



## Remote Learning Plan Thorp Primary School January 2021

### Government Expectations:

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on remote education support.

In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils.

### Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources

- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

**When teaching pupils remotely, we expect schools to:**

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.



## Thorp Primary School Remote Learning Plan

Pupils	Curriculum	Safeguarding
<p>In the event of a child/ family member receiving a positive test and isolating following government guidance</p>	<ul style="list-style-type: none"> <li>● In the event of one child isolating, paper copies of the current work being taught in class will be sent home. Work will also be set on Google Classroom within a maximum of 2 school days</li> <li>● Children will also be directed to access online learning portals including Bug Club, Doodle Maths and Spelling Shed</li> <li>● We expect that the children’s education (remote and independent work) will take broadly the following minimum number of hours each day: Key Stage 1 – 3 hours</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly phone calls to check on wellbeing by class teacher</li> <li>● Delivery of resources to vulnerable families if requested by site manager/ office staff/ DSL’s</li> </ul>

	Key Stage 2 – 4 hours	
In the event of a child shielding longer term absence	<p><i>We will aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects to make it easily accessible through remote learning.</i></p> <ul style="list-style-type: none"> <li>● Work to be uploaded up to the Google Classroom and paper packs provided if requested</li> <li>● Maths – White Rose Maths videos and worksheets used on line. Reception – Year 6</li> <li>● English:</li> </ul> <p>*Copy of the text (Yr3- Yr6) that is being studied in class will be sent home. Tasks will be set linked to this for English and Guided Reading</p> <p>*English writing tasks and phonics will be set for children in Reception – Year 2</p> <ul style="list-style-type: none"> <li>● Handwriting booklet to be sent home Yr1 - Yr6. Nursery and Reception will have activities to develop their fine motor skills and number and letter formation</li> <li>● Spellings – to be set on Spelling Shed (paper copies to be produced if needed)</li> <li>● Reading – Books will be set on Bug Club for children to access from Reception – Year 6</li> <li>● Foundation subject’s work will be set on Google Classroom</li> <li>● We expect that the children’s education (remote and independent work) will take broadly the following minimum number of hours each day:</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly phone calls to check on wellbeing by class teacher</li> <li>● Delivery of resources to vulnerable families if requested by site manager/ office staff/ DSL’s</li> <li>● Offer of a remote device where possible</li> <li>● Visits to check wellbeing of those vulnerable to be carried out by DSL’s - weekly if outside agencies are involved</li> <li>● DSL’s to have regular conversations with outside agencies such as Early Help, Healthy Young Minds, Social workers if required</li> </ul>

	Key Stage 1 – 3 hours Key Stage 2 – 4 hours	
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<p>In the event of an outbreak in a bubble – therefore the bubble has to close (Teacher is not affected)</p> <p>Or</p> <p>In the event of a local lockdown – full school closure</p>	<p><i>We will aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects.</i></p> <p><b>Day 1</b> - Children will be directed to online learning portals including Doodle Maths, Active Learn and Spelling Shed whilst teachers plan and prepare remote learning on Google Classroom.</p> <ul style="list-style-type: none"> <li>● Timetables will be shared with parents</li> <li>● The school will emphasise that maths, English, guided reading, spellings and handwriting should take priority</li> <li>● Therefore, if any families struggle to access all the remote learning they should prioritise these</li> </ul> <p><b>Day 2 onwards – Reception – Year 6 inclusive</b></p> <ul style="list-style-type: none"> <li>● All work will be set daily on the Google Classroom</li> <li>● Live teaching will be delivered in English. This will include phonics where applicable. Teachers may plan and deliver more live lessons where required to meet the needs of their class/ individual children needs</li> <li>● Maths– White Rose Maths videos and worksheets used on Google Classroom</li> <li>● Handwriting booklet to be sent home and additional live sessions where applicable</li> <li>● Children to be directed to Spelling Shed and tasks set on Google Classrooms</li> <li>● Guided Reading:</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly phone calls to check on wellbeing by class teacher</li> <li>● Offer of a remote device where possible</li> <li>● Visits to check wellbeing of those who are vulnerable to be carried out by DSL’s. Weekly if outside agencies are involved</li> <li>● Home visits or phone calls to families not responding or engaging with the online learning by DSL’s</li> <li>● Regular conversations with outside agencies such as Early Help, Healthy Young Minds, Social workers if required. To be carried out by DSL’s</li> <li>● Feedback given to work via Google Classroom within 48 hours of the task being turned in</li> </ul>
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	<p>*Children will be sent home with the class text (Year 3-6) and will have work set on Google Classroom</p> <p>*Children from Reception to Year 2 will be directed to Bug Club</p> <p><b>Foundation Subjects (History/ Geography/ Science/ Art/ D&amp;T/ PSHE/PE)</b></p> <p>There will be a challenge of the week set based on one of the above areas. This task will be an independent task set via Google Classroom.</p> <ul style="list-style-type: none"><li>● Photographs of work done should be uploaded and teachers will provide feedback</li><li>● Feedback to work will be given in a timely manner, which the children should respond to</li><li>● Communication between staff and pupils through the day – questions etc to be via Google Classrooms. Teachers will also provide a well being chat to any children who require on at the end of the live sessions</li><li>● We expect that the children’s education (remote and independent work) will take broadly the following minimum number of hours each day: Key Stage 1 – 3 hours Key Stage 2 – 4 hours</li></ul>	<ul style="list-style-type: none"><li>● Additional calls to parents by teachers or SLT will be made if requested by parents</li><li>● Delivery of resources to vulnerable families if requested by site manager/ office staff/ DSL’s</li></ul>
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Teaching Staff		Well being
In the event of a staff member receiving a positive test and being in isolation for 10 days, assuming they feel well	The class teacher will email all planning and task sheets to the Headteacher. Lessons will be delivered either by supply, HLTA or teaching assistants.	<ul style="list-style-type: none"> <li>● Regular contact between the team by Teams meetings and phone calls</li> <li>● Regular check-ins to discuss workload and how things are working for both the teacher isolating and the supply staff covering</li> <li>● Regular working patterns to be acknowledged</li> <li>● Regular contact with the member of staff who is ill if they are well enough to communicate</li> </ul>
In the event of isolation for 14 days due to contact with a positive case out of school (e.g. Track and Trace)	The class teacher will email all planning and task sheets to the Headteacher. Lessons will be delivered either by supply, HLTA or teaching assistants.	
In the event that a member of staff's children is forced to isolate due to their bubble closing and they have no one to support them in looking after their children		
In the event of a staff member receiving a positive test and being in isolation for	Assuming the bubble can open, a supply teacher will be contracted to work and will plan all lessons.  In the event the bubble also needs to close:	

10 days, assuming they are unwell.	A paper pack consisting of 2 weeks work will be sent home or where possible lessons will be delivered on Google Classrooms.	
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We recognise that some children may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Loan children electronic devices where possible. Due to the limited number of devices we have, we will prioritise those who are vulnerable. Parents should contact the school if they request a device
- There are a limited number of Vodafone sim cards available which can provide 30GB. Due to the limited number of sim cards, we will prioritise those who are vulnerable. Parents should contact the school if they request a device
- Paper copies will be provided for any children who require them including those with SEND
- We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. For these children we will provide work that meet their individual and particular needs. This will be delivered in a way that matches their needs and may include paper packs, live 1-1 or small group lessons or daily telephone calls to enable them to meet their specific individual targets