

**Remote Learning Plan**

To ensure that learning, irrespective of shielding, isolation or lockdown, continues for all children, Rowley Park have developed the following plan.

This plan will be applied if:

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

The plan complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools.

**In the case of any form of isolation and loss of learning caused by coronavirus, parents must understand that engagement in home learning is compulsory and must be completed if the child is well enough to do so**.

**Software and online platforms**

Within all the above scenarios, teachers will set appropriate work in-line with the current curriculum being taught in school which will be accessed via Tapestry for Nursery, Reception and Year 1 and Showbie for years 2 - 6. We will use online platforms and resources from:

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| See the source image | Oak Academy will be used to provide children with teaching videos, content and that runs alongside their year group skills and access work relating to this on the same website. |
| Image result for white rose maths | White Rose may be used by teachers to provide children will quality online maths teaching via videos and corresponding activities to consolidate and extend learning as well as focusing on the children’s reasoning skills. |
| Image result for tt rockstars | TT Rockstars is a well-loved platform and will be used to support the children’s mental arithmetic in regards to multiplication. |
| Image result for showbie | Showbie will be used as the online platform to allow teachers to upload work and give feedback to the children. It also allows children and teachers to share work with each other. |
| Image result for zoom | Zoom will be used to support the children’s progress by offering whole class and ‘drop in’ sessions for children to drop into for further support with their learning. It gives children the opportunity to communicate with their teacher through live videos – links will be received via email. |
| See the source image | The spelling shed will be used to set the children’s weekly spellings. The children can then use this to practice throughout the week. Engagement will be monitored and there will be a weekly whole school ‘hive’ session. |

Remote learning cases:

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| **Pupil needs to isolate because themselves or someone in their household is symptomatic or tests positive** | |
| **Ongoing Support** | **Safeguarding/SEND** |
| Using the tapestry/showbie, the Class teacher will upload work the evening before to allow parents to see the learning materials prior to supporting their child.  The teacher will decide what materials are most appropriate for the individual child – teacher input, quality online resources.  Parents/children will be encouraged to share their work via tapestry, showbie or email. The school will then provide necessary support. Teachers will offer feedback via these platforms.  Phone calls will be used to engage with parents to see if additional support is required – technology, stationary, work packs. | School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to [headteacher@rowleyparkacademy.org.uk](mailto:headteacher@rowleyparkacademy.org.uk)  If child is entitled to benefit-related FSM ensure food is made available for collection (if required).  If child is vulnerable in any way, the DSL/DSA will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL/DSA (record on Safeguard).  If a child does not engage, the Class teacher is to call the parents to discuss obstacles and support.  For SEND pupils that are not working at year group expectations, work will be provided alongside their EHCP targets and the age/stage they are working at. |

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| **A group of children are self-isolating because of a case of coronavirus in their class bubble** | |
| **Ongoing Support** | **Safeguarding/SEND** |
| Using the tapestry/showbie, the Class teacher will upload work the evening before to allow parents to see the learning materials prior to supporting their child.  The teacher will decide what materials are most appropriate for the individual child – teacher input, quality online resources.  Parents/children will be encouraged to share their work via tapestry, showbie or email. The school will then provide necessary support. Teachers will offer feedback via these platforms.  Phone calls will be used to engage with parents to see if additional support is required - technology, stationary, work packs. | School office to contact parents know to communicate test results to [headteacher@rowleyparkacademy.org.uk](mailto:headteacher@rowleyparkacademy.org.uk)  If children are entitled to benefit-related FSM ensure food made available through TNS.  If any child is vulnerable in any way, the DSL/DSA will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on Safeguard).  Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and support.  For SEND pupils that are not working at year group expectations, work will be provided alongside their EHCP targets and the age/stage they are working at. |

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| **A whole bubble/cohort/school of children is isolating because of an outbreak of coronavirus** | |
| **Ongoing Support** | **Safeguarding/SEND** |
| Teachers will schedule a zoom meetings with the children and parents for the following day (after isolation). In this meeting the teacher will discuss the remote learning arrangements and expectations.  Teachers will also share a timetable of learning – this will consist of core subject lessons, a non-core lesson and a whole class reading session per day.  There will be a mixture of video lessons and resources provided via tapesty/showbie for children to access.  Using the tapestry/showbie, the Class teacher will upload work the evening before to allow parents to see the learning materials prior to supporting their child. Teaching assistants will be able to support the Class teacher in identifying resources.  Teachers will give feedback through tapestry and showbie.  Teachers will schedule 2 zoom sessions daily a morning(registration and set the tasks for the day) and afternoon zoom meeting to support those children needing additional input and feedback, before engaging in an end of day reading session/social time – sharing a story/class text.  In the event of teachers becoming ill, SLT will organise replacement teaching. | Parents notified so they know to communicate test results to headteacher@rowleyparkacademy.org.uk  If any children are entitled to benefit-related FSM ensure food made available through TNS.  If any child is vulnerable in any way, the DSL/DSA will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on Safeguard).  Those not engaging with home learning are to receive a phone call from a member of SLT/family support worker to discuss the barriers and the support needed by the family. This could then be followed up by calls from the well-being team if there are pastoral issues.  Where children would normally receive additional support from SEND agencies, the SENCO will make arrangements for those to continue via Teams/Zoom as long as the agencies engage.  For SEND pupils that are not working at year group expectations, work will be provided alongside their EHCP targets and the age/stage they are working at. |

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| **For children without necessary technology and resources.** |
| * A member of front office, SLT or FSW will liaise with isolating families to establish whether they have necessary technology or equipment/resources to access and complete their work. * If a child does not have access to technology and resources, we will provide hard copies of the work and resource packs for the children. These can be collected by a non-isolating friend or family member or delivered and left on the doorstep. * Monitoring of engagement and discussions of support required will take place via phone calls or email (if accessible via phone). * If parents do not have access to laptops to upload work but can share photos of work via email this will be encouraged. |

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| **Expectations of the school** |
| The school will:   * Set work daily in line with the school timetable and subjects that are being/should have been taught in school. * Ensure feedback for learning is given via showbie (Year 2 – 6) or tapestry (N – Year 1) * Provide an online drop in session for children to talk to their teacher about their work (if whole bubble/school) * Liaise with isolating families to establish any support that is required and provide the support where required – stationary, work packs, FSM, pastoral support. * Stay in regular contact with isolating families and respond in a timely manner to queries and concerns. * Will inform any outside agencies working with the child that they are not in school. |
| **Expectations of the parents/child** |
| The parents will:   * Follow government guidelines regarding isolation and keep children at home. * Ensure that their child/children are engaging and complete the work that is set. * Share completed work with the teacher so that the child can have feedback and stay up to date with learning. * Discuss any barriers or concerns whilst isolating with the school by contacting the school via the school office or emailing headteacher@rowleyparkacademy.org.uk. |

Links for websites

Oak National Academy <https://teachers.thenational.academy/>

White Rose Maths <https://whiterosemaths.com/homelearning/>

Showbie <https://www.showbie.com/>

TT Rockstars <https://ttrockstars.com/login>

Spelling Shed <https://www.spellingshed.com>