



Audlem St James CE Primary

Remote Learning Plan



Remote Learning Curriculum Intent

Our online curriculum design meets the needs of every pupil allowing them to 'Let their light shine' outside of school by accessing the whole curriculum. We promote imagination and creativity through a challenging curriculum where learning is still durable and transferrable to the very changing world that we live in. Children are encouraged to make connections, apply and reason through a variety of live and pre-recorded sessions.

We recognise happy, calm confident learners are able to flourish and thrive due to us ensuring the importance of Well-being sessions throughout all our lessons. We carry on encouraging and promoting positive learning behaviours the 5Rs (Resilience, Reflection, Resourcefulness, Ready, Responsibility) and emotional health and well-being embody the aims of our curriculum. Through immersion in these lifelong learning skills our children will have strong interpersonal and communication skills, which will enable them to become responsible and active members of our diverse society.

Curriculum Implementation.

Topics will be based on a question and reflect children's interests and their world making learning meaningful. Key Stage 1 and Key Stage 2 on a single year plan.

Teachers will:

- Use hooks, texts, activities and the arts to bring topics alive.
- Develop local, national and global multi-cultural awareness by embedding our Christian and British Values across all learning.
- Study people who have contributed to /or had a positive influence on society.
- Teachers will use a variety of technologies to ensure that the whole curriculum is delivered.
- To use regular meaningful use of locality and school grounds to ensure our community is reflected in our learning experiences.

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Audlem St James CE 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:

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](#) with KS1 doing a minimum of 3 hours per day and KS2 doing a minimum of 4 hours per day.

Software and online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, although families may supplement this by a range of resources provided by Oak Academy and BBC Bitesize.

Children will remain in contact with their Classteacher through phone calls every week by the class teacher.

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.

Numbots, and TT Rockstars will be utilised to support the acquisition and retention of basic core mathematics skills.

Vimeo will support school in offering true online learning with the opportunity for the children to see their teacher through pre-recorded teaching in both English and Maths. Parents and children will be able to communicate with staff through the class emails. Often this will be used so children can 'drop-in' to receive further support. As part of Well-Being the teacher will have a live session with their class in the week using Microsoft Teams/Zoom. This will ensure that the children are able to feel part of the class and school. The teacher will be able to go through and reinforce the learning that week as well as introducing the work for the following week.

Parentmail and class' school e-mail addresses will remain in use as these communication elements have already proved to be invaluable. Teachers and parents will be able to message one another to share information and offer support. The Class page on the website 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 Audlem St James CE 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 preparation for home-learning, parents and children should have received logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- Vimeo
- TT Rockstars/Numbots

- Class page of the website
- Oxford Owl Spelling Zone and My Maths (password protected)

Worksheets and Practical Resources

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 be provided with a pack of work (sufficient for three days learning). Children will have immediate opportunity to continue their learning. Children will be given 2 exercise books so they are able to record the work that they have completed at home.

The work packs should be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading, writing (with a visual prompt) and handwriting.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials (this might need to be delivered). In the case of whole cohort isolation, resources will be uploaded to the class page of the website and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

Pupil or small group of pupils need to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
<p>Using the class page of the website, the Class teacher will upload worksheets the day 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.</p> <p>If teaching input is required for core lessons, the teacher will make arrangements for a member of the class teaching team to set up a pre-recorded video directly to the isolated child/children at a convenient time. Once this has been uploaded the member of staff will briefly check the isolating child(ren) understands the learning expectations by email or phone call.</p> <p>Non-core lessons and resources will be uploaded to the school website.</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 admin@stjamesaudlem.cheshire.sch.uk.</p> <p>If child is entitled to benefit-related FSM ensure food is made available /offered through school.</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 appropriate sheets).</p> <p>If a child does not engage, a member of school staff is to call the parents to discuss obstacles and support.</p>
A whole bubble/cohort of children is isolating because of an outbreak of coronavirus	
Ongoing Support	Safeguarding/SEND

Teachers will send a pre-recorded video which will be upload onto Vimeo with each parent given a password (after isolation). In this meeting the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning which is likely to include core subject lessons, a non-core lesson and a whole class reading session per day, appropriate to the age of the children.

Using the class page of the website, the Classteacher will upload worksheets the day before to allow parents to see the learning materials prior to supporting their child/ren. Teaching assistants will be able to support the Classteacher in identifying resources.

PPA will be covered by usual teachers and teaching assistants who will deliver an agreed afternoon non-core lesson.

The Classteacher will share links to appropriate lessons from White Rose Maths and other resources. Teachers will then be accessible to children through Microsoft Teams so that any issues or re-teaching can be delivered. Teaching assistants will also be available to support the staff and children. As part of Well-Being the teacher will have a live session with their class in the week using Microsoft Teams/Zoom. This will ensure that the children are able to feel part of the class and school. The teacher will be able to go through and reinforce the learning that week as well as introducing the work for the following week.

For non-core lessons, resources will be uploaded to the school website and where possible web-links to appropriate support materials will be shared. Teachers will schedule meetings to support those children needing additional input via phone calls. There will be an additional end of day pre-recorded meeting so that the Classteacher or TA can complete the reading for pleasure session.

Time will also be scheduled for the children to watch an assembly delivered by Mr Perry. This will encourage children to keep working, celebrate successes and promote a togetherness. Completed work could be photographed and uploaded to the class page of the school website.

Teachers can review the work completed during lessons and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using either parentmail or class e-mail, depending on the teacher's preference. Those children that need additional support following feedback will be phoned or directed by the teacher through Microsoft Teams meeting for that lesson with attendance expected.

In the event of teachers becoming ill, other staff will be supported to 'takeover' the class page of the website with resources being identified by the other teachers. In many senses, this will be similar to what 'usually' happens when a teacher is ill.

Parents notified so they know to communicate test results to admin@stjamesaudlem.cheshire.sch.uk.

If child is entitled to benefit-related FSM ensure food is made available /offered through school.

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 appropriate sheets).

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 eg pastoral issues.

Where children would normally receive additional support from SEND agencies, this should continue.

It is the responsibility of the SENDCO to liaise with external agencies. The SENDCo will liaise with parents on a regular basis to ensure that the provision and risk assessments are in place for EHCP's.

The Classteacher will share appropriate SEND support with the parents eg IDL, spelling support.

Whole School partial closure due to National Lockdown	
Ongoing Support	Safeguarding/SEND
<p>Teachers will use the agreed differentiated (KS1/KS2) class timetables to deliver learning consistent with the term's planning for the curriculum across each class. This will be through a mixture of pre-recorded sessions, live sessions via zoom for teaching and book-based activities. The teacher will be able to go through and reinforce the learning that week as well as introducing the work for the following week.</p> <p>How the sessions are used is at the discretion of the teacher concerned based on their assessments and monitoring of learning.</p> <p>Using the class page of the website, the Class teacher will upload work the day before to allow parents to see the learning materials prior to supporting their child/ren. Teaching assistants will be able to support the Class teacher in identifying resources. The children will complete work in their books. Teachers will schedule meetings to support those children needing additional input via phone calls. There will be an additional end of day pre-recorded meeting so that the Class teacher or TA can complete the reading for pleasure session.</p> <p>Every Thursday all classes take part in P.E. sessions through CW1 (Cross Fit Zoom). We have a PE. App which links to the Amaven system for the school portal.</p> <p>The Class teacher will share links to appropriate lessons from White Rose Maths and other resources. Teachers will then be accessible to children through Zoom or by class email. In some classes children will also use SEESAW to upload work. If a teacher feels that there are any issues then re-teaching can be delivered live. Teaching assistants will support the children within the school helped by the teachers to ensure they are able also access the learning set by the class teacher.</p> <p>Teachers can review the work completed during lessons and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using either parentmail or class e-mail, depending on the teacher's preference. Those children that need additional support following feedback will be phoned or directed by the teacher through Microsoft Teams meeting for that lesson with attendance expected. Children will get feedback and assessment on work sent it to classteacher</p>	<p>Parents notified so they know to communicate test results to admin@stjamesaudlem.cheshire.sch.uk.</p> <p>Reception and KS1 pupils who are IN SCHOOL and eligible for UFSM ensure food to be offered a packed lunch through Cheshire East Catering.</p> <p>If child is entitled to benefit-related FSM vouchers will be sourced through the national FSM voucher scheme.</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. The DSL will monitor all Vulnerable children on a weekly basis via phone calls.</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 e.g. pastoral issues. All laptops will be given out to those children to ensure that all children are able to access remote learning.</p> <p>Where children would normally receive additional support from SEND agencies, this should continue. The SENDCo will liaise with parents on a regular basis to ensure that the provision and risk assessments are in place for EHCP's.</p> <p>It is the responsibility of the SENDCo to liaise with external agencies and signpost/refer any children or families to the appropriate agencies.</p>

For Foundation lessons, resources will be uploaded to the school website and where possible web-links to appropriate support materials will be shared. Staff will also ensure that they deliver pre-recorded or live Zoom sessions.

Time will also be scheduled for the children to watch an assembly delivered by Mr Perry. This will encourage children to keep working, celebrate successes and promote a togetherness. Completed work could be photographed and uploaded to the class page of the school website.

In the event of teachers becoming ill, other staff will be supported to 'takeover' the class page of the website with resources being identified by the other teachers. In many senses, this will be similar to what 'usually' happens when a teacher is ill.

Staff will work on a rota system, spending 40% of their contracted time in school and the rest working from home. Teaching assistants will be supporting children within the school with help and direction from the teachers when they aren't in.

The Well-Being monitors children's mental health by liaising with the classteachers and supporting those families or children when needed.

The Classteacher will share appropriate SEND support with the parents eg IDL, spelling support.