

# St Mark's Primary School (COVID-19) Remote Learning Procedures

This plan has been developed to facilitate the continuation of high quality learning in the event of lockdown and self-isolation and complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools.



Principally, this plan will make use of Microsoft Teams (and Tapestry in Reception) to provide remote learning opportunities. Teams is already used in school to deliver Home Learning (homework), so is a familiar platform for parents and pupils. However, we appreciate that some households may have limited access to devices, in which case, hard copies of resources can be provided upon request.

This plan applies to the following situations:

1	2	3
<b>An individual or small number of children are self-isolating because of a positive case of coronavirus within the household</b>	<b>A whole class or year group bubble self-isolating because of a positive case of coronavirus within the cohort</b>	<b>A multi-year group, partial or whole school closure</b>

1	<b>An individual or small number of children are self-isolating because of a positive case of coronavirus within the household</b>
	<ul style="list-style-type: none"> <li>On Day 1 of absence, they will be directed to make use of online learning resources (TTRockstars, Spelling Shed, IXL and BBC Bitesize).</li> <li>From Day 2 they will be set learning online using Teams. The learning should be based around the planning for their class with some basic skills work that would be relevant at any stage of the year i.e. maths, spelling, reading, writing and handwriting.</li> <li>Teacher to make contact with pupil/s via email/Teams/phone call</li> </ul>

2	<b>A whole class or year group bubble self-isolating because of a positive case of coronavirus within the cohort</b>	<b>This model represents provision based on optimum capacity and may have to be modified should either or both year group teachers be unwell.</b>
	<ul style="list-style-type: none"> <li>During the first (up to) 5 days, children will be set a pre-prepared bespoke, year group-specific daily programme of English and Mathematics tasks, along with additional foundation curriculum activities – these will be set as Assignments on Teams and will be in-line with current expectations for class-based learning. This will be augmented with use of online learning resources (TTRockstars, Spelling Shed, IXL and BBC Bitesize). As soon as possible, teachers will move to providing planned lessons linked to class planning.</li> <li>A suggested timetable of activities will be shared with parents to help structure each day.</li> <li>From Day 2, a daily welcome video will be posted at 9am on Teams by the teacher.</li> <li>From Day 3, teachers will share a daily video story with the class, available in the 'Files' section of class Teams.</li> <li>Reception Weekly learning to include:               <ul style="list-style-type: none"> <li>Daily phonics (video lesson).</li> <li>Progressive sequence of lessons for Maths linked to White Rose Maths.</li> <li>Activities related to other areas of learning in EYFS.</li> <li>Reading own books.</li> </ul> </li> <li>KS1 Weekly learning to include:               <ul style="list-style-type: none"> <li>Daily phonics (video lesson).</li> <li>Progressive sequence of lessons for English linked to the Literary Curriculum.</li> <li>Progressive sequence of lessons for Maths linked to White Rose Maths.</li> <li>One foundation subject daily, including a weekly core R.E. lesson.</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>○ Reading own books.</li> <li>● KS2 Weekly learning to include: <ul style="list-style-type: none"> <li>○ Progressive sequence of lessons for English linked to the Literary Curriculum.</li> <li>○ Progressive sequence of lessons for Maths linked to White Rose Maths.</li> <li>○ One foundation subject daily, including a weekly core R.E. lesson.</li> <li>○ Reading own books.</li> </ul> </li> <li>● Pupils/parents/carers will upload learning, photos and videos onto Teams assignments.</li> <li>● Teacher to provide regular specific feedback via Teams in line with usual class polices: all work acknowledged with detailed feedback on a longer task each week.</li> </ul>	
--	--

<b>3</b>	<b>A multi-year group, partial or whole school closure</b>
<ul style="list-style-type: none"> <li>● As with class/year group closure, see section 2 above.</li> </ul>	

1	2	3	Engagement in home learning is compulsory in line with government expectations, as is the expectation that School makes that provision available and accessible to all.
1	2	3	If an isolating child is ill, they are not expected to engage in remote learning until they are well again.
1	2	3	If a class is closed but a family does not have any internet or connected devices, a learning pack of resources can be collected from the school or sent home.
1	2	3	For vulnerable children, the DSL will ensure that appropriate agencies are notified and arrange for regular welfare checks via a phone call from the DSLs (record on MyConcern).
1	2	3	Children not engaging with home learning will receive a phone call from the teacher or a member of SLT to discuss the obstacles and the support needed by the family.
1	2	3	The Inclusion Coordinator will liaise with teachers about provision for children on the SEND register.
1	2	3	Where children would normally receive additional support from SEND agencies, the Inclusion Coordinator will seek to continue arrangements via Teams as practicable.
1	2	3	Inclusion Coordinator to send a risk assessment and learning plan to the BCP SENCO manager and SEND case officer for children with an EHCP.

<b>General principles</b>	
<ul style="list-style-type: none"> <li>● The curriculum offer will be in line with the planning for the term and also recapping on 'prior knowledge' to support memory and retention of knowledge.</li> <li>● Video inputs, narrated PowerPoints or Smart Notebooks should clearly model the concepts being taught.</li> <li>● A sequence of progressive lessons is planned and based on the current curriculum areas of study.</li> <li>● Each session starts with a recap.</li> <li>● Teacher introduces learning in small steps to ensure that children are clear on the key concepts and vocabulary.</li> <li>● Feedback from teachers on Teams should be clear and consistent across year groups/phases/school.</li> </ul>	

<b>Time</b>	<b>Suggested plan for each day</b>
9:00am	Welcome video (from Day 2)
9:05am	English (and Phonics for EYFS/KS1)
10:15am	Active time (sport/walk/bike ride)/break and snack
11.15am	Maths
12:15pm	Lunch break
1.00pm	A foundation subject lesson
2:00pm	Online learning: TTRockstars, Spelling Shed, IXL etc
2:30pm	Teacher story (from Day 3)