



Remote Learning Plan

The purpose of this plan is to ensure that, in the event of self-isolation or a local or national lockdown, children are able to access their entitlement to a broad and balanced curriculum, which meets their learning needs.

This plan will be applied in the following instances:

1. When a child is self-isolating due to being in contact with a positive case of coronavirus;
2. When a group of children are self-isolating because of a case of coronavirus in their bubble;
3. The school is a part of a national or local lockdown.

The plan complies with the expectations and principles outlined in the DfE document Guidance for Full Opening of Schools.

Curriculum Entitlement

If children need to work from home during term time, they are entitled to access a broad and balanced curriculum as far as possible.

1. In the event of an individual child self-isolating, class teachers will provide, via email or hard copy, a package of work for the child to complete whilst at home as well as use of Oak Academy to support learning. Teachers will not be required to have virtual face-to-face contact with an individual child during this time, as they will be teaching the other children in the class during this time.
2. In the event of a class bubble self-isolating, or working at home due to a local or national lockdown, class teachers in all years (N -6) should use Microsoft Teams as well on the school website to set the following work:
 - A weekly timetable outlining approximate timings for children to follow **(see Appendix 1)**
 - Curriculum learning which is required as outlined in the timetable, for example history or geography work, suggestions for physical activities, or research based topic work related to the current learning theme.
 - Daily maths work
 - Daily English work
 - Daily reading comprehension
 - For children in years **N – 2**, daily phonics activities
 - For children in Early Years, daily phonics, maths and wider curriculum activities.
 - Times Table Rock stars and Purple Mash will also be utilised to support the acquisition and retention of basic core skills.

***(Note: Children who require devices, and are eligible, will be provided with a DfE device where possible).**

Teachers will also be required to teach two daily live Teams session during the morning and afternoon **(see Appendix 3 for timings)** for approximately 30 minutes where either Phonics / English or Maths is taught in the morning on a rota and wider curriculum in the afternoon. (Except on PPA afternoon.)

Communication

Children will remain in contact with their class teacher and school staff by posting their work onto Microsoft Teams or email. Parents will be able to contact teachers for support using their year group emails, which will be shared by the school office in the event of an isolation. Teachers should respond to communication from children, including acknowledging their work, or their parents.



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Early Years Foundation Stage

Children in Nursery and Reception should have daily appropriate activities set via Microsoft Teams and uploaded onto the school website. They should have two live sessions with the class teacher via Teams which should include a phonics session and a counting or number activity.

Children with S.E.N.D.

Teachers should ensure that the work available on Microsoft Teams and the school website is suitable and accessible for children with Special Educational Needs or Disabilities. If children are unable to access the work, the class teacher should liaise with their learning support assistants to provide a broad and balanced curriculum which is accessible to them. This could be delivered via hard copies, if appropriate. SENDCo will offer support children with EHCP.

Engagement in Learning

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 St. Matthew's Bloxam C E 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. If children do not engage in learning, a staged process will be followed **(see Appendix 2)**.

If a child is vulnerable in any way, a DSL will ensure that appropriate agencies are notified and arrange for regular safe and well-being checks via a phone call from a DSL.



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Appendix 1

Online learning timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9am – 9.45am Maths activity (offline)	LO. To understand what a fraction is https://vimeo.com/498327271 Watch the video lesson via the link above. Then answer the questions for this session.	LO. To learn equivalent fractions https://vimeo.com/498327458 Watch the video lesson via the link above. Then answer the questions for this session.	LO. To learn to find equivalent fractions https://vimeo.com/498327611 Watch the video lesson via the link above. Then answer the questions for this session.	LO. To learn to identify fractions greater than 1 https://vimeo.com/498362964 Watch the video lesson via the link above. Then answer the questions for this session.	LO. To learn to convert improper fractions into mixed numbers https://vimeo.com/498991812 Watch the video lesson via the link above. Then answer the questions for this session.
9.45 - 10	Break				
10 – 10.30 Check in English online	LO. To learn to describe a place in detail.	LO. To learn to describe a character in detail.	LO. To learn to write a non-chronological report.	LO. To learn to write a diary entry.	Ukulele session (9.30 – 10.15) Online session
10.30 – 11 Independent English activity (not online)	Using the video and discussion from main teaching, write a detailed description of the planet.	Using the video and discussion from main teaching, write a detailed description of a creature that you might find on the planet.	Write a non-chronological report about the planet and the creatures you might find there. Use the planning sheet to help you.	Imagine that you are an astronaut landing on this planet for the first time. Write a diary entry about what you find on this planet. Remember to include thoughts and feelings.	
11 – 11.40	Time for other activities including - Reading comprehension Reading Times tables rock stars Screen break Board games				
11.40 – 1.10 Lunch / free time / screen free time.					
1.10 - 1.40 Afternoon session Online	ICT session LO. To learn to review a video game. Go through a video game on purple mash.	PE session introduction and check in session	RE session LO. To learn about Religious symbols	Art session LO. To learn how to draw a cityscape	Off line session Spanish session https://www.youtube.com/embed/8pnnR_kLo-k?autoplay=1&controls=1&showinfo=0&showsearch=0&modestbranding=1&rel=0&autoplay=1&iv_load_policy=3&version=2&wmode=transparent&theme=light
2.00 - 2.30 Wider curriculum Not online	Play one of the example games on purple mash and use the review sheet to review the game that you have played.	Create your own workout based on Joe Wicks workout	Complete the sorting activity for Religious symbols.	Choose from one of the pictures of cities across Europe and try to recreate this cityscape. You could use pencils, crayons or even make a 3D version of the landscape using materials from home.	Write fruits down in Spanish from your favourite fruit and vegetable to least favourite

Send in your work via the assignments on Microsoft Teams or email your work to smbvears5@welearn365.com



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Appendix 2

Staged Procedure for Children not Engaging in Learning

Stage	Issue	Action
Stage 1	Child does not engage in live class sessions or in learning for one week.	Class teacher to email or call the parents to ask whether they are able to access the learning and offer support.
Stage 2	Following contact in stage one, child continues not to engage in learning.	Class teacher alerts their designated SLT member and Learning Mentor to lack of engagement, who attempts to make contact with the parent via email or telephone call.
Stage 3	Following contact from a member of SLT in stage two, the child continues not to engage in learning.	Class teacher to alert their designated member of SLT of continued lack of engagement. SLT to consider further action as appropriate.

Appendix 3 – Daily Class Live Lessons

Class	Morning Time	Afternoon Time
Nursery Miss Henderson	9.30	1.00
Reception Mrs Beniston	10.00	2.30
Year 1 Miss Margrie	9.20	1.30
Year 2 Miss Cartledge	10.30	2.00
Year 3 Mrs Hancock (M-W) Mrs Frodsham (Th-F)	10.30	2
Year 4 Miss Hughes	11.00	2.00
Year 5 Mrs Scott (M-W) Mrs Francis (Th-F)	10.00	1.10
Year 6 Miss Blackaby	11.00	1.30

See class weekly timetable for any changes to times.