



## Ladygrove Primary School – Remote Learning Plan



In order to ensure that learning continues, irrespective of lockdown and self-isolation, Ladygrove 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 apply 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, primarily supplemented by a range of resources provided by Oak Academy, White Rose Maths, BBC Bitesize and Purple Mash.

Children will remain in contact with their Class teacher through the Class email (on the class pages of the website). School staff will call home weekly to 'check in' with parents/children.

- Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons 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.
- BBC Bitesize offers a range of the teaching videos to support the teaching of foundation subjects.
- 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.
- Oxford Reading Owl and 'Teach your Monster to Read' will all be utilised to support with the teaching and consolidation of phonics and children are used to accessing these games in class.
- Purple Mash is a platform we use for a range a learning activities

## Reading

Children will have access to an online reading scheme (Oxford Owl/Rising Stars), which they access banded books, levelled to the child's ability.

**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 Ladygrove 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. Parents need to also understand that this could also be the classteacher who falls ill and that the school will do their best endeavours to continue with the remote learning provision.**

In preparation for home learning, parents and children need to receive logins and passwords for the following platforms. These will be stuck into the front of children's reading records for safekeeping

- Purple Mash
- Oxford Owl/Rising Stars
- Time Tables Rockstars
- Teach Your Monster to Read (you are to set this up at home by registering)

## 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 may leave school with a pack of work and an exercise books. Children will have immediate opportunity to continue their learning. This is also uploaded onto the class pages of the schools website (under the 'Remote Learning' icon)

## Remote Learning





The initial response to any isolation will be to provide children with home learning materials (this might need to be delivered). In the case of whole cohort isolation, resources will be uploaded to the class pages of the school website.

<b>Pupil needs to isolate because someone in their household is symptomatic or tests positive</b>	
Ongoing Support	Safeguarding/SEND
<p>The Classteacher will upload learning materials under the 'Remote Learning' icon on the class page of the website. This will also be emailed to the email address provided to the school.</p> <p>If teaching input is required for core lessons, the online learning platforms/software named above will use used and parents will be directed to the appropriate links within the learning packs.</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 the school office</p> <p>If child is entitled to benefit-related FSM ensure food made available through either Telford and Wrekin catering or Vouchers</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 Classteacher is to call the parents to discuss obstacles and support.</p>

<b>A group of children are self-isolating because of a case of coronavirus in their class bubble</b>	
Ongoing Support	Safeguarding/SEND
<p>The Classteacher will upload learning materials under the 'Remote Learning' icon on the class page of the website. This will also be emailed to the email address provided to the school. An outline for the week will be given and a timetable set.</p> <p>If teaching input is required for core lessons, the online learning platforms/software named above will use used and parents will be directed to the appropriate links within the learning packs.</p>	<p>School office to contact parents know to communicate test results</p> <p>If child is entitled to benefit-related FSM ensure food made available through either Telford and Wrekin catering or Vouchers</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>

A whole bubble/cohort of children is isolating because of an outbreak of coronavirus	
Ongoing Support	Safeguarding/SEND
<p>The Classteacher will upload learning materials under the 'Remote Learning' icon on the class page of the website. This will also be emailed to the email address provided to the school.</p> <p>The Classteacher will share links to appropriate lessons from White Rose Maths, Oak National lessons or BBC Bitesize on the class pages of the school website and via email. An outline for the week will be given and a timetable set. Teachers will then be accessible to children through email and each classroom team will call home weekly to check in and offer help/support where needed.</p> <p>Completed work should be done in the exercise book provided. This is to be handed in as the children return to school. Teachers can then review the work completed and ensure that misconceptions are addressed.</p> <p>In the event of teachers becoming ill, support staff will be required to 'takeover' with planning being supported by the other phase teachers.</p>	<p>School office to contact parents know to communicate test results</p> <p>If child is entitled to benefit-related FSM ensure food made available through either Telford and Wrekin catering or Vouchers</p> <p>If any child is vulnerable in any way, the Lead 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 staff to discuss the obstacles and the support needed by the family. This could then be followed up by calls from SLT if there are academic issues. Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Seesaw as long as the agencies engage.</p> <p>The SENDCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.</p>

Example of a weekly Overview and daily lessons for individual/class isolation:

Daily Lesson For: Thursday 1 <sup>st</sup> October 2020			
<b>Maths</b> Focus: Represent Numbers to 100	<b>English</b> Focus: Compound/Complex Sentences	<b>Spelling/Handwriting</b> Focus: Prefix dis-	<b>Foundation</b> Focus: History - Stone Age Tools
<p>Watch the video to learn: <a href="#">Click here</a></p> <p><b>Activity:</b> Draw representations of and write the correct statement for the following numbers. Use the example to help you.</p>  <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>There are <u>3</u> tens and <u>8</u> ones. The number is <u>38</u>.</p> </div> <p>1) 82    2) 73    3) 91    4) 68 5) 24    6) 92    7) 20    8) 19</p> <p><b>Challenge:</b> True or False? There are only 3 ways to build 25 with base 10.</p> 	<p>Watch the video and complete the activities: <a href="#">Click here</a></p> <p><b>Activity:</b> <a href="#">Click here</a> to look at today's writing image...Darth's Dream Car!</p> <p>Using what you have learned today about expanding your sentences using conjunctions, write a short description of Darth's Dream Car.</p> <p><b>Remember to use:</b> <u>Adjectives</u> - describing words <u>Expanded Noun Phrases</u> - adjectives and nouns <u>Co-ordinating conjunctions</u> - linking two clauses together (and, but, so, if...) <u>Subordinating conjunctions</u> - expanding a sentence with extra information (whilst, because, since...)</p> 	<p>Can you add the prefix 'dis-' to the root words below? How does this prefix change the meaning of the root word?</p> <p>interested   appear   like                   agree</p> <p>After this, write them in sentences using your best cursive joined handwriting.</p>	<p>Last week, we explored Stone Age Tools - what they were made of, what they were used for and what they were!</p>  <p>I want you to design a Stone Age Tool to make from bits around your house. I <u>don't</u> want you to make it, just design <u>it</u> and think about what we could use. On your design, make sure you include:</p> <ul style="list-style-type: none"> <li>- Name of tool</li> <li>- Materials <u>you'll</u> use (cardboard etc)</li> <li>- Equipment <u>you'll</u> need (scissors, glue)</li> <li>- Method - how might you make it?</li> </ul>
		<b>Reading</b>	<b>Foundation</b> Focus: PSHE - Nightmare School
		<p>Log in to your Fiction Express Account by <a href="#">clicking here</a>.</p> <p>Either choose a new book, or read the next chapter of a book you are already enjoying. Make sure you take the quiz at the end and vote for the plot of the next chapter!</p>	<p>What would your nightmare school look like? What would go on there? Design your nightmare school and think about the following questions below:</p> <ol style="list-style-type: none"> <li>1. How might children at the Nightmare school feel?</li> <li>2. What might the children be scared of?</li> <li>3. Who would the children ask for help?</li> <li>4. What is the worst part of the Nightmare school?</li> <li>5. How easy would it be for the children to learn? Score out of 10, (1=very difficult 10 =easy to learn)</li> </ol>