

Brinkley Grove Remote Learning Plan



Updated 29th January 2021

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Brinkley Grove Primary School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices / wifi 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](#).

Online Resources

There are many online resources that support remote learning as well as being used in directed school time. Families must take time to make sure that they can log in to and are familiar with:

- ! Class Dojo (check you know how the 'portfolio' system works)
- ! Purple Mash
- ! White Rose Maths Hub
- ! My Maths
- ! Zoom
- ! Espresso
- ! Empiribox Home Learning
- ! TT Rockstars
- ! Read Theory (Year 5 and 6)
- ! Accelerated Reader
- ! Lexia
- ! 123 Maths

! Subjects

- ! We will ensure that the remote learning offer covers all areas of the curriculum. We will use a variety of online supporting materials that parents need to be familiar with.

! Engagement

- ! The children have missed a significant portion of learning last academic year and we need to do all we can to prevent this from occurring again. As a result, we will be **asking all families to engage in the remote learning offer**. We understand that there are many competing demands at home and we will do all we can to support. We have listened to your feedback from the last school closure as well as recent surveys and have taken this into account. In return, we ask for your full backing to help teach the children whilst they are not in school.

! Parental Support

- ! Communication between home and school are key to a successful home learning experience. Working together gets the best results. However, if there are any concerns, do send a message to Mr Smith via Class Dojo Messages and he will resolve.
- ! We do ask that all parents treat members of staff with respect at all times, be that using Messages or during a video meeting discussion. If a parent does not conduct themselves appropriately, then we reserve the right to make alterations to the remote learning offer and to remove users from our messaging and video systems. Any abuse will be reported.

! Remote Learning Offer

- ! The initial response to any isolation will be to provide children with home learning materials alongside their class stationery pack (this might need to be delivered). In the case of whole

cohort isolation, resources will be uploaded to Class Dojo and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

- ! In the event of the class teacher having to isolate, please bear in mind that they will be working from home. This is not always easy and does not always go to plan. If there is an unforeseen event which makes it challenging to 'teach from home', we will let you know via Class Dojo and would appreciate your patience whilst we make alternative arrangements.

! Pupil needs to isolate because someone in their household is symptomatic or tests positive	
! Ongoing Support	! Safeguarding/SEND
! Tasks will be set in advance using Purple Mash, White Rose Maths and My Maths.	! School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results.
! Where relevant, the teacher will direct the parent to a relevant Oak National Academy / White Rose Maths taught session or to an equivalent resource.	! If child is entitled to benefit-related FSM ensure food made available.
! Class Dojo messages are to be used as the main source of communication.	! 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).
!	! If a family does not engage with the learning within two days, the Class teacher is to call the parents to discuss obstacles and support.
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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
! Using Class Dojo, the Class teacher will upload worksheets by the latest of-5pm the day before to allow parents to see the learning materials prior to supporting their child/ren. When additional resources are needed for subjects such as science, the class teacher will provide at least two days notice to support parents in finding resources.	! School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results.
! If teaching input is required for core lessons, the teacher will either provide discussion and examples as part of the morning zoom call or direct the parent to a relevant Oak National Academy taught session / equivalent resource. Non-core lessons and resources will be uploaded to Class Dojo.	! If child is entitled to benefit-related FSM ensure food made available.
! Teachers are to offer support as far as possible via Class Dojo messages during the school day. This may be limited if they are teaching and so may be offered by a different member of staff.	! 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).
!	! If a family does not engage with the learning within two days they are to receive a phone call from a member of SLT to discuss the obstacles and support.
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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 Zoom meeting with the children and parents for the following day (after isolation). In this meeting the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning – this will consist of core subject lessons, a non-core lesson and a whole class reading session per day.</p> <p>! Using Class Dojo or Purple Mash, the Class teacher will upload worksheets by the latest of 5pm the day before to allow parents to see the learning materials prior to supporting their child/ren. Teaching assistants will be expected to support the Class teacher in identifying resources. Resources will take a mixed form of online activities (via school educational programs), worksheets, discussion activities and practical tasks.</p> <p>! PPA will be for one afternoon per week – this is to be discussed and shared with parents in the initial Zoom meeting.</p> <p>! The Class teacher will share links to appropriate lessons from White Rose Maths or Oak National lessons through Class Dojo. The Class teacher will be available for ‘learning conversations’ from 9am for at least 30mins. This zoom call will provide discussion and instruction of learning activities as well as an opportunity for questions to be asked to support children with that day’s activities. A 2.00pm zoom call will provide a chance for the class teacher to address misconceptions from that day’s learning or provide an opportunity for games to support children’s mental health. A live or pre-recorded story will be shared daily with children to support reading for pleasure.</p> <p>! Lessons will be adapted to ensure all children (including EAL and SEN) can access them. Staff might choose to use the morning zoom session to introduce unknown vocabulary and provide discussion activities that support children’s language development. Parents will be provided with the account details of Lexia and 123 maths to support learning. If appropriate, staff might use additional zoom meetings to help pre teach or support the catch up of children working below national expectations. Class teachers might also use Google Translate to make learning tasks accessible for all.</p> <p>! We are aware of the additional screen time that children will be experiencing in these circumstances. In order to facilitate a break from screens and to promote good mental health, there will be no online learning set for Wednesday afternoons. Instead, we encourage families to try and complete activities together, from simple things such as going for a walk together, to baking, board games or crafts.</p> <p>! For non-core lessons, resources will be uploaded to Class Dojo and where possible</p>	<p>! Parents notified so they know to communicate test results.</p> <p>! If any children are entitled to benefit-related FSM ensure food made available.</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 the support needed by the family.</p> <p>! Where children would normally receive additional support from GROW, the SENCo will make arrangements for those to continue as long as the agencies engage.</p> <p>! Class teachers should set work that is appropriate for children with SEN with additional support as needed from the SENCo.</p>

web-links to appropriate support materials will be shared. This will often be through Oak National using lessons that link to our curriculum.

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! Completed work should be photographed and uploaded to Class Dojo. 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 either the scheduled Zoom meetings or Class Dojo, depending on the teacher's preference. Those children that need additional support following feedback are to be directed to the Zoom meeting for that lesson with attendance expected.

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! In the event of teachers becoming ill, support staff will be required to 'takeover' the Class Dojo account with resources being identified by the other phase teachers.

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