

Midsomer Norton Primary School Remote Learning Plan

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Midsomer Norton 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. We have been advised to ask a whole class or cohort to self-isolate 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, primarily supplemented by a range of resources provided by Oak Academy and White Rose Maths.

Children will remain in contact with their Classteacher through Google Classroom

Oak Academy has been selected to support remote learning for a number of reasons. The Oak 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. Classteachers are to use the lessons in the classroom so children are familiar with the platform.

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.

Doodlemaths, Nesy and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills.

GoogleMeet will support school in offering true online learning with the opportunity for the children to communicate with their teacher through live video. Often this will be used so children can ‘drop-in’ to receive further support after accessing the resources posted.

Google Classroom will remain in use as the communication element has already proved to be invaluable. Teachers and parents will be able to message one another to share information and offer support. The Class blog page 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 Midsomer Norton 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 need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- Google Classroom

- Nessy (Y2-Y4)
- TT Rockstars
- Doodlemaths

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 leave school with a 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.

Remote Learning

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 GoogleClassroom and priority children will have packs delivered. 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 GoogleClassroom, the Classteacher will upload worksheets between 3pm-5pm 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 either direct the parent to a relevant Oak National taught session/ White Rose or a self-made resource Non-core lessons and resources will be uploaded to GoogleClassroom.</p> <p>If available a TA will check the isolating child's understanding via GoogleMeet at the end of the day.</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 school.</p> <p>If child is entitled to benefit-related FSM ensure food made available through the trust catering service (office to liaise)</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 MyConcern)</p> <p>If a child does not engage, the Classteacher is to call the parents to discuss obstacles and support.</p>

A whole class/cohort of children is isolating because of an outbreak of coronavirus

Ongoing Support

Teachers will schedule a Google Meet 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.

Using GoogleClassroom, the Classteacher will upload worksheets between 3pm-5pm 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 our regular PPA staff (CM/AR/SB) who will deliver an afternoon non-core lesson and the reading for pleasure session at the end of the day (or make use of the Oak National Academy materials).

The Class teacher will share links to appropriate lessons from White Rose Maths or Oak National lessons throughGoogleClassroom. The teacher/TA will begin and end the day with a whole group check in session through Google Meet to answer general questions.

Each day’s provision will consist of a minimum of a live registration and one live lesson on a core subject.

Teaching assistants will also access the Googlemeet lessons so that they can support children in virtual ‘breakout rooms’ should this be required.

For non-core lessons, resources will be uploaded to GoogleClassroom and where possible web-links to appropriate support materials will be shared. This may be through Oak National using lessons that link to the Midsomer Norton Primary curriculum. The teacher/TA will begin and end the day with a whole group check in session through Google Meet to answer general questions/ read a story.

Time will also be scheduled for the children to watch an assembly delivered by Mr Randell. This will encourage children to keep working, celebrate successes and promote a togetherness.

Completed work should be photographed and uploaded to GoogleClassroom. 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 GoogleClassroom or GoogleMeet depending on the teacher’s preference.

In the event of teachers becoming ill, support staff will be required to ‘takeover’ the class GoogleClassroom account with resources being identified by the other phase teachers.

Safeguarding/SEND

School office to contact parents know to communicate test results to office@midsomernortonprimary.co.uk

If children are entitled to benefit-related FSM ensure food made available through the trust catering service (office to liaise)

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 MyConcern).

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.

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

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

What should class teachers/ teams be aiming to post each day/ week

It is important there is a personal element for our children. Where possible/ practical if they can hear our voices even see us it might help them feel a bit more anchored.

We should also strive to move from delivering content to more interactive teaching (within the limits of our current technology).

The day should begin/end with a drop in live session Rec/ Y3/4 8:45am Y1/2 & Y5/6 9:00am via GoogleMeet. This will help us evaluate engagement plus help with children's (and parent/carer's) mental health, reducing need to follow up with phone calls.

Monday assembly from AR – posted on the school Facebook page

Once a week class up date - Teachers2 parents message to the class with 'teachers awards' i.e. special mentions for work completed. Any anecdotes appropriate jokes!

Head awards – **by AR on Friday**. Please send nominations by Thursday.

KS1/KS2 Classes/ Phases

Daily English/ **Daily** maths but if English is a longer task, maths should be a short task and vice versa.

English should always include daily handwriting/ spelling/ phonics– teachers in school could video and talk through objective post in purplemash/google classroom. Maths should always include mental maths e.g. daily timetables/ bonds. Could be a link to a video possibly. Tts rock stars etc.

Weekly: PSHE – thought for the week. Link to video/ powerpoint. Ask for comments.

Weekly: Foundation subjects – weekly post with suggested activities. Enough for one a day.

Weekly: Story time – could be link to audible etc even better if we can record ourselves reading. We think this can be done if you record your voice and don't film the book/ or video yourself reading the book. But that just showing the book plus reading it aloud might breach copyright.

You'd need to credit the author and publisher in the info section under the youtube video. Please remember to check your webpage update is up to date – pointing them towards purple mash etc.

Reception

Daily live Drop in session

This will always be posted on the website

Phonics posted 2/3 a week

Maths posted 2/3 a week

Story time once a week.

Weekly Understanding the world suggested activities

Weekly creative activities

Sun/Sun Class

Daily live Drop in session (may need two in Sun class due to numbers of children)