



## Gayton Primary School Remote Learning Plan

*'Positive minds, positive futures'*



EdShed



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In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Gayton Primary School has 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:**

- An individual is self-isolating because of a positive test within the household or they have been identified as a close contact with a positive case.
- An individual is self-isolating because they or someone in their household is displaying symptoms of coronavirus.
- A group of children are self-isolating because of a case of coronavirus in the bubble/class.
- A whole bubble or class is self-isolating because of a confirmed case of coronavirus.
- When school is only open to vulnerable children and the children of critical workers due to a national lockdown.

**The plan complies with the expectations and principles outlined in the DfE document [Guidance for Full Opening of Schools](#) (November 2020). DfE Guidance includes:**

*Where a class, group or a small number of pupils need to self-isolate, or local restrictions require 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 curriculum, for example through technology, and have a strong contingency plan in place for remote education provision. 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*

This plan also complies with the DFE Guidance document- [Restricting Attendance During the National Lockdown: Schools \(January 2021\)](#)

The following expectations are outlined for remote education:

Consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:

- Providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
- Providing opportunities for interactivity, including questioning, eliciting and reflective discussion
- Providing scaffolded practice and opportunities to apply new knowledge.
- Enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate.
- Using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
- Avoiding an over-reliance on long-term projects or internet research activities

**Remote learning offer:**

Our remote education will be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

**Key Stage 1:** 3 hours a day on average across the cohort, with less for younger children.

**Key Stage 2:** 4 hours a day.

Any concerns regarding the remote learning offer that is being provided should be initially directed to the class teacher. If the concerns continue, parents should then direct their concerns to the Headteacher- Mrs McAleny.

Mrs Hulley is the named Senior Leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.

School will have systems in place for checking, daily, whether pupils are engaging with their work and work with families to rapidly identify effective solutions where engagement is a concern.

## **Software and online platforms**

Teachers will set appropriate work that is in-line with our current curriculum.

Children will remain in contact with their class teacher through **Google Classroom** (Years 1 – 6) and **Tapestry** (EYFS). If children at home are accessing the Google Classroom via a phone or tablet, it is helpful if the following Google apps are installed: Google Classroom, Google Docs and Google Slides.

**White Rose Maths**- will be used it is matched to our current maths curriculum model and our children are very used to seeing the White Rose resources.

**Times Table Rockstars** is another resource our children are familiar with. It is already used to support the acquisition and retention of basic core mathematical skills.

**Letterjoin** -can be used by the children to practise their handwriting skills.

**Learning by Questions** and **Ed Shed** are new to school and will enable children to both consolidate existing knowledge as well as learning new material in Mathematics and English.

**Studio Code** is used in school to teach coding, so home access enables the children to keep up to date with their programming skills.

Where necessary, children are issued with log-ins and passwords for access to these sites.

Whilst we do not follow the **Oak National Academy** curriculum, the website has some excellent material that parents may wish to use to supplement the work that is set by the class teacher.

In addition, if a member of staff was absent from work as they were ill, we would signpost families to lessons which are available on Oak National Academy ([www.thenational.academy](http://www.thenational.academy)) until the member of staff is available to return to work.

## Remote Learning Y1-Y6:

The initial response to any isolation will be to provide children with home learning materials which will not be directly linked to the class teaching on that day but will be linked to year group learning objectives. It will be available immediately in the Google Classroom under the section DAY ONE.

### An Individual is self-isolating

### Ongoing Support

**DAY ONE**  
Remote Learning

Here are some things you can do today. Tomorrow I will post your lessons in the Google Classroom under the heading, REMOTE LEARNING.

|  |   |
|--|---|
| <p><b>English</b></p> <p><b>Reading:</b><br/>Remember to keep reading your reading book every day.</p> <p><b>Handwriting:</b><br/>You can try some of the games and exercises on the Letter-join site.</p> <p><b>Spelling:</b><br/>Your spellings are listed on the weekly homework sheet.</p> <p><b>Comprehension:</b><br/>There are a selection of comprehension questions available for you to try. Choose one of them to complete today.</p> | <p><b>Maths:</b><br/>Take Rock Stars. Keep your skills sharp by accessing TTRS. Your score will help us progress in this week's tournament.</p> <p><b>Computing:</b><br/>Try the Hour of Code to keep your coding skills sharp.</p> <p><b>Wellbeing:</b><br/>There are a selection of worksheets concerning sheets available for you to try. Choose one of them to complete today.</p> <p><b>Topic work:</b><br/>This term our project is about RIVERS. Create a fact file about the longest river in the UK, the River Severn.</p> |
|--|---|

**On the first day of isolation** a pupil will access the material in the DAY ONE section of the Google Classroom. Each class teacher has issued a number of activities for children to select, ranging from curriculum work to wellbeing and fitness.

On subsequent days, children will be issued with tasks that are aligned to the lessons taking place in class that day. Depending on the age of the children and where they are up to in their sequence of lessons, teachers will post either a daily or weekly overview in the Google Classroom.

A typical day will include:

- Maths - use of White Rose Maths Hub and Times Table Rock Stars
- English – this could involve worksheets, PowerPoints and Google Docs etc.
- Spellings – these are issued on the weekly homework overview
- Afternoon activity – this will follow the usual afternoon lesson so will feature one of the following, depending on the class timetable: Art, French, Geography, History, PSHE, Computing or RE
- Reading- children should be reading at home every day and recording it on their reading record on Google Classroom.
- Times tables rehearsal through TT Rockstars.





Completed English and Topic work can be submitted via Google Classroom/Tapestry and teachers will provide feedback. White Rose Maths can be marked at home as answers are always included.

Individuals will be invited to online events such as the weekly Celebration Assembly via a link placed in the Google Classroom or in an email to parents.

**Remote Learning overview**

**Friday 13<sup>th</sup> November**

All maths lessons can be found on the White Rose site. Please see below.

|  |   |   |
|--|---|---|
| <p><b>Friday</b></p> <p><b>Spelling test:</b><br/>Ask someone at home to test you on this week's spellings.</p> <p><b>Maths:</b><br/>Cube Numbers</p> <p>The White Rose answer sheet is also included so you can check your answers.</p>                              | <p><b>English:</b><br/>We will continue to look at the life of Malala. We will look at pages 7 to 10 on the PowerPoint and we complete the Diamond 9.</p>   | <p><b>Computing:</b><br/>This week we are going to be completing <b>Lesson 3: Conditionals in Minecraft: Voyage Aquatic</b></p> <p><a href="https://studio.code.org/">https://studio.code.org/</a></p> <p><b>Code studio code:</b><br/>PXRTRO</p>  |
| <p><b>Things you can do every day</b></p> <p><b>Reading:</b><br/>Remember to keep reading your reading book every day. You'll need to update your reading record in Google Classroom.</p> <p><b>Handwriting:</b><br/>You can try some of the games and exercises on the Letter-join site.</p>  | <p><b>Times Table Rock Stars:</b><br/>Keep your skills sharp by accessing TTRS at least 3 times per week.</p>  | <p><b>Spelling:</b><br/>Your spellings are listed on the weekly homework sheet.</p> <p><b>I'm a Super Speller</b></p>    |
| <p><b>Useful internet links</b></p> <p>White Rose Maths <a href="https://whiterosemaths.com/homelearning/year-5/week-9-number-multiplication-division/">https://whiterosemaths.com/homelearning/year-5/week-9-number-multiplication-division/</a><br/>Times Table Rock Stars <a href="https://play.ttrockstars.com/">https://play.ttrockstars.com/</a></p> |   |   |

## A group of children are self-isolating because of a case of coronavirus in their class bubble

### Ongoing Support

This will operate in the same way as in individual who is isolating.

Children will be issued with tasks that are aligned to the lessons taking place in class that day. Depending on the age of the children and where they are up to in their sequence of lessons, teachers will post either a daily or weekly overview in the Google Classroom.

A typical day will include:

- Maths - use of White Rose Maths Hub and Times Table Rock Stars
- English – this could involve worksheets, PowerPoints and Google Docs etc.
- Spellings – these are issued on the weekly homework overview
- Afternoon activity – this will follow the usual afternoon lesson so will feature one of the following, depending on the class timetable: Art, French, Geography, History, PSHE, Computing or RE
- Reading- children should be reading at home every day and recording it on their reading record on Google Classroom.
- Times tables rehearsal through TT Rockstars.

Completed English and Topic work can be submitted via Google Classroom/Tapestry and teachers will provide feedback. White Rose Maths can be marked at home as answers are always included.

In addition, there will be some occasions when the class and group at home can work collaboratively through the use of Google Slides. If this is the case, the teacher will post the Google Slides template in the Google Classroom for all children to access and contribute to. This is more suitable for KS2 pupils. The completed work can then be shared with all children via a Google Meet.

Children in the group will be invited to online events such as the weekly Celebration Assembly via a link placed in the Google Classroom (or in an email to parents).



Google Slides

## A whole bubble/cohort of children is isolating because of an outbreak of coronavirus

### Ongoing Support

The class teacher will schedule a Google Meet Welcome Meeting with the children and parents after DAY ONE of self-isolation. In this daily meeting, the teacher will discuss the remote learning arrangements and expectations for the day. Teachers will also share a timetable of learning which will consist of core subject lessons, a non-core lesson and a whole class reading session per day. (See example below) The day will consist of a balance between online and independent learning. Teaching assistants will support the class teacher in the Google Meets.

| Year 2        | Monday   | Tuesday  |
|---------------|--|--|
| 9:00 – 9:10   | <b>Online registration</b><br><b>Welcome</b><br><b>Overview for the day</b>  | <b>Online registration</b><br><b>Welcome</b><br><b>Overview for the day</b>  |
| 9:10 – 10:00  | <b>Maths</b><br>White rose maths video and worksheets<br><b>Adding 2 digit number- crossing 10</b>                     | <b>Maths</b><br>White rose maths video and worksheets<br><b>Subtracting 2 digit numbers-crossing 10</b>                      |
| 10:00 – 10:15 | <i>Break</i>   | <i>Break</i>   |
| 10:15 – 10:45 | <b>English</b><br>Online Lesson<br>Prediction  | <b>English</b><br>Online Lesson<br>Storyboard  |
| 10:45-11:15   | English independent activity   | English independent activity   |
| 11:15-11:45   | Reading for pleasure<br>Spelling practice  | Reading for pleasure<br>Spelling practice  |
| 11:45 – 12:45 | <i>Lunch</i>   | <i>Lunch</i>   |
| 12:45-1:15    | <b>Science online lesson</b><br>Baby animals   | <b>PSHE online lesson</b><br>My special people   |
| 1:15-2:00     | Science independent activity   | PSHE independent activity  |
| 2:15-2:45     | <b>End of the day reflection</b><br>Celebration of today's learning<br>Story- Dougal's Deep Sea Diary by Simon Bartram | <b>End of the day reflection</b><br>Celebration of today's learning<br>Story- Once when I was shipwrecked by Judith Wormsley |

Where necessary, the class teacher will upload worksheets or Google Docs/Slides to the Google Classroom by 8 a.m. in order to allow parents to see the learning materials prior to supporting their child/ren. The daily timetable will also be uploaded at this point.

The class teacher will share links White Rose Maths through the Google Classroom. Answers are provided so children and parents can check when the task is completed.

Completed English and topic work should be turned in via the Google Classroom/Tapestry. Teachers and teaching assistants can then review the work. Feedback and queries can take place throughout the day using the Google Classroom stream or comments boxes.

The class will be invited to online events such as the weekly Celebration Assembly. This will be stated during the morning welcome meeting and access arrangements confirmed.

In the event of the class teacher becoming ill, the Senior Leadership Team at Gayton would review the situation. Contingency measures would be put in place and communicated to parents. However, in such circumstances the continuation of online live lessons would not be possible.



**School is only open to vulnerable children and the children of critical workers.**

**Ongoing Support**

A 'blended learning' approach will be adopted. The children at home will be taught online at the same time as the children in school. They will all access the same lessons at the same time, enabling the class community to learn together.

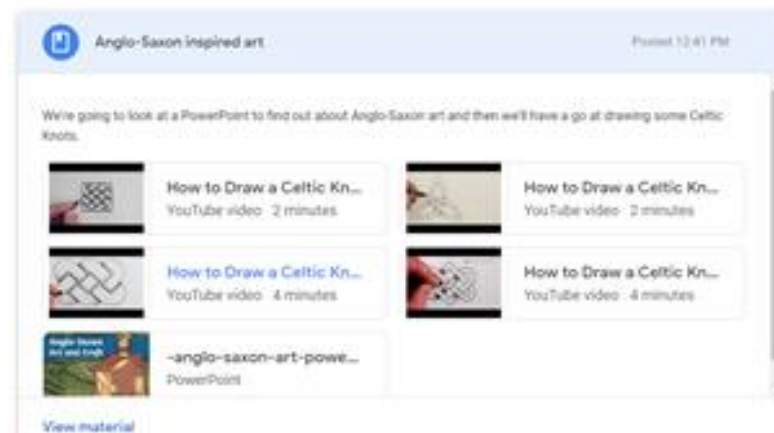
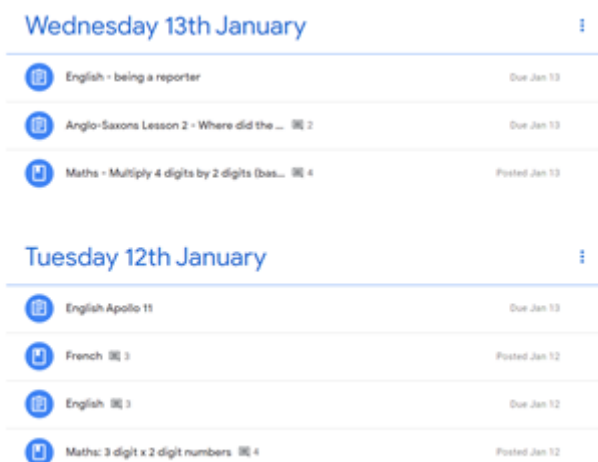
Each family will receive a timetable for their year group so they know when the class teacher will be delivering the online sessions. (See example below)

| YEAR 5                        | Monday   | Tuesday   | Wednesday   | Thursday  | Friday  |
|-------------------------------|--|---|---|---|---|
| 09:00 – 09:10                 | Online registration<br>Welcome<br>Overview for the day   | Online registration<br>Welcome<br>Overview for the day  | Online registration<br>Welcome<br>Overview for the day          | Online registration<br>Welcome<br>Overview for the day          | Online registration<br>Welcome<br>Overview for the day          |
| 09:10 – 09:30                 | English – online introduction  | English – online introduction   | English – online introduction                                   | English – online introduction                                   | English – online introduction                                   |
| 09:30 – 10:15                 | Independent English task   | Independent English task  | Independent English task  | Independent English task  | Independent English task  |
| 10:15 – 10:30                 | TTRS<br>Spellings<br>Reading   | TTRS<br>Spellings<br>Reading  | TTRS<br>Spellings<br>Reading                                    | TTRS<br>Spellings<br>Reading                                    | TTRS<br>Spellings<br>Reading                                    |
| 10:30 – 10:45                 | Break  | Break   | Break   | Break   | Break   |
| 10:45 – 10:55                 | Maths Introduction   | Maths Introduction  | Maths Introduction  | Maths Introduction  | Maths Introduction  |
| 11:05 – 11:45                 | White Rose maths videos<br>and worksheets  | White Rose maths videos<br>and worksheets   | White Rose maths videos<br>and worksheets                       | White Rose maths videos<br>and worksheets                       | White Rose maths videos<br>and worksheets                       |
| *Monday and<br>Tuesday @11:35 | End of morning catch-up  | End of morning catch-up   |   |   |   |
| 11:45 – 12:45                 | Lunch  | Lunch   | Lunch   | Lunch   | Lunch   |
| 12:45 – 13:15                 | Due to Management time,<br>the children will be doing PE<br>and PSHE with Mrs Fletcher<br>so there will be no online<br>meeting in the afternoon.<br>Please check out the Day<br>One fitness links in the<br>Google Classroom if you<br>fancy being energetic. | Due to PPA arrangements,<br>the children will be doing PE<br>with Mrs Fletcher so there<br>will be no online meeting in<br>the afternoon. Please<br>check out the Day One<br>fitness links in the Google<br>Classroom if you fancy being<br>energetic.<br>French has been set by Mrs<br>Doogan. | Online introduction<br>Topic                                    | Online introduction<br>Science                                  | Online introduction<br>Computing                                |
| 13:15 – 14:40                 |  |   | Independent activity  | Independent activity  | Independent activity  |
| 14:40 – 15:10                 |  |   | End of day reflection<br><br>Celebration of today's<br>learning | End of day reflection<br><br>Celebration of today's<br>learning | End of day reflection<br><br>Celebration of today's<br>learning |

Where necessary, the class teacher will upload worksheets or Google Docs/Slides to the Google Classroom by 8 a.m. in order to allow parents to see the learning materials prior to supporting their child/ren. In addition, White Rose maths packs will be printed in school and made available for collection by parents every Friday. The packs contain the White Rose worksheets for the following week but there will still be occasions where teacher's need to post additional maths material that needs to be printed at home.



The Google Classroom contains all the resources the children need in the 'Classwork' section. It is organised by date (see below left).



Within each section, there will be worksheets, PowerPoints and links to video clips for the children to use. The PowerPoints etc will generally be shared with the children during the online sessions but are included so that any children who are unable to attend the lesson at the scheduled time will have access later (see above right).

The class teacher will share links to White Rose Maths through the Google Classroom. Answers are provided so children and parents can check when the task is completed.

Completed English and topic work should be turned in via the Google Classroom/Tapestry. Teachers and teaching assistants can then review the work. Feedback and queries can take place throughout the day using the Google Classroom stream or comments boxes.

The class will be invited to online events such as the weekly Celebration Assembly. This will be stated during the morning welcome meeting and access arrangements confirmed.

A record will be made of children not attending the online lessons and their parents contacted to find out if there are any issues around accessing the sessions. This will happen if a child hasn't attended for 5 consecutive days or if attendance becomes sporadic.

In the event of the class teacher becoming ill, contingency measures will be put in place and communicated to parents. This will involve a weekly overview sheet with links to lessons in the Oak National Academy. Wherever possible, the Oak National Academy lessons will be matched to the curriculum covered in school.



**An Individual is self-isolating**

On the first day of isolation the children will be provided an overview of their learning via Tapestry



The overview will give a selection of tasks for the week across the seven learning areas of the EYFS curriculum. In addition to this, the Literacy and Numeracy sessions will be added. The Maths will be following 'White Rose maths' Home learning. A PowerPoint for the days 'Letters and Sounds' will also be available.

On the following days, tasks for Literacy and Numeracy will be added, along with the PowerPoint for 'Letters and Sounds' and any relevant worksheets.

Any work the children do can be uploaded to Tapestry, where the teacher can provide some feedback or support for the parent.



**A group of children are self-isolating because of a case of coronavirus in their class bubble**

This will operate in the same way as an individual who is isolating.

**A whole bubble/cohort of children is isolating because of an outbreak of coronavirus**

The children will be provided with their work on Tapestry. This will include PowerPoints of the story, overview of the day for all areas of learning and sheets for the tasks.

The class teacher will schedule a Google Meet session at the beginning of the day, to discuss the remote learning arrangements and expectations of the day. There will be a Google Meet at the end of the day to review the work and to listen to a story.

**School is only open to vulnerable children and the children of critical workers.**

The work will be uploaded on Tapestry by 8am on a daily basis.

On a Monday, this will include a weekly overview, plus the storybook for the week, via a PowerPoint. All worksheets will also be attached. The children in school will be provided the same sessions as those at home.

If required, a hard copy can be made for parents upon request to be collected from the school office.

The Literacy, Numeracy and 'Letters and Sounds' sessions will be uploaded everyday onto Tapestry for the parents to access for their child. Any work that is completed can be added to Tapestry for the class teacher to comment on or provide support for the parents.

Reading books will be made into PowerPoints for the children to access, along with a reading guide for parents. These will be sent out once a week.

Online or recorded sessions will also be available for Phonics and an online story session will be included a few times a week. These will be through Google Meet sessions.

White Rose Maths also include a recorded session and tasks for the children to complete.

Any children who have not engaged in any sessions or had work uploaded to Tapestry, will be contacted on a weekly basis, by one of the F2 team to see how they are coping.

### **Delivering Remote Education Safely:**

All schools have a duty to keep children safe online. School utilises the statutory guidance: [Keeping children safe in education](#) to provide school with information on what we can do to protect their pupils online.

Support is also available through these channels:

- [Safe remote learning](#), published by SWGfL
- [Online safety and safeguarding](#), published by LGfL, which covers safe remote learning.
- [Safeguarding and remote education during coronavirus \(COVID-19\)](#)
- [Annex C](#) of Keeping Children Safe in Education