

Thurston CE Primary Remote Learning Plan

2020/2021

At Thurston CE Primary Academy we intend to provide children who are self-isolating with a curriculum that is - as much as possible - in line with that being taught in the classroom. We will endeavour to match the objectives planned for in the classroom to those in the learning at home; this will be enabled through the use of adapted resources within the school as well as from institutions such as White Rose Maths and Oak National Academy to name a few. If a pupil is required to go home, Part way through a school day due to any circumstances linking to Covid 19, they will be given a work pack to take with them to ensure learning can continue until remote learning can be accessed.

If a child is absent from school due to Covid 19 restrictions, then a weekly learning grid will be given with set tasks (following Government Guidelines on allocated time KS1 – 3 hours a day and KS2 - 4 hours a day) linking to the curriculum being taught in school. This will be initiated through the website, Google Classroom or Tapestry depending on the year group.

We recognise that some pupils, for example 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. Home Learning Grids will be adapted appropriately to allow children with SEND to access the curriculum and achieve set learning objectives at their particular level of understanding.

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 identified by the DFE as valid and effective methods, amongst many others. Not every piece of work will require marking however, individual class teachers will mark and give feedback to key elements of learning over a period of time, this will inform future teacher assessments which will be reported on either at the end of term or in the end of year report.

We understand the necessity of children having regular contact with the adults in their class and so there are steps put in place to ensure that this happens weekly through 1:1 contact through Google Classroom, Tapestry or the individual year group email address - in the event of a bubble closing or full school closure – detailed remote learning containing aspects of live teaching will be available and class teachers will be accessible through the learning platforms to support learning or act as a check - in point.

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 Thurston CE Primary Academy 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 and remote learning will not be provided.

Early Years Foundation Stage and Year 1 provision:

Learning in EYFS and Year 1 will focus on Communication and Language, PSED and Physical needs as well as addressing gaps in language, early reading, maths, phonics and vocabulary development. The children’s learning needs in these areas will be met through activities to develop gross and fine motor skills, basic, everyday skills, language and conversation skills, daily phonics, mark making and number activities. Live recorded phonics lessons will be produced following our preferred Story Time phonics programme and changing reading books will still be made available following a robust safe system – all books will be quarantined for the recommended 72 hours when brought back to school. Activities which provide for real life, play-based learning that can be done as a family will help give meaning and context to the children, and in the event of a class bubble closing - or full school closure – parents will be encouraged to support their child in gathering observations and share learning on Tapestry. A useful resource is the government’s guidance of Development Matters in the Early Years Phase: <https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Worksheets and practical resources

If a child is isolating 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. Children will have immediate opportunity to continue their learning. The work packs will cover basic skills work that would be relevant at any stage of the year in English, Maths and Science with an element of Topic.

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
<p><u>Until test results received</u> Class Teacher to have work readily available to be sent home with the child, including English, Maths and Science or Topic learning, initially before having access to the weekly learning grid through Google Classroom, Year group email or Tapestry linking specifically to the learning taking place within the classroom. Pupils to be made aware of</p>	<p>If a child is entitled to benefit-related FSM ensure food hampers/food bank vouchers will be offered. If a child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and next steps agreed.</p> <p>SENDCO advises and monitors the provision provided by the class teacher and ensures provision is in place as documented in their EHCP or</p>

personal logins to complete independent learning through Mathletics, TTRockstars and Spellzone dependent on year group.

Chromebooks to be made available to those pupils who are unable to access home learning from home.

If pupil return to school after negative test results, to bring paper copies of work in, quarantine for 72 hours before receiving verbal feedback from the Class Teacher. Pupil / parents can contact Class Teacher via email or Google Classroom , who will respond accordingly.

When test results received and child needs to self-isolate

All year groups: - Contact with the pupil/parent will be made via telephone on day 1 or 2 of self – isolation. Head Teacher to check-in regarding Well Being, Learning and any electronic device requirements.

Learning will be set through a weekly learning grid linking to the learning taking place within the classroom. Teacher to use (as a minimum) agreed learning grid template incorporating links to White Rose Maths, Oaks Academy and other useful resources to compliment the curriculum to support learning.

Class Teacher and Pupil / parent to be in contact via email, Google Classroom or Tapestry regarding feedback for remote learning.

If work is not being uploaded regularly, the class teacher will contact pupils to check welfare and support where necessary – record of contact to be kept; any concerns passed onto the Headteacher.

Pupil Passports. SENDCO is in weekly contact with the parents and child.

If a child has 1:1 support, adult to contact child / family regularly to provide support and learning updates. If a SEND child (not with an associated 1:1 adult) does not engage, Class teacher/SENDCO to make contact and discuss potential barriers; engagement with remote learning monitored.

A whole bubble/cohort of children is isolating because of an outbreak of coronavirus

Ongoing Support

Initial first 2 days

Pupils to be made aware of personal logins to complete independent learning through Mathletics, TTRockstars and Spellzone dependent on year group.

Chromebooks to be made available to those pupils who are unable to access home learning from home.

All year groups: Class Teacher to use learning platform to set up learning including English and Maths. Weekly learning grid to be available for pupils to access – learning to follow existing curriculum plans and adapted appropriately.

Learning will be set through a weekly learning grid linking to the long and medium term plans to continue the provision of the curriculum ready for when returning to school.

Teacher to use (as a minimum) agreed learning grid template incorporating links to White Rose Maths, Oaks Academy and other useful resources to compliment the curriculum to support learning. Class Teacher and Pupil / parent to be in contact via email, Google Classroom or Tapestry regarding feedback for remote learning.

If work is not being uploaded regularly, the class teacher will contact parents to check welfare and support where necessary – record of contact to be kept; any concerns passed onto the Headteacher.

Safeguarding/SEND

If a child is entitled to benefit-related FSM ensure food hampers/food bank vouchers will be offered. If a child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and next steps agreed.

SENDCO advises and monitors the provision provided by the class teacher and ensures provision is in place as documented in their EHCP or Pupil Passport. SENDCO is in weekly contact with the parents and child.

If a child has 1:1 support, adult to contact child / family regularly to provide support and learning updates. If a SEND child (not with an associated 1:1 adult) does not engage, Class teacher/SENDCO to make contact and discuss potential barriers; engagement with remote learning monitored.

Short term whole school closure except for childcare provision for key worker children

Ongoing Support	Safeguarding/SEND
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