

STAMFORD ST. GILBERT'S CHURCH OF ENGLAND PRIMARY SCHOOL

REMOTE LEARNING CURRICULUM PLAN

The purpose of this Remote Learning Curriculum Plan is to ensure that a rigorous curriculum will quickly be in place in the event a pupil is absent whilst awaiting the results of a test or partial shutdown, such as a pod or bubble closure, or complete lockdown of the school.

This booklet will comprise of an outline of the expectations for staff, parents and pupils in order to ensure there is a strong contingency plan in place for remote education provision, which is consistent across the school. Naturally, this plan is flexible and will adapt to changing circumstances, and will therefore be reviewed and adapted as necessary.

We must ask parents to be patient and understand that in implementing this plan, it is being done under unprecedented circumstances which will also be affecting the lives of the staff in school.

The aim of these contingency plans is to:

- ensure 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
- 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
- work with families to deliver a broad and ambitious curriculum for younger pupils and some pupils with SEND may not be able to access remote education without adult support

Remote learning cannot replicate the learning experiences our pupils have when they are in school. We have to think differently about the way our pupils will learn through remote learning. It should not be about pupils simply sitting at a computer all day completing activities. Teachers will utilise a variety of methods to support pupil learning and personal development which will include some video, PowerPoint, research, reading, and activities focusing on well-being and remaining physically active.

Teachers will prepare their weekly plans to teach in school with the awareness that at any point this may need to be sent out to families so that children can learn at home.

If a parent phones the school to advise that their child is unwell, then we would expect them to focus on getting well. Remote learning will **not** be set.

If they are showing symptoms of COVID-19 and are subsequently getting a test and therefore self-isolating, the school will **not** set remote learning for the child, as they need to focus on getting well.

If a parent phones the school first thing in the morning to advise that the household is self-isolating and getting a test due to a parent or household member being unwell but the children are not showing any symptoms, then the school **will** set work for the child or children.

In this instance, the teacher will already be teaching and so on the first day of absence the teacher will ensure that activities are emailed via Parentmail. These activities will comprise of:

- Timestables Rockstars
- Handwriting
- Spelling activities
- Reading activity focusing on reading for meaning

The following day, work in Maths, English and one Foundation Subject area will be loaded onto Seesaw. These activities will reflect learning in the classroom and will be differentiated for your child. Remote learning will continue until your child returns to school.

Safe and Well Calls – the teacher will also endeavour to phone you to find out how your child is during their absence.

If your child is not able to attend school for medical reasons, which means you would be vulnerable during the current pandemic, then we will work closely with you to support you and your child's learning.

If the school closes partially (a pod or a bubble) due to a positive case of coronavirus, then the teacher will begin setting work for the rest of the class who are not unwell. This will only occur when advised by the Public Health or our Local Health Team. Please be aware that your child and the teacher(s) and support staff will also need to self-isolate for 14 days.

Depending on the time of closure, will determine the time of work being set. However, by the following day work in Maths, English and one Foundation Subject area will be loaded onto Seesaw each day. These activities will be differentiated for the child and feedback will be given.

Our planned timetable focuses first on core learning and then foundation subjects, including RE and PSHE. Where a teacher is unwell due to coronavirus, the other members of staff within the Bubble will support in making online provision for the pod class.

We intend to use the nationally recognised websites and apps to support remote learning some of which are detailed below:

- Timetables Rockstars
- Bite size
- Oak Academy
- White Rose Maths
- NCETM

Communication

If you have worries or concerns about the work set, please let the teacher know through Seesaw and the teacher will respond. No other pupil or parent will be able to see your comments. Please do not email the Home learning email as this has now ceased.

Reading

Every teacher has an expectation that every pupil will undertake daily reading. These can include fiction or non-fiction texts. Parents can also access books online free or charge.

Physical Exercise

Even though your child may be self-isolating, it is still important for them to take part in physical activity which will raise their heart rate for 30 minutes per day.

Be Creative

Looking after your child's mental well-being is just as important as their physical health. They can spend time drawing or writing creatively, listening to music, sewing or they may even try learning a new skill.

Remote learning will be different from normal school life. Teachers will be taking longer to prepare lessons that are offered remotely, as they will be thinking differently about content delivery.

Teachers will:

- **Provide a sense of routine.** Brief morning messages by teachers will help provide a sense of calm and familiarity. As much as is possible, timetables will largely remain similar to when pupils are in class
- **Safe and Well Checks.** If possible the class teacher or another member of the Bubble will contact the parents of pupils who are absent once a week.
- **Personalisation of learning.** Teachers will continue to differentiate daily activities, as far as they can, just as they do in class.

Children will:

- Find a **quiet space to work** where they can concentrate.
- Complete their **learning every day** to the best of their ability.
- **Read** every day.
- Get some **physical exercise** every day.

Parents will:

During remote learning, parents will have to think differently about what their child needs to be successful. As we are already aware, it will likely be a challenging transition, made more difficult by circumstances where parents are also trying to work. We also ask that parents be patient and empathetic to our teachers, who may be facing challenges of their own. Our guidelines for parents are:

- **Set up a routine with your child.** Talk through WITH your child what a day looks like and what is expected. A timetable may help them so they know when they need to be completing tasks and when they have brain breaks or opportunities of physical exercise.
- **Help them be prepared.** Support your child in being organised with the right materials for their work and also take time to go through each learning activity with them so they know what is expected.
- **Monitor messages and/or feedback from your children's teachers** – these may come through Parentmail to parents or through Seesaw.
- **Organise a time to check in with your children.** Organise time for your child to share and discuss their learning with you.
- **Be flexible as required.** You may notice that your child needs something that helps make their day more successful, such as more or less support with their learning or time away from completing tasks.
- **Build in rest breaks and monitor how much time your child is spending online.**
- Remember that during “normal” school hours, they have playtimes, as well as their lunch break. Please make sure they have time for ‘brain-breaks’ and get a lot of physical exercise or communication with their friends.