

## St Helen's CE Primary School Remote Learning Plan - January 2021 (lockdown version)



OAK  
NATIONAL  
ACADEMY



In September 2020, all our classes returned to full-time education following the Covid-19 closure in March 2020. Although we hoped that the majority of our children would now have an uninterrupted experience, there was always the possibility that an individual child, a class bubble, or indeed the whole school, would need to self-isolate for a period of time. We therefore put in place a plan for remote learning so that all children could continue with their education during the autumn term.

[After the announcement by the Prime Minister on the 4<sup>th</sup> January 2021, we amended this plan to include more information about what our remote learning offer would look like for the lockdown period, in line with DfE guidance/templates.](#)

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, St Helen's CE 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 may require hard-copies of work and resources, or help from school with digital/online access.

If a child does not have access to a computer/laptop and/or the internet, the school will do all it can to support children and will provide paper packs of learning. Where funding can be accessed, remote devices (e.g. laptops) and/or 4G connections will be sought, particularly for disadvantaged children. Parents will be reminded to make the school aware of any barriers to accessing remote learning. Paper copies will still be available.

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
4. [There is a period of local/national lockdown where schools are only open for critical workers and vulnerable pupils.](#)

The plan complies with the expectations and principles outlined in the DFE document <https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

### 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.

In the event of a full bubble closure, children will remain in contact with their class teacher through Microsoft Teams (during/after taught sessions) and Class Dojo (to share successes and communications).

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. Class teachers have used 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.

During the lockdown period, teachers may also refer parents to the BBC Bitesize materials. These lessons and resources have been developed by the BBC to provide new lessons every weekday for pupils in Year 1 to Year 10. Created in collaboration with teachers and educational experts, its videos and interactive activities cover core subjects and other topics on the school curriculum. Teaching staff will also use resources from CLEAPSS to support the planning of home learning tasks in science.

MyMaths, Numbots, Oxford Owl, TT Rockstars, Pobble 365 and Letter-join will all be utilised to support the acquisition and retention of basic core skills.

Microsoft Teams will support school in offering online learning with the opportunity for the children to communicate with their teacher through live video. During the lockdown period, class teachers will offer one live lesson on Teams each day, in addition to 2-3 recorded videos (depending on Key Stage). Often this will be used so children can 'drop-in' to receive further support after accessing resources, such as those from Oak National Academy.

Class Dojo 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 Story page will offer the chance for teachers to celebrate children's work and maintain our school community. Use of Class Dojo will be in-line with the Remote Learning Policy.

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 Helen's CE 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. [During the lockdown period, staff in school will make regular contact with parents to ensure all children are accessing daily lessons and submitting work.](#)

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):

- Class Dojo
- MS Teams
- TT Rockstars
- Phonics Play
- Numbots
- Oxford Owl
- Letter-join
- Pobble 365

### [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.

[Work packs to support learning during lockdown can be collected from the school entrance on a Friday \(teachers will make sure they are prepared by Thursday afternoon\) so that parents have these available for the following week. The teachers will refer to these during individual sessions throughout the week as they fit in directly with the online lessons.](#)

### [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 Microsoft Teams or Class Dojo and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources. We aim to provide the same curriculum remotely as we do in school wherever possible and appropriate.

<b>Pupil needs to isolate because someone in their household is symptomatic or tests positive</b>	
<b>Ongoing Support</b>	<b>Safeguarding/SEND</b>
<p>Using Microsoft Teams, the Class teacher will upload work/ideas the evening 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 slide show used within the class session (used in school) or relevant Oak National taught session. Non-core lessons and resources will be uploaded to Microsoft Teams/Class Dojo.</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 back to school via telephone or Class Dojo as soon as possible.</p> <p>If child is entitled to benefit-related FSM, ensure food made available through the school hamper system.</p> <p>If child is vulnerable in any way, a member of the DSL Team will ensure that appropriate agencies are notified and arrange for regular 'safe and well checks' via a phone call from a DSL (record on CPOMS).</p> <p>If child does not engage, the class teacher is to call the parents to discuss obstacles and support. This will be followed up with a call or a home visit from the Pastoral Care Leader if needed.</p> <p>Any child with a Supporting Me To Learn Plan, My Support Plan or EHCP will receive a call/support from the SENCo or Support Assistant.</p>

<b>A group of children are self-isolating because of a case of coronavirus in their class bubble</b>	
<b>Ongoing Support</b>	<b>Safeguarding/SEND</b>
<p>Using Microsoft Teams, the class teacher will upload work/ideas the evening before to allow parents to see the learning materials prior to supporting their child/ren.</p> <p>If teaching input is required for core lessons, the teacher can either direct the parent to a slide show used within the class session (used in school) or relevant Oak National taught session. School will explore the use of MS Teams to record the lesson taught to the rest of the class in school. Only the class teacher and modelling area will be viewable on screen. Non-core lessons and resources will be uploaded to Microsoft Teams/Class Dojo.</p> <p>If a large group of children are isolating, the class teacher or support staff may discuss the learning with the isolating children over a Microsoft Teams video call (after the modelling is complete).</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 back to school via telephone or Class Dojo as soon as possible.</p> <p>If child is entitled to benefit-related FSM, ensure food made available through the school hamper system.</p> <p>If child is vulnerable in any way, a member of the DSL Team will ensure that appropriate agencies are notified and arrange for regular 'safe and well checks' via a phone call from a DSL (record on CPOMS).</p> <p>Those not engaging with home learning are to receive a phone call from the class teacher or Pastoral Care Leader to discuss the obstacles and support. SLT will follow up if no improvement is seen.</p> <p>Any child with a Supporting Me To Learn Plan, My Support Plan or EHCP will receive a call/support from the SENCo or Support Assistant.</p>

A whole bubble/cohort of children is isolating because of an outbreak of coronavirus	
Ongoing Support	Safeguarding/SEND
<p>Teachers will schedule a Microsoft Teams 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 Microsoft Teams, the Class teacher will upload work/ideas the evening before to allow parents to see the learning materials prior to supporting their child/ren. Teaching assistants will be able to support the class teacher in identifying resources. Reminders will be posted on Class Dojo about these.</p> <p>PPA will be covered by teaching assistants in the phase 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).</p> <p>Initially, the class teacher will share links to appropriate lessons from Oak National lessons or White Rose Maths through Microsoft Teams. Teachers will then be accessible to children through Teams so that any issues or re-teaching can be delivered live. If the class teacher is well, the expectation is then that the class teacher will deliver up to three/four lessons per day depending on the Key Stage - English, maths and a non-core-subject - these will be held on Teams (one live, others recorded). Teaching assistants will also access the Teams live lessons so that they can support children should this be required.</p> <p>For non-core lessons, resources will be uploaded to Microsoft Teams and where possible web-links to appropriate support materials will be shared. This will often be through Oak National using lessons that link to the St Helen’s curriculum. Teachers can also schedule an afternoon Teams meeting to support those children needing additional input. There will be an additional end of day Teams meeting so that the class teacher or TA can complete the reading for pleasure session.</p> <p>Time will also be scheduled (weekly) for the children to watch an assembly delivered by Mr Baird or Mrs Golding. This will encourage children to keep working, celebrate successes and promote a togetherness.</p> <p>Completed work should be photographed or completed using IT and uploaded to Teams. 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 Teams or Class Dojo, depending on the teacher’s preference. Those children that need additional support following feedback are to be directed to the Teams meeting for that lesson with attendance expected.</p> <p>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.</p>	<p>Parents notified so they know to communicate test results to school via telephone or Class Dojo as soon as possible.</p> <p>If child is entitled to benefit-related FSM, ensure food made available through the school hamper system.</p> <p>If child is vulnerable in any way, a member of the DSL Team will ensure that appropriate agencies are notified and arrange for regular ‘safe and well checks’ via a phone call from a DSL (record on CPOMS).</p> <p>Those not engaging with home learning are to receive a phone call from the class teacher or Pastoral Care Leader to discuss the obstacles and support. SLT will follow up if no improvement is seen.</p> <p>Where children would normally receive additional support from SEND agencies, the SENCo will make arrangements for those to continue via Teams as long as the agencies engage.</p> <p>Any child with a Supporting Me To Learn Plan, My Support Plan or EHCP will receive a call/support from the SENCo or Support Assistant.</p> <p>If a family is struggling with accessing online learning, parents are asked to contact school to discuss options available (lending devices, help with internet connection). Printed materials will be available from the school entrance and can be returned here if no internet connection is available.</p>

The school is closed to most pupils in the event of a local/national lockdown	
Ongoing Support	Safeguarding/SEND
<p>On Microsoft Teams, teachers will start each day with a recorded/live video message to explain the remote learning arrangements and expectations for that day. They will also share a timetable of learning – this will consist of core subject lessons, a non-core lesson and a whole class reading/catch-up session per day.</p> <p>Children in KS1 are expected to receive 3 hours a day of remote teaching and children in KS2 are expected to receive 4 hours per day. These hours include both direct teaching time (some live, some recorded) and time for pupils to complete tasks independently. Children in Reception will have access to 3 short live lessons per day, in phonics, maths and a story session.</p> <p>Class teachers will upload all lessons and resources onto Microsoft Teams. Parents/children will also be expected to hand in their work via Teams so that the class teacher is able to provide feedback on this. Teachers may continue to use Class Dojo as a communication tool for parents and a way to celebrate work of the class/children.</p> <p>Each class teacher will plan and deliver 3-4 lessons a day, including one live lesson in a core subject. They may share links to appropriate lessons from Oak National lessons or White Rose Maths through Microsoft Teams. Teachers will then be accessible to children through Teams so that any issues or re-teaching can be delivered live. Teaching assistants will also access the Teams live lessons so that they can support children, either within a classroom situation or online (depending on set-up of school bubbles).</p> <p>PPA time will be built into the school day for all teachers, this will be taken between live/recorded sessions.</p> <p>For non-core lessons, resources will be uploaded to Microsoft Teams and where possible web-links to appropriate support materials will be shared. This will often be through Oak National using lessons that link to the St Helen’s curriculum. Teachers can also schedule an afternoon Teams meeting to support those children needing additional input. There will be an additional end of day Teams meeting so that the class teacher or TA can complete the reading for pleasure session.</p> <p>Time will also be scheduled (weekly) for the children to watch an assembly delivered by Mr Baird or Mrs Golding. This will encourage children to keep working, celebrate successes and promote a togetherness.</p> <p>Completed work should be photographed or completed using IT and uploaded to Teams. 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 Teams or Class Dojo, depending on the teacher’s preference. Those children that need additional support following feedback are to be directed to the Teams meeting for that lesson with attendance expected.</p> <p>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.</p>	<p>Parents notified about closure via telephone or Class Dojo as soon as possible.</p> <p>If child is entitled to benefit-related FSM, ensure food made available through the catering company’s hamper system.</p> <p>If child is vulnerable in any way, a member of the DSL Team will arrange for regular ‘safe and well checks’ via phone call or home visit from (record on CPOMS).</p> <p>Those not engaging with home learning are to receive a phone call from the class teacher or Pastoral Care Leader to discuss the obstacles and support. SLT will follow up if no improvement is seen.</p> <p>Where children would normally receive additional support from SEND agencies, the SENCo will make arrangements for those to continue via Teams as long as the agencies engage.</p> <p>Any child with a Supporting Me To Learn Plan, My Support Plan or EHCP will receive a call/support from the SENCo or Support Assistant.</p> <p>If a family is struggling with accessing online learning, parents are asked to contact school to discuss options available (lending devices, help with internet connection). Printed materials will be available from the school entrance and can be returned here if no internet connection is available.</p>

### Additional support for pupils with particular needs

We recognise that some pupils, such as those with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work to support those pupils in the following ways:

- The class teachers will differentiate the lessons/work provided appropriately.
- Where children would normally receive additional support from SEND agencies, the SENCo will make arrangements for those to continue via Teams as long as the agencies engage.
- Any child with a Supporting Me to Learn Plan, My Support Plan or EHCP will receive a call/support from the SENCo or Support Assistant.
- Children with an EHCP will be able to attend school, after a discussion between SENCo and parents.
- Children with a MSP will have access to 1:1 sessions with their support assistant twice a week (attended alongside parents for safeguarding reasons).
- For children in EYFS, school will offer live lessons during the school day as this means it is easier for the children to engage with their teacher directly.

### Engagement and feedback

We expect all children to join in with the daily online lesson and to access the other recorded sessions each day. Work/photographs should also then be submitted via Teams for the class teacher to see and give feedback on. It is important that the work is submitted on the same day as the lesson is taught so that the teachers are able to check how well the children have understood the lesson and then plan for the following day.

The class teachers will each set a timetable of learning for the day and record a short welcome video each morning for the children to watch. This will explain the outline of the day and will be helpful to give the home learning day a structure/routine, just like the children are used to at school.

Class teachers will check that children are engaging with their work daily. They will message parents via Class Dojo if they notice that a child is not accessing any remote lessons or submitting any work. If there is no response to the message, class teachers will be asked to phone parents to see how they can help. If we are unable to contact parents via message or phone, a home visit will be done so that we can check everyone is safe and well. Any parents who are struggling with accessing the work are asked to contact school. Class teachers are able to advise about the work set, Mr Baird will be available to help with any technical difficulties and Mrs Day will support with any pastoral issues.

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. For work submitted on Teams, the children will each receive daily feedback for their English and maths work.

Feedback will be given on each of the live sessions. Class teachers may request that individual pupils/a small group remain on the call to give them more detailed feedback or to offer more personalised support after the session. The 'hand up' feature may also be used during live sessions for children to show the teacher whether they understand the work set or have a particular feature in their work (part of self-assessment). Additional live afternoon sessions may also be offered to small groups of pupils who need some pre/post-teaching on a particular area of learning.

SUBJECT	WEB LINK	DETAIL
<b>MATHS</b>	<a href="https://whiterosemaths.com/homelearning/">https://whiterosemaths.com/homelearning/</a>  <a href="https://trockstars.com/">https://trockstars.com/</a>  <a href="https://play.numbots.com/#/intro">https://play.numbots.com/#/intro</a>  <a href="https://www.mymaths.co.uk/primary.html">https://www.mymaths.co.uk/primary.html</a>	<p>We use White Rose maths materials to support maths teaching within school. Class teachers will direct children to the appropriate year group and topic</p> <p>Who will be the next Times Tables Grand Champion? Children have their own TTRockStars login details to practice and rehearse their times-tables at the appropriate level.</p> <p>KS1 children have access to Numbots, your child's class teacher can send you the correct login details.</p> <p>All children in KS1 and KS2 can now access My Maths. Your child's class teacher can provide you with their login details.</p>
<b>READING</b>	<a href="https://home.oxfordowl.co.uk/reading/free-ebooks/">https://home.oxfordowl.co.uk/reading/free-ebooks/</a>	<p>Children are able to read from their own reading book or download and read a free e-book from Oxford Owls - parents will be contacted with the correct Oxford Level for their child.</p> <p><a href="#">F2/Acorn username: mrssaxton, password: saxton</a></p> <p><a href="#">Y1/2 children will either be mrshires/shires, missdunbar/dunbar or mrshallett/hallett</a></p>
<b>WRITING</b>	<a href="https://www.pobble365.com/">https://www.pobble365.com/</a>	<p>A brilliant, fun and entertaining way to write.</p> <p>Click on the PDF download for the 'picture of the day' (e.g. Darth's Dream Car) reading and writing activities are provided based on the picture provided.</p>
<b>PHONICS</b>	<a href="https://www.oxfordowl.co.uk/please-log-in">https://www.oxfordowl.co.uk/please-log-in</a>	<p>Phonic activities based on the Phase your child is working from.</p> <p><a href="#">F2/Acorn username: mrssaxton, password: saxton</a></p> <p><a href="#">Y1/2 children will either be mrshires/shires, missdunbar/dunbar or mrshallett/hallett</a></p>
<b>HANDWRITING</b>	<a href="http://www.letterjoin.co.uk">www.letterjoin.co.uk</a>	<p>You all have access to letter-join at home. This is what we use in school to help us teach and practise handwriting.</p> <p><a href="#">Username: eg6389 Password: home</a></p>