

Remote Learning Plan



In order to ensure that learning continues irrespective of lockdown or bubble closure, St Mary's School has developed a remote learning plan. This plan makes reference to the use of various software where families do not have technology, hard-copies of resources and work will be made provided.

This remote learning plan will be applied in the following instances:

- An individual is self-isolating because of a positive test within the household
- A group of children are self-isolating because of a case in a bubble
- Partial or full school closure due to lockdown.
- When self-isolating because of awaiting test results.

The plan complies with the expectations and principles as set out in the DFE document [Guidance for Full opening of Schools](#).

Software and Platforms

There are several pieces of software and digital platforms that the school currently use that are familiar to children, parents and teachers.

These include:

- Class Dojo
- Tapestry (Reception)
- YouTube
- Zoom
- White Rose Maths
- Spelling Frame
- My Maths
- Times Tables Rockstars
- Oxford Owl

In addition to this, the school will utilise the resources provided by Oak National Academy which has been setup by the government and provides lessons in line with our own approach—retrieval practice, explicit teaching with high quality modelling and the use of deliberate practice. The lessons provided by Oak Academy cover various curriculum subjects for the full primary age range. The online lessons are free to all and offer a recorded taught session so that children can access virtual teaching from a teacher before accessing work relating to that lesson within the same website.

St Mary's however will not be utilising Oak Academy for English and Mathematics lessons, these lessons will be planned and delivered by our own teachers.

Scenario 1: Confirmed case of Covid-19 in a class bubble.

Day 1: Every child and staff member in that bubble isolates for 14 days at home. Parents of the bubble will be notified and the bubble closed. Any sibling of confirmed case will also isolate but as the rest of their bubble will remain in school they will follow the plan as outlined in 'Scenario 3'

Day 2: Access to online learning will not be provided to ensure that the class teacher has the day to process all the different resources that they will need to provide the class with for the next 14 days. This is conveyed to parents on the day of the bubble closing.

End of day 2: A weekly timetable of lessons will be provided to ensure that parents/ carers can have an overview of the lessons for the week ahead. For example if a bubble is closed on a Tuesday, the timetabled lessons that will start on Thursday and Friday and will be shown on the timetable. The timetable will have access to different links that may need to be provided.

	Check in 9-9:10am Join your class teacher on Zoom	Session 1 Lesson available to class YouTube channel and shared on Dojo	Session 2 Lesson available to class YouTube channel and shared on Dojo		Session 3 Sessions available on Oaks Academy. Please click link	Session 4 Sessions available on Oaks Academy. Please click link	Sign off 3-3:10pm Join your class teacher on Zoom
Day 1	Meeting ID: 123 456 987 Password: 1744	Maths Can I Round numbers to 10,100 and 1000?	English Can I understand characters?		Geography: Hemispheres and Tropics What are Hemispheres?	Music: Understanding Pulse and Rhythm Followed by Spelling Frame	Meeting ID: 254 456 987 Password: 7861
Day 2	Meeting ID: 123 456 265 Password: 5645	Maths Can I round numbers within 100,000?	English Can I reveal information about character through setting description?		Science: Space What are solar and Luna eclipses?	PE Joe Wicks Hitt workout Followed by JTRockstars	Meeting ID: 258 456 987 Password: 2497
Day 3	Meeting ID: 123 456 375 Password: 4753	Maths Can I round numbers to 1 million?	English Can I reveal information about character from the viewpoint of peers?	Lunch	Art Draw with Rob Followed by Spelling Frame	Geography: Hemispheres and Tropics What time is it in different countries?	Meeting ID: 973 456 987 Password: 3666
Day 4	Meeting ID: 123 456 973 Password: 5987	Maths Can I order negative numbers?	English Can I build cohesion across a paragraph describing a scene?		Geography: Hemispheres and Tropics What is the geography of the Artic and the Antarctic?	Science : Space What is the solar system?	Meeting ID: 982 456 987 Password: 7816
Day 5	Meeting ID: 123 456 142 Password: 3647	Maths Can I count in 10s, 100s, 1000s, 10000s and 100000s?	English Can I further develop character through a diary entry?		RE Hinduism How did Hinduism grow and develop as a religion?	JTRockstars Followed by PE: Yoga Energising	Meeting ID: 234 456 987 Password: 3649

Day 3 onwards:

Zoom will be used to provide two daily face to face sessions with a teacher familiar to the class. This will usually be the child's own teacher. These sessions will run for no more than 10 minutes at the beginning and end of the school day. We recognise that not all children will be able to attend all of these sessions due to lack of technology or the need to share devices. Where children are not able to attend sessions the class teacher will organise a check in over the phone.

Children will have access to English and Maths lessons pre-recorded by St Mary's teachers. These will be uploaded to a Phase (e.g. Y5/6) YouTube channel and the links to the lessons will be shared through Class Dojo. YouTube has been selected as the most appropriate platform as it is available on most devices including SMART TVs.

No worksheets will be used in the delivery of English and Maths lessons-the children will only require a pencil and their exercise book as provided in the remote learning pack. Families will be encouraged to share images of children's work with teachers via the child's Dojo Profile and the teacher will provide feedback.

Teachers will also lead some live group Zoom lessons. Individuals will be invited to these sessions in accordance to need as identified through teacher assessment. These lessons will operate in accordance to the amended safeguarding policy. Where a child is involved in a group session, they will not be expected to catch up with the afternoon session missed.

Children may also be invited to Guided Reading sessions led by teachers and teaching assistants. These will also be conducted over zoom and texts will be shared on screen.

After a break for lunch, the children will be able to access foundation subjects via the Oak Academy trust. <https://classroom.thenational.academy/subjects-by-key-stage>.

The subjects will be clearly mapped by the class teacher on the weekly time table. These lessons will be decided by class teachers. It is likely that the foundations subject content may be unfamiliar to the children, and not what they were currently accessing in class, but it will allow a clear sequence of lessons in each foundation subject to be followed and the skills and knowledge that they are developing will be important to use in the future.

By using the Oak Academy resources for the foundation subject, this will enable teachers to have time across the afternoon, to look at Class Dojo and examples of work, and to lead group lessons via zoom.

Whilst TTRockstars and SpellingFrame are timetabled, children should also use these programmes and read regularly outside the school day as they would usually do.

Scenario 2: Children unable to come into school, and are isolating whilst awaiting a test

Where children will be isolating at home, and awaiting the results of a test, some children may be able to access some work. For example a child may have to be at home, due to a sibling feeling unwell, and it may well be that they are able to complete work, whilst waiting for their siblings or parents test results. On these occasions, the school office will email home a sheet with recommended activities. Children will not be able to access live learning from their class teacher, but will be able to complete work with help from home.

Scenario 3: A child has been in contact with a confirmed case and therefore has to self-isolate for 14 days.

If a child has been in contact with a confirmed case, they will have to isolate for 14 days. In this instance, we would be unable to run scenario 1 as the class teacher would still be physically teaching their class in school.

Where a child or family are isolating, the class teacher will compile a timetable with links to various online learning. As the teacher will not be able to pre-record lessons, they will draw on the resources available from White Rose and the National Oak Academy.

English and Maths lessons will always be year group specific but afternoon lessons may be the same across the family so that children can work in collaboration. There may be worksheets provided as part of the White Rose and Oak Academy sessions but we would encourage children to work directly into the exercise books rather than print these out. This is in line with how they would work in school.

Example timetable:

	Session 1 Maths linked either to White Rose or Oak National Academy	Session 2 English linked to Oak National Academy	Session 3 Sessions available on Oak Academy. Please click link	Session 4 Sessions available on Oak Academy. Please click link
Day 1	Maths Lesson 1: Add and subtract multiples of 100 https://whiterosemaths.com/homelearning/year-3/week-4/	English Lesson 1: Engage in text https://classroom.thenational.academy/units/the-firework-makers-daughter-by-phillip-pullman-95e6	History: How do we know about prehistoric Britain? https://classroom.thenational.academy/units/prehistoric-britain-b65f	Music: Understanding Pulse and Rhythm Followed by Spelling Frame
Day 2	Maths Lesson 2: Add and subtract 1s https://whiterosemaths.com/homelearning/year-3/week-4/	English Lesson 2: To answer questions on text orally and in written form https://classroom.thenational.academy/units/the-firework-makers-daughter-by-phillip-pullman-95e6	History: Which animals lived in prehistoric Britain? https://classroom.thenational.academy/units/prehistoric-britain-b65f	PE Joe Wicks Hit workout Followed by TTRockstars
Day 3	Maths Lesson 3: Add and subtract 3-digit and 1-digit numbers (not crossing 10) https://whiterosemaths.com/homelearning/year-3/week-4/	English Lesson 3: To analyse character https://classroom.thenational.academy/units/the-firework-makers-daughter-by-phillip-pullman-95e6	History: What were the different periods in the stone age? https://classroom.thenational.academy/units/prehistoric-britain-b65f	Art Draw with Rob Followed by Spelling Frame
Day 4	Maths Lesson 4: Add a 2-digit and 1-digit number (crossing 10) https://whiterosemaths.com/homelearning/year-3/week-4/	English Lesson 4: To explore one of the main themes https://classroom.thenational.academy/units/the-firework-makers-daughter-by-phillip-pullman-95e6	History: What are the similarities and differences between stone age periods? https://classroom.thenational.academy/units/prehistoric-britain-b65f	Science: What are non-contact forces? https://classroom.thenational.academy/units/magnetism-084a
Day 5	Maths Lesson 5: Add 3-digit and 1-digit numbers (crossing 10) https://whiterosemaths.com/homelearning/year-3/week-4/	English Lesson 5: To explore genre https://classroom.thenational.academy/units/the-firework-makers-daughter-by-phillip-pullman-95e6	History: What can artefacts from the stone age tell us about how people lived during the different periods? https://classroom.thenational.academy/units/prehistoric-britain-b65f	TTRockstars Followed by PE: Yoga Energising

Please note that whilst we aim for Maths to line up with that covered in class, this is not possible for English or foundation (afternoon) subjects. Please be reassured that lesson has been carefully selected by the teacher and the content is considered to be useful for the child's ongoing development in the subject.

Scenario 4: Teacher is unwell and is not able to conduct online sessions whilst their bubble is in isolation.

In the event of a teacher being unwell and not able to lead check in or record lessons, a member of the senior leadership team will work alongside phase teachers to create a timetable linking to White Rose and Oak Academy (see Scenario 3). Please note this may mean that what children have been covering in class will possibly be different to the Oak Academy English work.

Scenario 5: Limited opening

On the premise that local lockdown meant that only key worker and vulnerable children are attending school the key worker list returns to the wider definition (15th June 2020) and schools work with a skeleton staff on the ground.

A full programme of online learning would be offered, using resources from the Oak Academy alongside recorded lessons from staff. Due to some teachers teaching in school not all home learners will be linked with their own teacher but they will have access to learning appropriate to their year group.

FAQ:

My child has an EHCP and is supported 1:1. How do you plan to support their needs?

Your child's teacher or 1:1 support assistant will phone you directly to discuss your child's support. It may be appropriate that they follow the same timetable with some additional live learning sessions added. Sessions cannot be conducted 1:1 however it may be possible to conduct a session with other children with a similar curriculum needs. Alternatively a Zoom can be organised with 2 member of staff and one children however due to availability of staff this would only be in exceptional circumstances.

I don't have my child's login details for Spelling Frame, MyMaths or TT Rockstars.

During the summer lockdown you would have been emailed a sheet containing all of your child's login details. Please check through your email before contacting the school office on office@stmarysyate.org.uk.

Can my child access books appropriate to their reading level?

Yes. You can log into the Oxford Owl website using the following details:

Oxford Owl Login: <https://www.oxfordowl.co.uk/>

Click on 'My Class Login' on the top bar of the page

Username: stmarysyate_3/4 password: stmarys

Don't worry if your child isn't in Year 3/4, the content is the same for all year groups. Once you have gained access you can filter according to 'Book Band' in KS2 or 'RWI level' in EYFS and KS1. You can then select the level/band that matches the last book your child brought home. If you are unsure which band your child was reading within, please contact the office and someone will link you with your child's teacher.

What is the Oak National Academy?

You may have heard Boris Johnson speaking about Oak National Academy at the daily conferences during lockdown. Oak Academy was created in April 2020 as a rapid response to the coronavirus outbreak. The lessons are planned and delivered by teachers and links with the BBC and White Rose to ensure that resources as accessible and engaging to children.

I do not have access to the internet.

If you do not have internet access, it is important that you let the school know as soon as possible. We will be able to arrange a home learning pack for you child. We will not be able to exactly match the offer but will do our utmost to ensure your child has a varied curriculum offer.

If my child is struggling, will I be able to contact the class teacher for additional support, if so how?

If we are in Scenario 1 and the class teacher is solely focused on online learning, you may contact your child's teacher through the messaging function on Dojo. If however they are teaching in school, please make contact with the teacher via the school office.

In the event of a full lockdown, do I need to reapply for keyworker places?

Yes. Some people's situation may have changed since the Spring/Summer term so it will be necessary to reapply for a place. If your child was attending school during lockdown, this may be as simple as having a conversation with a member of the office or senior leadership team.