



CHIVENOR
PRIMARY SCHOOL

Remote Learning Plan

Date: October 2020

Review Due: October 2021

Reviewed Annually

Remote Learning Plan

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Chivenor 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 of a positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in the bubble;
3. Full time onsite provision only to vulnerable children, key workers and selected year groups identified by the DFE.

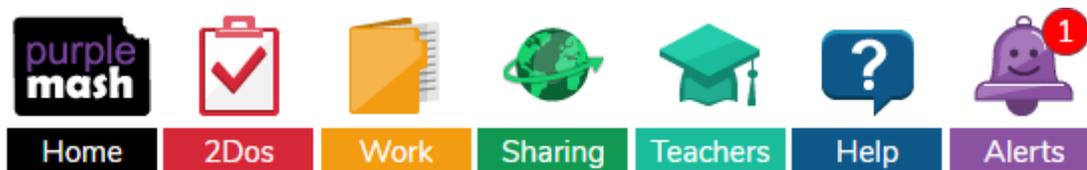
The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

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 Purple Mash, Oak Academy, White Rose Maths and BBC Bitesize.

Children will remain in contact with their class teacher through Google Meet and pupil email with the exception of EYFS where communication will be via parental email.

Purple Mash is the online platform that we use to support learning. All children have been provided with personal login details. Lots of activities are child led which is a key characteristic of learning at Chivenor.



'2Dos' are generally interactive games set by teachers and the 'Work' folder is uploaded with all lesson content that is being delivered in school. The format of the activities in the 'Work' folder is in the style of in-school provision.

Also, Oak Academy lessons can be used to encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. 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.

Sumdog, Education City and TTRockstars will all be utilised to support the acquisition and retention of basic core skills.

Google Meet will support school in offering online learning with the opportunity for the children to communicate with their teacher. Often this will be used so children can 'drop-in'

to receive further support.

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 Chivenor 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):

- Pupil email/Google Meet
- Purple Mash
- Education City
- TT Rockstars
- Sumdog
- Accelerated Reader

These can all be accessed via the tiles found once logged into RM Unify

Worksheets and 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 grid of work. Children will have immediate opportunity to continue their learning.

The work grids 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) and handwriting.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials. In the case of whole cohort isolation, resources will be emailed and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

Tier 1 - Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
Blended learning which involves basic skills i.e. arithmetic, spelling, handwriting, reading, writing and handwriting.	School office to contact parents to ensure a test has been taken and to make sure that parents know who to communicate test results to. If a child is entitled to benefit-related FSM ensure food made available through Leicester Trading Services Catering. If a child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for

	<p>regular safe and well checks via a phone call from the DSL (record on Bromcom).</p> <p>If a child does not engage, the class teacher is to call the parents to discuss obstacles and support.</p>
Tier 2 - A group of children are self-isolating because of a case of coronavirus in their class bubble	
Ongoing Support	Safeguarding/SEND
<p>Using Google Meet and Purple Mash, the class teacher will upload worksheets (where appropriate) prior to the lesson to allow parents to see the learning materials before supporting their child/ren.</p> <p>If teaching input is required for core lessons, the teachers will use Google Meet to teach to the isolated group of children, either by a live or pre-recorded session. Purple Mash and Education City activities will also be available where appropriate.</p> <p>Children may contact the teacher via Google Meets or email to check understanding or to send in work completed at home.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know who to communicate test results to.</p> <p>If children are entitled to benefit-related FSM ensure food made available through LTS Catering or vouchers.</p> <p>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 (record on Bromcom).</p> <p>Those not engaging with home learning are to receive a phone call from the class teacher to discuss the obstacles and support.</p>
Tier 3 - Full-time onsite provision only to vulnerable children, key workers and selected year groups identified via DFE	
Ongoing Support	Safeguarding/SEND
<p>Teachers will schedule a Google Meet meeting with the children and parents. In this meeting the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning – this will consist of core subject lessons and a non-core lesson.</p> <p>Using Google meet and Purple Mash, the class teacher will upload worksheets (where appropriate) prior to the lesson to allow parents to see the learning materials before supporting their child/ren.</p> <p>Teachers will use Google meet to teach their group of children, either live or pre-recorded. Purple Mash and Education City activities will also be available where appropriate. If applicable, links to relevant</p>	<p>Parents are notified so they know to communicate test results too.</p> <p>If any children are entitled to benefit-related FSM ensure food made available through LTS catering or vouchers.</p> <p>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 (record on Bromcom).</p> <p>Those not engaging with home learning are to receive a phone call from their class teacher to discuss the obstacles and the support needed by the family. This could then be followed up by calls from Katie if there are pastoral issues.</p>

<p>lessons from White Rose Maths or Oak National lessons will be shared.</p> <p>For non-core lessons, resources will be sent by email and where possible web-links to appropriate support materials will be shared. This will often be through Oak National or BBC Bitesize using lessons that link to the Chivenor curriculum.</p> <p>Completed work should be emailed back to the teacher using photos where appropriate. Teachers can then review the work completed. Feedback and queries can take place throughout the day using either Teams or email.</p>	<p>Where children would normally receive additional support from SEND agencies, the SENCO will make arrangements for those to continue via Google meet as long as the agencies engage.</p> <p>The SENCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.</p>
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