



## Federation of St Alphege Church of England Schools Remote Learning Plan



OAK  
NATIONAL  
ACADEMY



### **Context:**

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, The Federation of St Alphege Church of England Schools have 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. We have also sought the views of parents and carers (via an open survey) and used this information in formulating this plan.

### **When this plan applies:**

This plan applies in the following instances:

1. An individual is self-isolating because they are awaiting the outcome of a test.
2. An individual is self-isolating because of a positive test within the household;
3. A group of children are self-isolating because of a case of coronavirus in the bubble;
4. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus

### **Principles and expectations:**

The plan complies with the expectations and principles outlined in the DFE document <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

In developing our contingency plans, we have noted that schools are expected 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 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.

In terms of teaching remotely, the DfE state that they 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 and/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.

### References:

The plan has also been written following the guidance document produced the Local Authority [Solihull LA Home Learning Guidance for Schools](#) (September 2020), DfE best practice guide <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice> and Education endowment foundation research on <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/> (April 2020). The later has found that:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

### Software 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 Purple Mash, Oak Academy and White Rose Maths.

Children will remain in contact with their Class teacher through Purple Mash – EYFS and Google Classroom (after set activities / lessons) via the feedback options on these platforms once learning has been completed.

Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons are very comprehensive– 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.

White Rose Maths alongside <https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools> resources will be used as they highlight key concepts, potential gaps and suggest activities to address these. It is then well matched to our current maths curriculum model. Children are very used to seeing these resources.

Phonics play, Spelling Shed, Numbots, My Maths and TT Rock stars will all be utilised to support the acquisition and retention of basic core skills.

MS Teams (EYFS) or Google classroom (Years 1 -6) will support school in offering true online learning with the opportunity for the children to communicate with their teacher through Google meet or MS teams chat. The teacher will arrange a call with 6 – 9 pupils to discuss their learning at home. This will be used in the event of a bubble isolating or a wider lockdown so children can receive face to face support after accessing set activities and or the Oak Academy resources. Feedback from parents / carers on this provision during the Summer term (2019-2020) was highly positive.

#### **Expectations:**

In the event of any form of isolation and loss of learning caused by Coronavirus, parents and carers must understand that engagement in home learning is strongly encouraged, as is the expectation that The Federation of St Alphege Church of England Schools 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.

Similarly, a class teacher may not be able to deliver or set remote learning. In these circumstances, we will assign another teacher to do this.

#### **Preparation:**

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

- Phonics Play
- Purple Mash
- Google classroom
- Spelling Shed
- TT Rock stars/Numbots
- White Rose Maths
- My Maths

We are aware that some families are limited with their access to devices and or WIFI and so we will make available paper resources where requested. Parents and carers should in the first instance approach the school office for these, who will then make the necessary arrangements. We are working towards a position where we can offer the loan of school devices (WIFI equipped) for those that might require this.

**Outline of learning for the week:**

In the event of a child being isolated from school e.g. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, we will email from the school office an outline of learning for the week (prepared by the class teacher). Children will have immediate opportunity to continue their learning. Moving forward as we migrate to Purple Mash (EYFS) and Google classroom (Years 1 -6) this will be uploaded onto these platforms. This will be available on the first day of isolation.

**Remote Learning:**

The initial response to any isolation will be to provide children with home learning materials for the Monday of the following week (we will aim to make this available on the previous Friday) to include an outline of learning for the 5 days. This will be drawn from what the rest of the class will be doing in school that week or in the case of a whole bubble being isolated planning to do that week if they were in school.

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
<p>In the event of a child being isolated from school e.g. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, we will email from the school office <b>an outline of learning for the week</b> (prepared by the class teacher). Children will have immediate opportunity to continue their learning.</p> <p>In the near future we will endeavour to provide online learning on Purple Mash (EYFS) or Google Classroom (Years 1 to 6).</p>	<p>School office to contact parents / carers to ensure a test has been taken and to make sure that parents / carers know to communicate test results to the school office as soon as possible via:  <a href="mailto:80office@stalphege.solihull.sch.uk">80office@stalphege.solihull.sch.uk</a> (nursery and infants)  <a href="mailto:81office@stalphege.solihull.sch.uk">81office@stalphege.solihull.sch.uk</a> (juniors)</p> <p>If a child is entitled to benefit-related FSM, ensure food made available through Solihull catering coordinated by the school office.</p> <p>If child is vulnerable in any way, the DSL – Robert Morrissey (deputy DSL Rosemary Hope) will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL</p> <p>If a child does not engage, the Class teacher is to call the parents /</p>

	<p>carers to discuss obstacles and support.</p> <p>If this is not successful a member of SLT will phone to discuss the obstacles and the support needed by the family. This could then be followed up by calls from Loretta (FSW) if there are pastoral issues.</p> <p>Where children would normally receive additional support from SEND agencies, the SENDCO – Rosemary and or Laura will make arrangements for those to continue via Teams as long as the agencies engage.</p> <p>The SENDCO – Rosemary and or Laura will share appropriate Oak National SEND lessons with teachers who will disseminate</p>
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<b>A group of children are self-isolating because of a case of coronavirus in their class bubble</b>	
<b>Ongoing Support</b>	<b>Safeguarding/SEND</b>
<p>In the event of a class bubble being isolated from school e.g. a child or adult within that bubble has tested positive for COVID 19 each day the class teacher will email learning to the school office to be sent to parents. Every 2 days the teacher will hold a catch up using MS Teams chat or Google Meet with groups of between 6 -9 pupils for 20 – 30 minutes to discuss how learning set for them is going? Are they finding any areas difficult/ too easy? Etc.</p> <p>In the near future we will endeavour to provide online learning on Purple Mash (EYFS) or Google Classroom (Years 1 to 6). Once these platforms are operational tasks will be set each day and feedback given by the class teacher.</p>	<p>School office to contact parents / carers to ensure a test has been taken and to make sure that parents / carers know to communicate test results to the school office as soon as possible via:  <a href="mailto:80office@stalphege.solihull.sch.uk">80office@stalphege.solihull.sch.uk</a> (nursery and infants)  <a href="mailto:81office@stalphege.solihull.sch.uk">81office@stalphege.solihull.sch.uk</a> (juniors)</p> <p>If a child is entitled to benefit-related FSM, ensure food made available through Solihull catering coordinated by the school office.</p> <p>If child is vulnerable in any way, the DSL – Robert Morrissey (deputy DSL Rosemary Hope) will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL</p> <p>If a child does not engage, the Class teacher is to call the parents / carers to discuss obstacles and support.</p>

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<b>A whole bubble/year group of children is isolating because of an outbreak of coronavirus</b>	
Ongoing Support	Safeguarding/SEND
<p>In the event of a whole bubble / year group being isolated from school e.g. a child or adult within that bubble has tested positive for COVID 19 each day the class teacher will email learning to the school office to be sent to parents. Every 2 days the teacher will hold a catch up using MS Teams chat or Google Meet with groups of between 6 -9 pupils for 20 – 30 minutes to discuss how learning set for them is going? Are they finding any areas difficult/ too easy? Etc.</p> <p>In the near future we will endeavour to provide online learning on Purple Mash (EYFS) or Google Classroom (Years 1 to 6). Once these platforms are operational tasks will be set each day and feedback given by the class teacher.</p>	<p>School office to contact parents / carers to ensure a test has been taken and to make sure that parents / carers know to communicate test results to the school office as soon as possible via:  <a href="mailto:80office@stalphege.solihull.sch.uk">80office@stalphege.solihull.sch.uk</a> (nursery and infants)  <a href="mailto:81office@stalphege.solihull.sch.uk">81office@stalphege.solihull.sch.uk</a> (juniors)</p> <p>If a child is entitled to benefit-related FSM, ensure food made available through Solihull catering coordinated by the school office.</p> <p>If child is vulnerable in any way, the DSL – Robert Morrissey (deputy DSL Rosemary Hope) will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL</p>

	<p>If a child does not engage, the Class teacher is to call the parents / carers to discuss obstacles and support.</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 Loretta (FSW) if there are pastoral issues.</p> <p>Where children would normally receive additional support from SEND agencies, the SENDCO – Rosemary and or Laura will make arrangements for those to continue via Teams as long as the agencies engage.</p> <p>The SENDCO – Rosemary and or Laura will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.</p>
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