

St. Andrew's Infant and Junior Schools Remote Learning and Contingency Plan



OAK
NATIONAL
ACADEMY



Google Classroom



In order to ensure that learning is continued, irrespective of lockdown and self-isolation, St. Andrew's Infant and Junior 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 registered for devices from the DfE and these will be assigned to vulnerable families in need.

From October 2020, when teaching remotely, the DfE expects us to:

- Plan a programme that's of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- Set assignments so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments
- Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject
- Provide frequent explanations of new content, delivered by a teacher in your school or through 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's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Avoid an over-reliance on long-term projects or internet research activities

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- Ensuring pupils receive clear explanations
- Supporting growth in confidence with new material through scaffolded practice

- Application of new knowledge or skills
- Enabling pupils to receive feedback on how to progress

This plan has been carefully thought out to achieve the best for our children in the case where they cannot be in school, although we are realistic and understand that remote teaching and learning will not be as effective as if the children were in the classroom with their teacher.

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](#).

Software and online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum which will be supplemented by a range of resources provided by Oak National Academy and the schemes used in school (please see [curriculum area](#) of website for more information). These will be uploaded onto Google Classroom for the Juniors and Purple Mash for the Infants.

Children will remain in contact with their Class teacher through Google Classroom or Purple Mash (to share successes and communications, as well as uploading or 'turning in' assignments).

Oak National Academy 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. Class teachers are able to use the lessons in the classroom so children are familiar with the platform.

For individual children who are self-isolating, the class teacher will provide paper copies of work that the rest of the class are completing in class. Links to lessons from the Oak National Academy will be uploaded onto Google Classroom or Purple Mash to support with this learning. The Oak National Academy units are thorough, with video teaching, to consolidate learning and build on foundations already laid.

In maths, some 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. Some resources will be what from the resources the class teacher usually plans from in school (see the [maths information](#) booklet for more information). As far as possible, these will mirror those resources and explanations taught in the classroom.

At the Juniors, Spelling Shed and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills. Pupils have also been given an English Skills book, which covers the basic skills in literacy. See the [Literacy information](#) for more information on how our literacy is taught in school.

At the Juniors Google Classroom and at the Infants Purple Mash will support school in offering true online learning with the opportunity for the children to communicate with their teacher through messages. In the case of a full class isolating, pre-recorded lesson introductions will be uploaded onto Google Classroom or Purple Mash for pupils to watch at a time convenient to them and their families. The work children complete will support the learning from the class teacher. Lessons will not be live but will be uploaded daily if the whole class bubble is having to isolate. In the case of a single isolation, teachers will set the work for pupils to complete on paper with resources from Oak Academy to support learning through Google Classroom or Purple Mash. They can communicate via Google Classroom or Purple Mash but will not have daily lessons to watch directly from the class teacher.

Google Classroom or Purple Mash will become the communication element. **It is important for children and parents to realise that in the case of single isolation, the teachers will be teaching the rest of the class all day, so may not be able to respond as quickly as they may like.** Teachers and parents will be able to message one another to share information and offer support. Work will be celebrated through emails and on Google Classroom or Purple Mash blogs and 2email. Where possible for an isolated case of self-isolation, a member of the SLT/pastoral team will make a weekly welfare call.

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 St. Andrew's Infant and Junior Schools make 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, Junior School parents and children need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- Google Classroom
- Spelling Shed
- TT Rockstars
- Accelerated Reader

- Spag.com

At the Infant School parents and children need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- Purple Mash
- Education City
- Oxford owl
- Accelerated Reader (some Year 2)

Worksheets and Practical Resources

If a child is isolated from school i.e. the child is sent home from school ill or self-isolate as someone in the household is being tested, they will leave school with a basic pack of work and their own stationery pack. Children will have immediate opportunity to continue their learning. 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. Parents of children unable to access online activities, and where school hasn't been able to source a laptop or tablet for the child, must let school know as soon as possible. In this instance, a printed pack of resources will be provided for them.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials alongside their class stationery pack. In the case of whole cohort isolation, resources will be uploaded to Google Classroom or Purple Mash. Parents/carers will receive a text when further home learning packs are available for collection. 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>Using Google Classroom or Purple Mash, 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 can direct the parent to a relevant Oak National Academy lessons. The English and Maths will be lessons that the child should have been learning in school had they have been able to attend.</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@standrews.calderdale.sch.uk for Juniors or admin@st-andrews-inf.calderdale.sch.uk for Infants.</p> <p>If child is entitled to benefit-related FSM, ensure food parcels are made and delivered/ collected from school (SLT).</p>

<p>Paper copies of work will be provided for the pupils, which they will be expected to complete and return to school or submit via Google Classroom or Purple Mash.</p> <p>Non-core lessons and resources will be uploaded to Google Classroom or Purple Mash. Children can submit their work via Google Classroom or Purple Mash.</p> <p>Junior pupils can continue to take reading quizzes from home via Accelerated Reader and can access TT Rockstars, Spag.com and The Spelling Shed.</p> <p>Infant pupils will continue with reading books from their book bags and access additional books from the Oxford Owl site. Parents are asked to record these electronic books in the children's reading record. Some year 2 pupils will continue to take reading quizzes from home via Accelerated Reader.</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>
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A group of children are self-isolating because of a case of coronavirus in their class bubble	
Ongoing Support	Safeguarding/SEND
<p>Using Google Classroom or Purple Mash, the Class teacher will upload worksheets the day before to allow parents to see the learning materials prior to supporting their child/ren.</p> <p>If teaching input is required for core lessons, the teacher can direct the parent to a relevant Oak National Academy taught session for English and Maths. Both the English and the Maths will follow on what is being taught in class.</p> <p>Non-core lessons and resources will be uploaded to Google Classroom or Purple Mash.</p> <p>Junior pupils can continue to take reading quizzes from home via Accelerated Reader. Pupils will also be set work to complete in their CGP homework books.</p> <p>Infant pupils will continue with reading books from their book bags and access additional books from the Oxford Owl site. Parents are asked to record these</p>	<p>School office to contact parents know to communicate test results to admin@standrews.calderdale.sch.uk for Juniors or admin@st-andrews-inf.calderdale.sch.uk for Infants.</p> <p>If children are entitled to benefit-related FSM, ensure food parcels are made and delivered (SLT).</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>Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and support.</p>

<p>electronic books in the children’s reading record. Some Year 2 pupils will continue to take reading quizzes from home via Accelerated Reader.</p> <p>Children will be provided with enough work for:</p> <ul style="list-style-type: none"> • 4 hours each day - Years 3, 4, 5 and 6 • 3 hours each day - Years 1 and 2 • Less than 3 hours each day - Reception (we recommend 2 to 3 hours – short activities and exploratory learning) We suggest you follow the structure of the daily timetable sent in the work pack and on our website. <p>Paper copies of work will be provided for pupils who cannot or do not wish to access the work set on Google Classroom (Juniors) or Purple Mash (Infants). Pupils will be expected to complete and return the work to school via email, Google Classroom or on paper. Feedback will be provided.</p> <p>Pupils can request access any online materials uploaded onto Google Classroom or Purple Mash to be printed in school.</p> <p>Pupils can submit their work into the school office if they do not have online access.</p>	
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A whole bubble/cohort of children is isolating because of an outbreak of coronavirus	
Ongoing Support	Safeguarding/SEND
<p>Teachers will schedule a Google Classroom or Purple Mash information session with the children and parents for the following day (after isolation). This will be pre-recorded and will be uploaded onto Google Classroom or Purple Mash. In this session the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning – this will consist of maths, English and a non-core lesson, with reading included per day.</p> <p>Using Google Classroom or Purple Mash, 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>Parents notified so they know to communicate test results to admin@standrews.calderdale.sch.uk for Juniors or admin@st-andrews-inf.calderdale.sch.uk for Infants.</p> <p>If children are entitled to benefit-related FSM, ensure food parcels are made and delivered (SLT).</p>

The Class teacher will share links to appropriate lessons from Oak National Academy lessons through Google Classroom or Purple Mash. Teachers will then be accessible to children through Google Classroom so that any issues or re-teaching can be delivered via pre-recorded lessons which will be uploaded onto Google Classroom or Purple Mash.

For non-core lessons, resources will be uploaded to Google Classroom or Purple Mash and where possible web-links to appropriate support materials will be shared. These will be lessons which link to our St. Andrew's curriculum which parents have been informed of via our half termly curriculum letters. Teachers will look at the work submitted via Google Classroom or Purple Mash and provide support for pupils by submitting differentiated work or via phone calls home with individuals. Infant school teachers will respond to pupils/parents via 2email and the blogs.

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects (in Physical Education for example). Additional support in these lessons will be provided.

Completed work should be photographed and uploaded to Google Classroom or Purple Mash. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using Google Classroom or Purple Mash. Those children that need additional support following feedback are to be directed to message the teacher via Google Classroom or Purple Mash and the appropriate support will be provided.

In the event of teachers becoming ill, parallel teachers and SLT will 'takeover' the Google Classroom or Purple Mash account with resources being identified by the other phase teachers and SLT.

Teaching assistants linked to the class that are isolating may access the Google Classroom or Purple Mash account to provide feedback for pupils also.

Junior school pupils can continue to take reading quizzes from home via Accelerated Reader. Teachers will monitor this activity. Pupils will also be set work in their CGP homework books. Children will be provided with exercise books to keep record of their completed work. Children have their English Skills books to complete also. Teachers will

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).

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 Learning Mentors if there are pastoral issues.

Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Google Classroom/Zoom, as long as the agencies engage.

The SENDCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.

inform pupils which pages need to be completed in the CGP homework books and the English Skills book.

Infant pupils will continue with reading books from their book bags and access additional books from the Oxford Owl site. Parents are asked to record these electronic books in the children's reading record. Some Year 2 pupils will continue to take reading quizzes from home via Accelerated Reader.

Children will be provided with enough work for:

- 4 hours each day - Years 3, 4, 5 and 6
- 3 hours each day - Years 1 and 2
- Less than 3 hours each day - Reception (we recommend 2 to 3 hours – short activities and exploratory learning) We suggest you follow the structure of the daily timetable sent in the work pack and on our website.

Paper copies of work will be provided for pupils who cannot or do not wish to access the work set on Google Classroom (Juniors) or Purple Mash (Infants). Pupils will be expected to complete and return the work to school via email, Google Classroom or on paper. Feedback will be provided.

Pupils can request access any online materials uploaded onto Google Classroom or Purple Mash to be printed in school.

Pupils can submit their work into the school office if they do not have online access.

There is no expectation on our staff to provide live/streamed lessons, our pre-recorded lessons will be sufficient, as Oak Academy meets the needs at this point. The usual hours of communication and feedback will be during normal school hours. These plans are best endeavours and may need to be altered in the case of staff illness.

Expectations of remote learning daily

EYFS- Class 1 and 2

Area of learning	Platform/resource
Phonics	Phonics play/ YouTube
Maths	White Rose Maths unit of work
English	Oak National Academy unit of work
Understanding of the world – 1 activity per day	Oak National Academy/teacher resources

KS1- Class 3,4,5 and 6

Area of learning	Platform/resource
Phonics	Phonics play/ YouTube
Maths	White Rose Maths unit of work
English	Oak National Academy unit of work
Foundation Subject	Oak National Academy/teacher resources

KS2 - Junior School

Area of learning	Platform/resource
Maths	Google Classroom/ Oak National Academy unit of work
English	Google Classroom/ Oak National Academy unit of work
1 Foundation Subject activity per day	Teacher resources via Google Classroom

In addition to the units of work/lessons sent out on Google Classroom or Purple Mash, Junior school children will have access to, and expected to utilise Spelling Shed, Times Tables Rock Stars, English Skills books, CGP homework books and reading books (5 reading books for 2 weeks approximately).

Infant school children will continue with reading books from their book bags and access additional electronic books from the Oxford Owl site. Parents can text school and arrange to collect additional paper books from school. KS1 children will have Common Exception Spellings, Lego targets, Whiterose Maths booklets and CGP homework books. EYFS and some Year 1 children will have flashcards to practise.

Expectations for your child’s engagement

It is expected that pupils will complete the work set on Google Classroom or Purple Mash. Some work is stated as being optional or additional for those pupils who require more work. The class teacher will state when the work is optional. It is expected that all pupils will engage with remote education. Weekly phone calls are made to families to discuss ways of overcoming any barriers to learning which may occur.

Parents are expected to support their child’s remote learning by setting routines in the home (for example, ensuring children have agreed start times for beginning their work). We ask that parents provide pupils with a quiet working space where possible.

How we check whether children are engaging with their work and how parents are informed

Teachers keep a daily record of which pupils are completing the tasks set each day. The tasks include daily literacy, maths and one foundation subject. Teachers submit their weekly data to the Senior Leadership Team. Where pupils are disengaged with remote learning, parents are informed and a discussion on how to support the child is had. We ask that parents engage with school staff and inform them of any issues their child has with remote learning.