



Alexander Hosea Primary School Remote Learning Plan v3 January 2021

In order to ensure that the same standard of learning that takes place in the classroom on a day to day basis is continued at home, irrespective of lockdown and self-isolation, Alexander Hosea 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. The class bubble/whole school are self-isolating because of positive bubble cases/multiple bubble positive cases of coronavirus

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

The school's responsibilities for safeguarding and mental wellbeing

- The school office will contact parents on a regular basis during self-isolation period (individual family) for a wellbeing check and to track the testing process - making sure that parents know to communicate test results.
- If a child is vulnerable, Mrs Williams - DSL (or in her absence Mrs Moncrieff/Mrs Windmill – dDSLs) will arrange for regular 'safe and well' checks via a phone call from a member of staff and will ensure that appropriate agencies are notified and kept up to date.
- If a child does not engage with homelearning, the Class Teacher will make regular efforts to contact the parents (by email and phone) to discuss obstacles and offer support.
- In the event of any form of isolation absence from school caused by Coronavirus, parents must understand that **engagement in home learning is compulsory**, as is the expectation that Alexander Hosea 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 and the good mental wellbeing/safeguarding of our families remains as our primary purpose.
- Where a child who is in receipt of Free School Meals (not Infant Universal FSM) needs to self-isolate for a period of time, the school will contact Integra catering to arrange delivery or collection of a food box for the duration of the absence from school. Food boxes contain sufficient food items to last 5 days. These will be delivered to the school for distribution within 48 hours of contact from the school.

Remote Learning Provision

Homelearning will be provided based on the learning the child would have experienced in class, so that they can continue with the learning progression.

It is intended that the learning set will take approximately 2-3 hours to complete.

| Size of homelearning group | What to expect in the first 48 hours. | What to expect until the child(ren) return to school | What is expected of parents? |
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| Individual or small group | <p>Contact (call or email) from Teacher or TA to check in and describe the activities to complete at home for the first 48 hours. These may include:</p> <ul style="list-style-type: none"> - Completion of homelearning already set for the class. - Mathematics - TTRS - Bug Club - Use of BBC Bitesize, Oak Academy or White Rose (links will be provided). - Written activities to follow on from class learning in previous days. - Children in Reception will have personal next steps to work on from their Evidence Me account. <p>If child is not well enough to complete tasks, these will be flagged up for when they are ready to access them.</p> | <p>Regular contact from the Teacher or TA via Google Classroom, phone or email.</p> <p>Homelearning set to keep the child on track with the rest of the class. This will be differentiated to suit the child's ability and the support available at home.</p> <p>Children to record learning in homelearning exercise books.</p> | <p>Support child to complete homelearning tasks. Photograph and upload these to Google Classroom/Evidence Me by 3pm each day.</p> <p>Phone/email school to keep school up to date with wellbeing of child and how they are getting on with homelearning.</p> |
| Whole class | <p>Contact via Google Classroom/Evidence Me from class teacher to describe the activities to complete at home for the first 48 hours. These may include:</p> <ul style="list-style-type: none"> - Completion of homelearning already set for the class. | <p>Daily contact and activities set by the Teacher on Google Classroom/Evidence Me.</p> <p>Video clips and/or slide shows used to model learning, share WAGOLL, teach the key learning point and set activities in Maths and English throughout the morning. In some cases a</p> | <p>Support child to complete homelearning tasks. Photograph and upload these to Google Classroom/Evidence Me by 3pm each day.</p> |

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| | <ul style="list-style-type: none"> - Mathematics - TTRS - Bug Club - Use of BBC Bitesize, Oak Academy or White Rose (links will be provided). - Written activities to follow on from class learning in previous days. - Children in Reception will have personal next steps to work on from their Evidence Me account. - | <p>follow up activity will be offered to invited children (eg SEN or most able).</p> <p>In R and Y1 daily phonics input using either online materials or staff recorded sessions.</p> <p>Once uploaded, Teacher or TA will provide brief feedback on learning via Google Classroom (on the same day, where possible) and set next steps where needed.</p> <p>Daily shared reading of the class reading book via video. Follow up questions and activities where appropriate.</p> <p>Slideshow of the afternoon’s foundation subject learning posted on Google Classroom. Teachers will acknowledge completion of these activities by the end of the week.</p> <p>Daily physical activity session set to keep activity levels up.</p> | <p>Phone/email school to keep school up to date with wellbeing of child and how they are getting on with homelearning.</p> |
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- The teacher will decide what materials are most appropriate for the individual child.
- The work provided will match the curriculum delivered at school and will comprise of core and foundation subject information. The teachers will periodically check throughout the day the work returned and intervene/provide feedback where necessary.
- Tasks set should be able to be recorded in provided home-learning exercise books and should not require the printing of worksheets.
- The Class teacher will share links to appropriate lessons from White Rose Maths, BBC Bitesize or Oak National lessons through Evidence Me or Google Classroom.






Daily Timetable:

In the morning, the children will be expected to engage with a range of maths, reading, spelling and writing activities throughout the week.

In the afternoon, teachers will set activities to support the delivery of the foundation subjects (including daily physical exercise).

Software and online platforms

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|  <hr/> | <p>We have chosen to use Evidence Me as the learning platform in Reception (Topaz). The use of Evidence Me was extremely successful during the first national lockdown. You will need a log in from your teacher.</p> <p>Evidence Me is the main means of two-way communication between the teacher and parent.</p> |
|  <hr/> <p>Google Classroom</p> | <p>We have made the decision to use Google Classroom in the remaining seven Years 1-6 classes because this learning platform allows the teachers to quickly see who has or hasn't completed the work, and provide direct, real-time feedback and grades right in Classroom. Google Classroom/Google Meet will support school in offering the opportunity for the children to communicate with their teacher through a live link or access pre-recorded material. Often this will be used so that children can 'drop-in' to receive further support after accessing the daily resources.</p> <p>Google Classroom is the main means of two-way communication between teachers and pupils and teachers and parents in Y1-6.</p> <p>You will need a login from your teacher.</p> |
|  <hr/> | <p>Bug Club will be used to provide an online reading book resource for all children.</p> <p>You will need a login from your teacher.</p> |
|  <hr/> | <p>Mathletics is used as a regular method to set homelearning in Maths. The learning can be tailored to the learning focus in class.</p> <p>You will need a login from your teacher.</p> |
|  <hr/> | <p>TT Rockstars will be utilised to support the acquisition and retention of basic core skills (Year 2-6 in particular). Children enjoy the competitive nature of the programme and strive to beat their previous scores.</p> <p>You will need a login from your teacher.</p> |
|  <hr/> | <p>Phonics Play is used as a phonics resource in school to support the Letters and Sounds approach and the children are familiar with the programme.</p> |

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|  | <p>https://www.integra.co.uk/home-learning/</p> <p>Integra Schools and South Gloucestershire Council are pleased to launch a new online resource to support parents, carers and teachers. This resource brings together a range of free and easy to access online activities and learning for children of all ages, and is clearly grouped into subjects and topics, such as English and Maths. We hope to develop this resource over time, creating a valuable tool for parents, as well as teachers to use when normal school attendance is disrupted.</p> |
|  | <p>https://www.thenational.academy/</p> <p>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.</p> |
|  | <p>https://www.bbc.co.uk/bitesize</p> <p>The BBC Bitesize website has been carefully selected because this website provides age appropriate activities that support the delivery of the whole curriculum.</p> |
|  | <p>https://whiterosemaths.com/</p> <p>White Rose Maths, including videos and resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources.</p> |
|  | <p>Nessy is used to support children with dyslexic tendencies at home and school with their reading and spelling skills.</p> <p>You will need a login from the SENCo.</p> |

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**, **BBC Bitesize** and **White Rose Maths**, especially during the first 48 hours. The class pages on the school website will remain active and live.

Practical Resources

If a child is unable to access resources online, the family will be given a pack of learning (within 2 school days) to complete at home.

The learning packs should contain basic skills activities relevant to the year group and ability of the child, comprising of some of the following: arithmetic, spelling, reading, writing and handwriting.

All children will be provided with home learning materials (a squared Maths books and a lined English book) alongside a stationery pack (for Pupil Premium children). In the case of whole cohort isolation, resources will be uploaded to Evidence Me (Reception) and Google Classroom (Y1-6) after the initial 48 hour window has elapsed. This measure will afford teachers a short time to prepare their remote learning resources.

Guidelines for safety and acceptable use whilst online learning

Teachers:

- Ensure the suitability of the home environment when filming online sessions.
- Sit against a neutral background whenever possible
- Ensure appropriate dress.
- If screen sharing on Teams, ensure that any other tabs open in browser would be appropriate for a child to see.
- Use appropriate language for school
- When taking videos in school ensure that other pupils are not in the shot or can be seen.
- Ensure that teaching 1:1 online is avoided whenever possible in order to comply with safeguarding guidelines. If 1:1 work is required then the following must be in place:
 - Another adult to be in the room with the child at home whilst learning takes place OR
 - Another adult to sit in on the online session.

Children:

- Complete online learning in a shared space in the house whenever possible.
- Be appropriately dressed when submitting videos or during live lessons on Teams.
- Ensure during live Microsoft teams events that microphones are muted and that the group chat function is not used.

Parents:

- Be mindful that other children might see or hear you and see anything in the background.
- Support your child's learning whenever possible whilst ensuring that the above guidelines are followed.
- Be respectful at all times in your online conversations with teachers and staff working at the school.
- Do not share the live school links with anyone outside of the immediate family home
- Log on to teams links using your child's/family name. This means that it is easier for us to identify you when accepting.

