videos to the appropriate phonics phase being taught in class (e.g. You Tube Links, Oak National Academy) and linked games through Phonics Play or suggested activities from teacher so that children’s progress through the Phonics curriculum is maintained</li> <li>- <b>At least three live phonic sessions per week (taught in groups)</b></li> <li>- HFW Spellings (6-10 per week)</li> </ul>	<p>EHW and SW will be informed of any isolation. Communication via text / email may be more regular.</p> <ul style="list-style-type: none"> <li>• Any family not engaging in learning will be contacted by Class Teacher after no longer than a week of no communication</li> <li>• At least weekly communication by telephone if possible from the SENCO for any child with SEND and their family. Email communication may be more regular. All remote learning will be ability appropriate.</li> </ul>
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English

- link to appropriate band (linked to phonics) online reading material from Oxford Owl
- Teacher video to provide a hook into their learning / text and a video of teacher reading the text which is being studied
- two appropriate writing tasks – may need a teacher videoed modelling lesson / input
- Video of a familiar member of staff telling a story / chapter of a short novel

Maths

- Teacher video modelling the concept / skill / knowledge being taught
- Tasks linked to these concepts (could be teacher directed or use of White Rose)
- Link to relevant Numbots games to reinforce key number facts

Topic

- Activity / research linked to learning which would be happening in class – will need appropriate input / stimuli by links, videos or pictures (three times per week)

PE

- links to physical activity e.g. Go Noodle and Cosmic Yoga

RE

- Activity linked to class learning

**Key Stage Two**

Spellings

- HFW Spellings (6-10 per week)
- Spelling Activities linked to RWI spelling daily

English

- link to appropriate band (linked to phonics) online reading material from Oxford Owl
- Teacher video to provide a hook into their learning / text and a video of teacher reading the text which is being studied
- two appropriate extended writing tasks per week (to be worked on over several days, with feedback given from teachers via email) – may need a teacher videoed modelling lesson / input
- Grammar and Punctuation activities daily



Maths	<ul style="list-style-type: none"> <li>- Teacher video modelling the concept / skill / knowledge being taught</li> <li>- Tasks linked to these concepts (could be teacher directed or use of White Rose)</li> <li>- Times table Rockstars daily</li> </ul>
Topic	<ul style="list-style-type: none"> <li>- Activity / research linked to learning which would be happening in class – will need appropriate input / stimuli by links, videos or pictures (three times per week)</li> </ul>
PE	<ul style="list-style-type: none"> <li>- links to physical activity or activities set by the teacher to carry out at home (once per week)</li> </ul>
RE	<ul style="list-style-type: none"> <li>- Activity linked to class learning (once per week)</li> </ul>

