

Havelock Schools Remote Learning Plan



OAK
NATIONAL
ACADEMY



Curriculum Visions

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Havelock Infant and Junior Schools have 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. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus
4. Area is put into a lockdown – meaning not all children are able to attend school

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 Oak Academy, White Rose Maths and Curriculum Visions.

Children will remain in contact with their Class teacher through MS Teams starting with feedback and marking on work completed and the class post page and gradually building up to face to face live sessions where appropriate.

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.

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.

Curriculum Visions is a resource that the children use in school and has a wealth of text rich resources and live lessons along with activities to complete that will support in different topic areas.

TT Rockstars, Purple Mash, Mymaths. Mathframe and phonics play will all be utilised to support the acquisition and retention of basic core skills.

MS Teams will support school in offering true online learning with the opportunity for the children to communicate with their teacher possibly at times through live video.

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 Havelock Infant and Junior Schools make 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):

- MS Teams
- TT Rockstars
- My maths
- AR (Accelerated Reader)
- Curriculum Visions

Remote Learning Engagement levels

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 have their home learning book at home already and all work will be in the files section of the self-isolation channel on Teams. Children will have immediate opportunity to continue their learning.

They also have their login details for all subscriptions to learning packages the school offers in their home school link books to be able to use these to support their learning.

We expect children who are learning remotely to log in to Teams every day and complete the work assignment as per their timetables. We ask parents to monitor and support their child in doing this and to contact the school if they are experiencing difficulties to explore support needed together. We understand that parents are often supporting multiple children and also working from home so are encouraged to be flexible with the timetables and adapt them to suit individual family circumstances.

Following the DfE recommendations 3 hours for KS1 (less for younger pupils) and 4 hours for KS2 work will be set as an average per day. The work will cover the full curriculum, follow the long term curriculum map and have a clear learning intention for each session that is stated on the timetable of learning. This includes daily reading, spelling, TTRS and live sessions.

Worksheets and Practical Resources

The initial response to any isolation will be to provide children with home learning materials alongside their home learning book (this should already be at home for homework completion). In the case of a child not being able to access online material, a selection of worksheets will be provided that run alongside the content of the online learning will be provided. Parents can contact the school to request this pack if they have no access to MS Teams.

| Pupils need to isolate because someone in their household is symptomatic or tests positive – waiting for test results or needing to self-isolate in response to a positive test. | |
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| Ongoing Support | Safeguarding/SEND |
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| <p>Each Year group will have a pre-made two week bank of lessons ready and uploaded to Teams in the files section relevant to that half term coverage of the curriculum.</p> <p>This will be using a range of pre-made resources and cover the range of subjects taught during this period in school. The topics will be on a similar theme but may not exactly match the lessons being delivered in class at this period. It will be based on the National Curriculum for the Year group and cover similar curriculum areas. Introductions to lessons will be pre-made and recorded by Oak Academy, White Rose or Curriculum Visions.</p> <p>Children to complete the activities listed in the files and evidence kept in their home learning books. At the end of each day, children can submit their work to be marked using Teams in the self-isolating assignment marked day 1-10.</p> <p>Links can be sent for the child to join the class to listen to class story being shared at the appropriate time of the day. The screen will only show the class teacher and if not appropriate that day will be postponed. This will be developed when confidence in Teams increases over time.</p> <p>A member of staff will contact individuals if they are isolating for longer than 3 days to check in and offer any support.</p> <p>Feedback will be given regularly by school staff. This feedback will be in the form of short written comments relating to the learning objective through the submitted assignment on Teams. We will always aim to give feedback to assignments submitted within 2 working days.</p> | <p>School office in contact with parents to ensure a test has been taken and to make sure that parents know to communicate test results before returning to school.</p> <p>If child is entitled to benefit-related FSM ensure food made available through abm Catering if needing to self-isolate in response to a positive case. Weekly food parcel to be arranged to be delivered.</p> <p>If 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 Schoolpod).</p> <p>If a child does not engage, the class teacher is to call the parents to discuss obstacles and support.</p> |
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| A whole bubble/cohort of children is isolating because of an outbreak of coronavirus | |
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| Ongoing Support | Safeguarding/SEND |
| <p>Teachers will share using MS Teams a timetable of learning – this will consist of core subject lessons, non-core lessons and whole class reading sessions. This will set out the expectations of what is to be completed that day/week.</p> <p>Class teachers work as a year group team with teaching assistants to upload the assignments for each day along with the accompanying resources. Use of the year group strengths is to take place here to set the work between the staff available.</p> | <p>Parents notified when they are able to return their child to school as long as they are symptom free via email.</p> <p>If any children are entitled to benefit-related FSM ensure food made available through abm Catering and weekly food parcel delivered.</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for</p> |

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| <p>Each day the teachers will hold live teams sessions to make contact with the class and discuss the work they have been set. Children can have the opportunity to liaise with their teacher and ask any questions. These sessions are recorded so can be played back.</p> <p>The year group staff will share links to appropriate lessons from White Rose Maths, Oak National lessons or Curriculum Visions lesson on MS Teams. Teachers will then be accessible to children through Teams via the post so that any issues or concerns can be addresses. Teaching assistants will also access Teams so that they can support children and add any extra resources needed.</p> <p>Where there is no pre-recorded session available to match the curriculum content, other resources will be uploaded to guide the children through the learning.</p> <p>Time will also be scheduled during the week for the children to watch an assembly delivered by senior leaders. This will encourage children to keep working, celebrate successes and promote a feeling of togetherness. This may be live or pre-recorded.</p> <p>A scheduled class reader sharing time to be scheduled daily for children to join the class teacher to continue reading/start a book. Part of the learning meeting for the day.</p> <p>Completed work should be done in home learning books and photographed and uploaded to MS or completed on word/excel/PowerPoint and uploaded. Teachers can then review the work completed and provide feedback.</p> <p>When a teacher can see no evidence of a child engaging in the remote learning, a member of staff will contact the family after 3 days to check on how everything is going and to look at ways to support the family. All contact with parents is recorded as a contact on schoolpod.</p> <p>In the event of teachers becoming ill, year group teams will work together to set and mark the work to cover the absence.</p> <p>Feedback will be given regularly by school staff. This feedback will be in the form of short written comments relating to the learning objective through the submitted assignment on Teams or through verbal feedback during the daily whole class learning meetings. We will always aim to give feedback to assignments submitted within 2 working days. For exceptional circumstances for example if the class teacher is ill themselves then this may take a little longer</p> | <p>regular safe and well checks via a phone call from the DSL (record on schoolpod).</p> <p>Any live sessions on Teams are recorded for safeguarding purposes.</p> <p>Those not engaging with home learning after 3 days are to receive a phone call from a member of staff to discuss the obstacles and the support needed by the family. This could then be followed up by calls from pastoral staff if there are pastoral issues.</p> <p>Paper pack of work sent home if no devices are available to use. School to apply for devices from the DfE for year groups 3-6 in this case.</p> <p>Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Teams as long as the agencies engage.</p> <p>The SENDCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.</p> |
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| Tier 4 Lockdown. Critical worker children and vulnerable children attend school. Rest of the children home learning. | | |
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| Ongoing Support | | Safeguarding/SEND |

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| <p>Critical worker children and vulnerable children access the same learning using MS teams in school as the children learning from home. Teaching staff set work as described below. Teachers and Teaching assistants from across the year group will work as a team to support in school in classrooms and set the work remotely sharing this across the team.</p> <p>Teachers will share using MS Teams a timetable of learning – this will consist of core subject lessons, non-core lessons and whole class reading sessions. This will set out the expectations of what is to be completed that day/week.</p> <p>Class teachers work as a year group team with teaching assistants to upload the assignments for each day along with the accompanying resources. Use of the year group strengths is to take place here to set the work between the staff available.</p> <p>Each morning the teachers will hold a live teams learning meeting as a class with their own class teacher to say good morning and discuss the work they have been set. Children can have the opportunity to liaise with their teacher and ask any questions. Additional sessions may be scheduled during the day. Any live sessions will be recorded so they can be accessed at a different time for those not able to attend at that specific time.</p> <p>Each afternoon there will be a live teams learning meeting as a class with their own class teacher to catch up, review the learning, answer queries and share a class story. Any live sessions will be recorded so they can be accessed at a different time for those not able to attend at that specific time.</p> <p>The year group staff will share links to appropriate lessons from White Rose Maths, Oak National lessons or curriculum vision sessions on MS Teams. Teachers will then be accessible to children through Teams via the post so that any issues or concerns can be addresses. Teaching assistants will also access Teams so that they can support children and add any extra resources needed.</p> <p>Where there is no pre-recorded session available to match the curriculum content, other resources will be uploaded included recorded narrative to guide the children through the lesson with accompanying resources.</p> <p>Time will also be scheduled for the children to watch an assembly delivered by senior leaders during the week. This will encourage children to keep working, celebrate successes and promote a togetherness. This may be live or pre-recorded.</p> <p>Completed work should be done in home learning books and photographed and uploaded to MS or completed on word/excel/PowerPoint and uploaded. Teachers can then review the work completed and provide feedback.</p> | <p>Parents notified immediately of the plans and able to apply for critical worker or vulnerable places.</p> <p>Critical worker provision activated with parents providing proof of critical worker status before a place is offered.</p> <p>All vulnerable pupils parents (those known to social care/EHCPs) to be contacted and agree provision encouraging them to attend school.</p> <p>If any children are entitled to benefit-related FSM ensure food made available through abm Catering or any other scheme released by Government.</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 schoolpod).</p> <p>Any live teaching sessions on Teams will be recorded for safeguarding purposes.</p> <p>Those not engaging with home learning after 3 days are to receive a phone call from a member of staff to discuss the obstacles and the support needed by the family. This could then be followed up by calls from pastoral staff if there are pastoral issues.</p> <p>Paper pack of work sent home if no devices are available to use. School to apply for devices from the DfE for year groups 3-6 in this case.</p> <p>Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Teams as long as the agencies engage.</p> |
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All use of blended learning approaches to abide by the Pathfinder Schools Safeguarding Addendum for remote learning