

Chiltern Primary School Remote Learning Plan 2021 – 2022; Updated February 2022

‘Together, over time, we are proud to learn to make a difference to ourselves and others.’



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In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Chiltern Primary School has developed the following plan. This aims to offer remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require the loan of laptops, hardcopies of learning tasks and some resources. It will also depend on the number of available staff across potentially isolating bubbles to plan, support and evaluate the marking and feedback of the tasks.

Staff may be ill themselves or be teaching face-to-face in class for those pupils still in attendance – so please bear this in mind if queries are not answered immediately as we have to balance the welfare of our staff too.

Remote education will differ from the usual classroom teaching but it is still delivering a chosen curriculum of skills, vocabulary, ideas and concepts to support long-term memory – these decisions will be based on the needs of the children currently not in school.

The objectives will be simpler and focus more on the basic skills, retrieval of core aspects of core subjects, regular feedback and regular revision.

Remote does not mean all live lessons, but the provision of a well-thought out, step sequence of coverage for our individuals – from websites, sheets, schemes, pre-recorded lessons or live teaching.

It is mandatory that children engage as they would in a normal school day/ term, unless they are unwell and then that will be treated as a normal illness when learning from home is not expected until they feel well enough. We have never provided home learning when a child is ill themselves; but we would work with outreach teams if a child is at home recovering from an operation or on-going medical conditions.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test for themselves or within their household
2. A group of children are self-isolating because of a positive case of coronavirus within the bubble in which they learn
3. A whole bubble or cohort is self-isolating because of a wider outbreak of coronavirus, or,
4. Tighter lockdown restrictions are announced by the Government and the school remains partially closed to the majority of pupils.

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools and advice from the LA](#). The plan has been approved by our LA.

Our curriculum will be based on the current National Curriculum and personalised needs of the individual/ cohort from EYFS to Y6 and will also be dependent on the availability of fit and well staff to prepare the remote tasks.

If staffing levels are low, then parents can still complete the following home learning:

- Daily reading and spellings
- TTRock Stars
- White Rose Bite Size
- BBC Revise Wise
- Accelerated Reading books and quizzes – see page 3 for more ideas.

Software and online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum expectations, primarily supplemented by a range of resources provided by Oak Academy, the BBC, Mathletics, Accelerated Reading, White Rose Maths, Third Space Learning and Rock stars.

We have updated our on-line working policy to reflect this plan and have considered potential safeguarding concerns from the most recent Elizabeth Rose advice from 2.2.2022 when she shared that unless the child is ill themselves, we will offer/ provide full time education for our most vulnerable individuals, including:

- Children who are currently, have previously been, or about to be, in receipt of any children's services
- It also includes adopted pupils, those who are currently looked after or those under special guardianship
- Any child living in temporary accommodation
- Young carers
- Any child who is struggling to access education at home – either remotely or through a provided hard-copy pack after identification from school staff
- Those children living in challenging family circumstances eg living with parents struggling with drugs or alcohol dependency; Mental Health, Domestic Abuse or criminal offending.

This may mean the school has to close 2 classes in order to offer face-to-face provision for our most vulnerable families in one class.

All other children will remain in contact with their Class teacher through MS Teams, Tapestry (EYFS), on-line tutors and Class Dojo (to share successes).

Oak Academy has been selected to support remote learning during lengthier lockdowns 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. Class teachers are to use the lessons in the classroom so children are familiar with the platform.

Some adults at Chiltern will record lessons to share; some sessions may be 'live' eg assemblies and story time.

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.

Numbots, and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills.

Third Space Maths and White Rose tutoring will complement the existing provision for up to 30 vulnerable pupils at a time across KS2; with other resources suitable to share with parents at home.

MS Teams will support school in offering true online learning with the opportunity for the children to communicate with their teacher through live videoing, when possible, or emailing. Often, this will be used so children can 'drop-in' to receive further support after accessing the Oak Academy resources or direct teaching from our staff.

Tapestry will provide the same effective link for EYFS pupils.

Please keep learning times within the usual school day where possible, though I know some families will not be able to achieve this if parents work alternate shift patterns.

Class Dojo will remain in use as the success element has already proved to be invaluable. Teachers and parents will be able to message one another on Teams and Tapestry to share information and offer support. Please ensure this is within the usual school day. Please do not use class Dojo to message teachers.

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 Chiltern Primary School makes that provision available and accessible to all. However, if children themselves are too ill to attend school then they should not be expected to engage in home learning. There may also be the occasion when too many staff are unavailable to plan and provide individual plans so this is when we would encourage the use of the suggested platforms for Maths and Reading (see below).

COVID absence provision is not the same as absence for other illness. We do not expect pupils to be learning from home if they are ill, only if they are isolating.

In preparation for home-learning, parents and children need to receive logins, passwords and access information for the following platforms – these will be issued within 24 hours of a bubble lock down:

- MS Teams – an email will be sent with your child's log-on details as they were in the Autumn
- Tapestry – already provided
- Class Dojo – as previously shared
- TT Rockstars/Numbots – teachers to share via Teams
- Third Space and White Rose learning will be organised by their tutors
- Accelerate Reading - teachers to share via Teams
- Reading Owls

- BBC site has many cross curricular links to the topics your child would be studying – see the whole school plan on the website for each year group
- Oak Academy - <https://www.thenational.academy>

Worksheets and Practical Resources

If a child is isolated from school during the school day 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 pack of work meaning children will have immediate opportunity to continue their learning.

This will not be possible if the isolation starts before or after the school day – so please allow time for these to be collated.

The work packs should be basic skills work that would be relevant at any stage of the year for that child/ cohort i.e. arithmetic, spelling, reading, writing (with a visual prompt) and handwriting.

They will allow for basic skills to be taught, revised and revisited to help support the remembering of the content, and aid progress from starting points.

Reading, phonics, comprehension and vocabulary learning will be a significant proportion of what our remote plans cover as Reading underpins much of the wider curriculum and future communication.

Our learning steps will be sequenced, with staff looking to ensure there are no gaps in the child's knowledge and understanding as knowledge builds – whether at home or in school. We want our children to remember as much as possible, even though current provision is adapted. We know that face-to-face teaching is the best, but at times, this is not possible.

All tasks completed remotely will still follow the National Curriculum, it may not have the breadth and ambition it normally has in class as staff are supporting 3 groups of learners.

The scope, coherence, sequencing and rigour of chosen and adapted tasks for this period of lockdown will still be relevant to keeping basic skills developing.

Any gaps noticed once children return to class will be swiftly identified and supported with Covid catch-up funding and precision teach ideas.

Please only request hard-copy packs if you cannot log-in to Teams.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials alongside their class stationery pack (if still needed). In the case of whole cohort isolation, resources will be uploaded to Teams and Tapestry (EYFS) with hard copy packs available for collection at the main office if on-line access isn't possible. Allow 24 hours for this. This measure will afford teachers a short time to prepare and transfer their remote learning resources successfully.

Longer wait times will be experienced if too many of our staff are off ill at the same time. As mentioned above, revert to readily available suggestions listed on pages 2, 3 and 4 to keep basic skills ticking over until such a time that usual lessons can be shared.

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
<p>Using Teams and Tapestry the Class teacher will regularly upload content to the platform.</p> <p>The teacher will decide what materials are most appropriate for the individual child/ group.</p> <p>If teaching input is required for core lessons, the teacher can either direct the parent to a relevant Oak National Academy taught session or they could use MS Teams/ Tapestry to teach directly to the isolated child at the same time as teaching to the rest of the class. Only the Class teacher and modelling area will be viewable on screen.</p> <p>Pre-recorded sessions are encouraged.</p> <p>Email the class teacher if further advice is needed beyond the modelling provided – but please keep this within the normal school working hours unless you work shifts.</p> <p>Be mindful that on a 1:1, a maximum of 20 – 30 mins at a time should be sufficient learning time in one go for basic skills. Some activities will require an hour of more, depending on the objective.</p> <p>Government advise 4 hours a day for remote learning now, but this is a long time on a 1:1, be reasonable when you set your home routine and allow regular breaks for physical activities and down time. 1:1 sessions are very intensive.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to bursar@chiltern.northants-ecl.gov.uk</p> <p>Each child to have a member of staff from their bubble to contact them weekly if they are not in school for educational and welfare support.</p> <p>If child is entitled to benefit-related FSM, ensure food made available through Chartwells hampers.</p> <p>If a 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 MyConcern).</p> <p>If a child does not engage, the Class teacher or office member is to call the parents to discuss obstacles and support.</p> <p>If no answer, home visits to take place.</p> <p>We are requesting all vulnerable groups can continue to attend unless they are ill themselves.</p>

A group of children are self-isolating because of a case of coronavirus in their class bubble	
Ongoing Support	Safeguarding/SEND
<p>Using Teams or Tapestry, the Class teacher will regularly upload content to the platform if we have the staffing capacity.</p> <p>The teacher will decide what materials are most appropriate for the individual child.</p> <p>If teaching input is required for core lessons, the teacher can either direct the parent to a relevant Oak National taught session or they could use MS Teams/ Tapestry to teach directly to the isolated group of children at the same time as teaching to the rest of the class. Only the Class teacher and modelling area will be viewable on screen.</p> <p>Pre-recorded lessons may be provided by some adults and staff training is on-going for this.</p> <p>Email the class teacher if further advice is needed beyond the modelling provided – but please keep this within the normal school working hours.</p> <p>Be mindful that on a 1:1, a maximum of 20 - 30 mins at a time should be sufficient learning time in one go for basic skills. 1:1 is intensive so allow plenty of rest breaks and physical movement in between.</p>	<p>School office to contact parents know to communicate test results to bursar@chiltern.northants-ecl.gov.uk</p> <p>If children are entitled to benefit-related FSM ensure food made available through Chartwells.</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 MyConcern).</p> <p>Those not engaging with home learning are to receive a phone call from a member of office or teaching or office staff to discuss the obstacles and support.</p> <p>Arrange home visits if no response.</p>

A whole bubble/cohort of children is isolating because of an outbreak of coronavirus	
Ongoing Support	Safeguarding/SEND
<p>Using Teams/ Tapestry, the Class teacher will regularly upload content to the platform.</p> <p>The teacher will decide what materials are most appropriate for the individual child.</p> <p>Some pre-recorded video teaching may take place. Staff will share a timetable of learning – this will consist of core subject lessons, a non-core lesson and a whole class reading session per day.</p> <p>Pre-recorded lessons are preferred – see Remote Learning Policy/ Safeguarding.</p>	<p>Parents notified so they know to communicate test results to bursar@chiltern.northants-ecl.gov.uk</p> <p>If any children are entitled to benefit-related FSM ensure food made available through Chartwells</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for</p>

<p>The Class teacher will share links to appropriate lessons from White Rose Maths or Oak National lessons through Teams/ Tapestry.</p> <p>Teachers will then be accessible to children through Teams/ Tapestry so that any issues or re-teaching can be delivered live – but only for normal school hours.</p> <p>Non-core lessons will often be through Oak National Academy, linking to our usual curriculum.</p> <p>Completed work should be photographed and uploaded to Teams or Tapestry. Teachers can then review the work completed and ensure that the following day’s lesson addresses misconceptions etc. Feedback and queries can take place throughout the normal length school day using Teams, Tapestry, emails or phone calls.</p> <p>In the event of teachers becoming ill, L2 support staff may be required to ‘takeover’ the Teams or Tapestry account with resources being identified by the other phase teachers - but not to lead on any recorded session without leader guidance – as per online RA.</p> <p>CPD on Teams is planned for January 2021 and on-going.</p>	<p>regular safe and well checks via a phone call from the DSL (record on My Concern).</p> <p>Those not engaging with home learning are to receive a phone call from the office or CT to discuss the obstacles and the support needed by the family. This could then be followed up by calls from FSWS if there are pastoral issues and a home visit.</p> <p>We are requesting all vulnerable groups can continue to attend unless they are ill themselves.</p>
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Written March 2020

Updated June 2020 – PJH for wider opening – Remote Learning Lead

Updated August 2020 for full opening in September

Updated Jan 4 2021 with partial closure

Updated Jan 25 2021 with new online safety/ safeguarding policy expectations.

Updated 1.2.2021 – PH – final check

2.2.2021 – PH added Tapestry from EYFS booklet.

Updated for September 2021 start - PH.

Updated on 2.2.2022 from Elizabeth Rose. - PH