



## Bishop Bronescombe C of E School Remote Learning Plan



In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Bishop Bronescombe C of E 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 may 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. When a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home.

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

### Timetable 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 and White Rose Maths as well as other online platforms.

Children will remain in contact with their Class teacher through Class Dojo.

### Timetable

Teachers will provide a daily timetable with a summary of each lesson that will take place. Links will be provided within this timetable to online teaching videos and/or resources for each lesson. The expectation of lessons will be:

- Daily maths lesson
- Daily English lesson
- Daily phonics lesson (Reception and Key Stage 1)
- Daily spelling lesson (Key Stage 2)
- Daily reading task

- In KS1 and KS2, there will be a daily lesson for at least one of the foundation subjects (RE, science, history, geography, music, computing, art, French, DT)
- Each week an online safety activity and a physical challenge will be set.
- In Nursery, a daily sounds and a daily challenge activity will be set for parents to post Class Dojo.

In Oak National Academy (online) has been selected to support remote learning for a number of reasons. The Oak National 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.

**English:** Teachers will post links on Class Dojo to Oak National Academy video lessons and activities or record a video introducing an activity. Links will also be made to Oak National Academy lessons for foundation subjects.

**Maths:** 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. My Maths may also be used.

**Maths number facts:** Numbots, and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills.

**Phonics:** Teachers will upload links to online videos, providing daily Read Write Inc speed sounds / phonics / spelling sessions. These will primarily be sourced from Read Write Inc online but teachers may produce and share videos of themselves delivering the sessions if necessary.

**Spellings:** spelling lessons, games and activities will be set on Spelling Shed links.

**Foundation subjects:** Links to video lessons and activities on Oak National Academy will be shared. Other providers such as BBC Bitesize or Purple Mash may be used.

Class Dojo will enable instruction on set tasks and submission of set tasks via each child's portfolio. Teachers will be able to provide feedback on submitted tasks. Class Dojo will also be used so children can ask questions or seek further support after accessing the video resources.

Class Dojo will remain in use as the communication element has already proved to be invaluable. Teachers and parents will be able to message one another to share information and offer support. The Class Story page will offer the chance for teachers to celebrate children's work and maintain our school community.

**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 Bishop Bronescombe C of E Primary School makes 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 this instance, parents should make the class teacher aware that the child is ill and advise when well enough to resume home learning.**

In preparation for home learning, parents and children will receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- Class Dojo
- Spelling Shed
- TT Rockstars/Numbots
- My Maths
- Purple Mash

### Worksheets / Submission of work

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 leave school with a pack of work. If they have not attended school that day and have to self-isolate, a pack of work will be delivered to their home. Children will have immediate opportunity to continue their learning.

The work packs will contain basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, grammar reading, and handwriting. Links to Oak National Academy video lessons of the current topic will also be supplied. These packs will be kept by the school office to enable speedy despatch as soon as we know a child has to self-isolate.

If a bubble or class is unable to attend school and the remote learning plan is in place, work must be submitted via Class Dojo to the child's portfolio. Work can be completed online, directly onto the worksheet shared. Alternatively, work can be completed on paper and a photo posted to the portfolio.

Exercise books – all children will be issued with a maths book (squared paper) and a lined paper book, which can be used to record their work.

There should be no need to print worksheets at home.

Teachers will provide daily feedback on set work and will provide guidance, support or further challenge as applicable. Teachers will select a group of children to 'meet' online each day for pupil conferencing (once training has taken place on Microsoft Teams or Google Meet). This will enable revision of work completed or pre-teaching of work to be set.

### Reading books

Teachers will direct pupils to online reading materials from Oxford Owl, Cornwall County Libraries (Borrow Box) and other free ebook websites such as Read Theory and Good Reads.

### Access to devices

A survey of parents will show what families may need device loans if a bubble closes or if a local lockdown is in place. Likewise, if families have no access to online materials, we will provide printed packs to be collected from school.

A survey will be carried out in September to find out about home access to technology across school. This will help inform school as to children that may need alternative provision to suit their access to technology or to identify children that may be eligible for device loans.

### Communicating plans to parents including 'how to' guides of using different technology

A section will be created on the school website containing information about each of the different online learning platforms that we use to ensure that parents are able to support their child to access each site. 'How to' videos will also be shared. This will also be sent as a physical, printed pack.

### Logins to Online Learning Platforms

The school subscribes to a number of online learning resources, which can be accessed at home. It is essential that children and parents have access to all the relevant login details so that they are immediately available in the event of a closure of self-isolation. The login details will be stuck into children's home learning exercise books / sent to parents through Class Dojo.

Login details that will be included are:

- Class Dojo
- Times Tables Rockstars (KS2)
- My Maths
- Numbots (FS and KS1)
- Purple Mash

### Staff CPD

It is essential that all teachers are confident in all aspects of this Remote Education Plan. Therefore, during the first half of Autumn Term CPD will be provided on the following:

- Use of Class Dojo, in particular the Worksheets feature and use of portfolios
- How to create and upload teaching videos
- How to use Google Meets / Microsoft Teams to provide feedback and support
- The content of this policy so that teachers are aware of expectations

Further CPD will be on offer on the use of Google Classroom via EdTech Demonstrator CPD. This will enhance the Remote Learning offer provided to children in years 5 and 6.

### Monitoring Engagement with Remote Education

It is important that children engage with the remote education provided so that they don't fall back with their learning, however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or limited access to technology amongst other factors.

Communication is essential and we would ask that if there are circumstances that mean a child cannot engage at least partially with the remote education that their parent speaks to the teacher. We can then work together to find a means of providing remote education that works for that family's circumstances.

### Parental support

Parents can contact the class teacher via Class Dojo if they are in need of support. If further advice and support is needed, our Parent Support Advisor will make contact in order to offer guidance and/or ascertain if an external agency referral is necessary.

A Parent Support tab is available on our website, containing general advice and links to further online information and contacts to other agencies. In addition, contact information for our PSA is available on the school website.

### Safeguarding

The responsibility for ensuring the safety of children still rests with school and so we will ensure the following:

- Team Around the Child (DSL and Deputy DSLs will undertake a risk assessment of vulnerable children
- An agreed rota of welfare calls will be implemented
- Records of contact will be made on CPOMS
- Increased support / signposting to other support agencies by the PSA

### Safeguarding is everyone's responsibility so:

- All staff should remain alert to any safeguarding concerns and report any concerns following our usual procedures
- Teachers should share an online safety activity / video / game fortnightly from:
  - o <https://www.thinkuknow.co.uk/>
  - o <https://www.netsmartzkids.org/>
  - o <https://www.makeuseof.com/tag/6-internet-safety-games-kids-cyber-smart/>
  - o <https://www.childnet.com/resources/online-safety-activities-you-can-do-from-home>
  - o <https://www.makeuseof.com/tag/6-internet-safety-games-kids-cyber-smart/>
  - o <https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew>

### Remote Learning summary

The initial response to any isolation will be to provide children with home learning materials. In the case of whole cohort isolation, resources will be uploaded to Class Dojo and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
<p>A printed pack of activities will be delivered by the next day, including:</p> <ul style="list-style-type: none"><li>Daily maths</li><li>Daily spelling / grammar / handwriting</li><li>Daily reading</li><li>A selection of foundation subject activities</li></ul> <p>This pack would provide learning at home for 2 weeks</p> <p>Children encouraged to post outcomes on Dojo portfolio.</p> <p>The teacher will, at the end of the day, check the work has been completed and provide some feedback.</p> <p>The parent or pupil can ask clarifying questions. The teacher or TA must 'check-in' on how they are getting on with home learning at least once a week.</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 the school office as soon as possible.</p> <p>If child is entitled to benefit-related FSM, ensure food made available.</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 CPOMS).</p> <p>If a child does not engage, the Class teacher is to call the parents to discuss obstacles and support.</p>

A class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home.	
Ongoing Support	Safeguarding/SEND
<p>Using Class Dojo, the Class teacher will upload worksheets /activities before the day are required. The teacher will decide what materials are most appropriate for the class and some individuals that may require something bespoke to their needs.</p> <p>The timetable will consist of core subject lessons and one non-core lesson per day.</p> <p>If teaching input is required for core lessons, the teacher can post a link to the relevant Oak National / White Rose / My Maths taught session or they could use Class Dojo to post an introductory video. For non-core lessons, links will be uploaded, including web-links to appropriate support materials or subject specific providers. This will often be through Oak National using lessons that link to the Bishop Bronescombe C of E curriculum.</p>	<p>School office to contact parents to ensure anyone that is symptomatic accesses a test and to make sure that parents know to communicate test results to the school office as soon as possible.</p> <p>If child is entitled to benefit-related FSM, ensure food made available.</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 CPOMS).</p>

<p>Teachers will post a short daily video to Class Dojo by 9am so pupils get to see their teacher and so the teacher can briefly explain the schedule of activities for the day / give whole class feedback. This can be done by a phase teacher if a class teacher is ill.</p> <p>Teachers will schedule a time when they are available to answer questions about the work set via Dojo messaging. They will share this time in their morning video or via Dojo message.</p> <p>Completed maths and English work must be posted to Class Dojo portfolio by 1pm. Teachers will check, give feedback and/or identify pupils that need support or amended materials. Teachers are also able to give general feedback in the following day's morning video.</p> <p>Teachers will also identify a small 'pupil conferencing' group to work with each day for at least 30 minutes.</p> <p>In the case of a local lockdown, a twice-weekly Collective Worship will also be delivered by Ms Carmichael. This will encourage children to keep working, celebrate successes and promote a sense of togetherness.</p> <p>In the event of teachers becoming ill, support or other phase staff will be required to 'takeover' the Class Dojo account with resources being identified by the other phase teachers.</p>	<p>Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family. This could then be followed up by calls from the PSA if there are pastoral issues.</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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### Lockdown contingency plan

Should a full national or local lockdown be implemented, places will be offered to vulnerable children and children of key workers. A 3-day staff rota will be in place with children placed in phase groups. This will enable children to access learning in school whilst those not in school can monitor and support remote learning. When teachers are leading a key worker group in school, teachers and TAs in the phase will be responsible for the remote learning.

A duty manager / DSL will be on site daily and Senior Leaders available remotely.

A safeguarding risk assessment will be carried out straight away and reviewed weekly. Welfare calls will be carried out by the PSA on Mondays, Wednesdays and Thursdays. A weekly safeguarding meeting will take place with all DSLs via Microsoft teams or Zoom.

Children entitled to Free School Meals will be provided with vouchers or food parcels.