

Shire Oak (CE) Remote Learning Plan 2020-21



September 2020 updated January 2021 and February 2021 following review of the national audit framework by Shire Oak governors

Introduction

This information provides details of the frameworks that we have in place at Shire Oak to provide remote education provision, as well as what pupils, parents and carers should expect from remote education where national or local restrictions require cohorts (or bubbles) to remain at home or where the entire school is required to move to remote learning provision for a period of time.

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1 Remote Learning Resources

Computer provision at school

As of September 2020 school has sixty Chromebooks available for all classes to use during the school day. Class teachers use the online booking form for when they need the Chromebooks in class and they are sanitized after each class has used them and then returned to the computer trolley.

Computer provision at home

To ascertain the availability of computers/laptops/chromebooks at home all parents were emailed a google form questionnaire on 18 September 2020 which enabled school to provide support to those families who have no, or limited, access to computer hardware at home which would cause a barrier to remote learning at home.

During periods of remote learning school will regularly include a link to the google form in the Friday newsletters to encourage families to come forward for support from school where access to computer provision is a barrier to remote learning at home.

Families can also get in touch directly with the class teacher or other staff at school at any time to discuss their needs. School monitors engagement with remote learning and actively asks if digital access is a barrier, if suspected.

Government provision of computers for remote learning

In September 2020 the Department of Education indicated that in the event of a whole school closure they would provide eleven Chromebooks for Shire Oak. This allocation is based largely on the number of Pupil Premium children and the hardware would be delivered within two days.

Other learning resources at home

In March 2020 all children at Shire Oak were given a pack containing stationery items as well as useful logins, individual targets and other ideas and resources to support home learning. To conserve our budget we are not automatically reissuing these packs, but will arrange for replacements for children new to school or where families require new equipment. Please contact your class teacher or the office if you require this equipment.

2 When would remote learning be instigated at a local or national level?

Tier 1

Fully open to all pupils full time, with face coverings required in corridors and communal areas for pupils in Year 7 and above.

Tier 2

Would advise secondary schools and colleges in a restricted area to use rotas to help break chains of transmission of coronavirus, while primary schools remain open to all pupils.

Tiers 3 and 4 introduce remote learning full time for wider groups of pupils, with vulnerable children and children of critical workers continuing to attend.

Tier 3

Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site.

Tier 4

All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. Remote education to be provided for all other pupils.

School Level

If it becomes necessary for a whole bubble to isolate at home, learning will move online.

Where a local or national lockdown is imposed during which all schools are required to move to remote learning, the whole school will move to online learning provision. In such situations it has been the case that schools have remained open for specific categories of pupils determined by criteria set by the Government (e.g. children of key/critical workers and vulnerable children, e.g. those with a social worker.) These pupils, although they are able to attend school in person, will follow the same remote educational provision as is being set to the rest of their year group as far as possible.

In all situations, school will follow the Government guidelines.

3 Remote Learning by Year Group

Year Group	Remote Learning
Reception	Via Tapestry app
Year 1	Via Tapestry app
Year 2	Google Classroom direct teacher to pupil
Year 3	Google Classroom direct teacher to pupil
Year 4	Google Classroom direct teacher to pupil
Year 5	Google Classroom direct teacher to pupil
Year 6	Google Classroom direct teacher to pupil

Recommended curriculum websites for remote learning

English

[Oak National Academy Teachers Hub | Teacher Hub](#)

Maths

[White Rose Maths – Membership Centre](#)

Science

[Tigtag – Primary Resources for Science](#)

PE (Physical Education)

#ThisIsPE videos on the Yorkshire Sport Foundation (YSF) channel on You Tube or via <https://www.yorkshiresport.org/get-active/thisispe/>

4 The Remote Learning Offer

Should any class from Shire Oak be working remotely we will aim for provision to be similar to that described below. Staffing levels, children's access to IT and the needs of the class will all be taken into consideration as the best approach for each year group is decided. The Shire Oak Primary School Online Learning Safety Guidelines will be adhered to at all times along with the Guidance on Safer Working Practice. Phone calls by staff will supplement the online offer to hear readers, talk to children and parents about any questions they may have, to give feedback, etc. These may come up as 'number unknown' depending on the device used to call.

Reception & Year 1

Staff will use the Tapestry app to communicate with parents. Daily maths and phonics activities will be uploaded which the children will be able to complete with a whiteboard and pen, their home learning books or other household items. Staff will also upload a range of stories and activities to support children's learning in other curriculum areas across the week. Parents will be able to get in contact with the class teachers either via Tapestry or via email with any questions they may have.

Years 2 through to Year 6

Due to the pupils in these classes being familiar with using Google Classroom the expectation for all pupils is that they will begin their day by logging onto their school Google account and completing the Shire Oak on-line register. The link to this will have been sent to the pupils school Gmail account within the first few days of remote learning, with regular reminders to register each day.

The class teacher will set a series of remote daily learning activities. These will take the form of:-

- 1) A maths activity
- 2) An English activity
- 3) Another topic based task drawn from the other areas of the curriculum. This could be science, a task linked to the topic for that class, French, art, music, PE, PSHCE, etc.

Feedback

Staff in Years 2 through to Year 6 will give remote feedback to the pupils via Google Classroom to support and encourage them to be regularly active with their remote learning activities. Tapestry enables Reception and Year One staff to respond to photos and videos of children's work directly.

Reading

To maintain direct teacher to pupil communication, classes in Y3 upwards will use Google Meet to conduct guided reading sessions with all members of the class. All pupils use the Reading Eggs programme in school and this familiarity will enable them to use it remotely. Books can be allocated in line with the reading level of different groups of children within each class. If any pupil is having

difficulty, the teacher has the option of sharing their screen via Google Meet to enable pupils to see and read the book that has been allocated.

Such sessions are ideal for helping the pupils to stay connected with their peers and also provide the opportunity to ask the teacher about any problems they might have had with other work they have been asked to complete. In Year 2 staff will hear children read 1:1 over the phone. In Reception and Year 1 the reading focus is on the use videos of phonics teaching and reading to the class and the children's response to those.

There is a list on our website of recommended fiction that we encourage children to read whilst at Shire Oak and useful comprehension questions. There is also a Google Classroom Library with suggestions of books that are available online in print or audio form. Children in Y2 upwards can join the library with the code tznyo2k. A mobile library will run in the case of school closure.

Packs of books with reading comprehension questions are available for collection from school too.

'Snack & Chat'

At the end of the week it can also be fun for the children, and useful for the teacher, to get together for a 'Snack & Chat' session where Google Meet acts as a virtual playground for everyone to share some news and have a catch up. This helps to promote engagement with remote learning as well as being a useful wellbeing check.

Assembly

During periods when the whole school or whole classes are in receipt of remote learning provision, school will continue to hold regular "whole school" assemblies on Google Meet, encouraging all pupils to attend. These will typically be on a Monday or a Friday, with details sent to families by the School SMS text service and class teacher emails. Although remote, the assemblies will aim to bring the benefits of a normal in-school assembly, encouraging school community and cohesion, collective worship, celebrating achievements and exploring school values. Assemblies will be interactive where possible, including the opportunity to join in singing and prayers. Some assemblies may be pre-recorded and shared via unlisted YouTube link.

Supplementary Learning Activities

School is very aware that the children are all learning in very different situations with differing levels of support and time available to spend on school learning. To ensure all children can fill the school day with meaningful learning without deterring others from concentrating on our core offer, there are a number of supplementary activities on offer. These include (but are not limited to) Ms Virgin's art challenges, the Google Library, challenges and ideas in Ms Devane's Google Classroom, ideas on our home learning page of the website <https://www.shireoak.org/home-learning> and ideas on our home learning website <https://sites.google.com/shireoak.online/homelearningshireoak/home/home-learning>

Children also continue to have access to their online accounts for Reading Eggs, Mathletics and Times Table Rockstarz. Individual classes may be signposted to other age appropriate sites and activities.

Maths Passport practice, independent reading and practising spellings/phonics sounds should all continue as usual.

Newsletter

School will continue to send a regular newsletter to update families on what has been happening during the week, celebrate successes and provide information on school news and activities.

5 Children with SEND or SEMH needs

For most children with SEND (special educational needs and/or a disability) or SEMH (Social, Emotional, or Mental Health) needs engaging with remote learning - appropriately differentiated - as detailed above will be the central plank of their remote learning. The SENCO or Inclusion Manager, in consultation with the class teacher will determine if additional 1:1 sessions on their specific learning targets should be scheduled online or if other practical resources need to be sent home. Sessions with pastoral staff, such as Drawing and Talking, may also be scheduled online. A virtual Worry Box is offered through Google Classroom for children in Y2 to Y6 to contact pastoral staff.

6 Individual children isolating due to quarantine, waiting for test results (own or household) or being a contact of a confirmed case.

Any KS1 and KS2 children who are off school can complete the following work. (Reception Class children should do as much of this as is appropriate and check Tapestry for other learning tasks, etc.):

- Practise Maths Passport targets (there is information on our website to help with this)
- Practise their spellings or recent phonics sounds. They may have login details for apps/sites to help with this.
- Read regularly. For Year 2 upwards we have packs of books with reading comprehension questions available on request. There is information in the Google Classroom library (join code tznyo2k) about books available online.
- Write a diary or a recount of something children have done recently (e.g. holiday news)
- Start researching their new topics and make notes on what they are interested in. We are in Cycle B of our two years. These are the topics for term one, but the whole year is on our website:
 - Year 1 and 2: Let's Celebrate
 - Year 3 and Year 4: Humans and Other Animals
 - Year 5 and Year 6: Bright Sparks
- Practise maths skills on Mathletics and Times Table Rockstars
- Samba dance in a small space <https://imoves.com/home-learning/1254>
- Log on to their Google Classroom to see if the class have been set any learning tasks they can do at home
- Do all the tasks on the homework leaflet
- A specific project may be set by the class teacher which will be available on Google Classroom or by email

Appendices

Tiers of restrictions - Full details

Tier 1

The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as 'tier 1'. There are no changes to childcare, and the only difference in education settings is that where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.

Tier 2

Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier 3

Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving

around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier 4

All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

[COVID-19 contain framework: a guide for local decision-makers](#)

Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September 2020. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use 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
- give access to high quality remote education resources
- 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

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- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources 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 is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

[Guidance for full opening: schools](#)