



# Christ Church

## Church of England Primary School

*Being Thankful, Celebration, Fairness, Forgiveness, Honesty, Love for All*

## REMOTE/BLENDED LEARNING PROCEDURES AND PROTOCOL

All schools are required to prepare a contingency plan for remote learning. This document outlines our contingency plans for remote learning, should our pupils need to access this due to needing to self-isolate. It distinguishes between:

- **Tier 1**- the default plan to be implemented for individuals and small groups of pupils needing to self-isolate, and
- **Tier 2** - which would be triggered in the event of a partial or full closure.

If a child is ill, we would not expect them to complete remote learning. With rest, they are more likely to have a speedy recovery and be able to return to school more quickly.

This information is to be used as a general guide and parents can expect further details of remote learning for their child, as and when it is required. We aim to implement remote learning from the child's **second day of absence**.

In both cases, the government's online classroom and our offer will be made available to families. Both of these plans are underpinned by the moral imperative to equip our children with powerful knowledge. They serve to ensure that there is alignment as far as possible between face-to-face and remote education, so that, should pupils need to self-isolate, they can transition smoothly back into the classroom having followed the same curriculum sequence as their in-school peers. This symbiotic relationship between face-to-face and remote education will ensure that no child falls behind, and will alleviate pressure on teachers in instances of pupil mobility.

### Please note:

- We are aware from feedback and experiences of remote learning to date that children tend to have a slower work rate at home and time is needed for the children to access the materials provided and to independently (or with a parent) reflect on their own learning. This will be considered in the setting of work.
- Remote learning will not be a perfect fit. Lessons taught in school are not always transferable in the same way at home. Resources will mirror those that would be used in class, containing a blend of information for students to read and tasks for them to complete to allow them to practise applying the knowledge they acquire. Where specific resources are required, alternative activities may be necessary when working at home. Where activities cannot be replicated e.g. PE, we would encourage children to exercise if they are able.
- Where possible, our remote offer will mirror the intended sequence of face to face teaching.

- All resources will be accessible on Google Classroom or via links.
- Children may access their TT Rockstars or phonics play account for linked activities. They may also access BBC Bitesize and LGfL websites for additional activities.
- Any relevant assemblies will be posted and we encourage the children to reflect and discuss any issues covered. This may also spark some research, independent writing etc.
- Children can also complete research linked to current topics of interest to them.

### **DfE Guidance on Remote Education: Summary of Key Points:**

*Remote education, where needed, is high quality and aligns as closely as possible with in - school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.*

- *Develop remote education so that it is integrated into school curriculum planning: remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.*
- *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. 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.*
  - *Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback.*
  - *Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.*
  - *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.*
  - *Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/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.*
  - *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 avoid an over-reliance on long-term projects or internet research.*

The Government has provided **Oak National Academy Online Classroom** to support home learning for all primary school children should they need it. Please find the link to the Oak online learning platform below:

<https://classroom.thenational.academy/>

Once parents have clicked on the link and selected the appropriate year group and the English, mathematics and foundation subject lessons will appear.

The assumption at this school is that in cases of larger groups needing to self-isolate, and/or in the event of a partial or full closure, not all staff would be in school. When not in school, teachers would be expected to create teaching resources as outlined below.

### **Remote Learning Tier One Offer Summary**

#### **Tier 1: remote learning for a small number of pupils who are self-isolating**

If teachers are well or self-isolating and well, they will work the expected school day. If a teacher is unwell, another teacher in the year group will upload the teaching resources.

- A. Remote Learning offer will begin on Day 2 for pupils who are self-isolating (if they are well enough, they should complete these activities).
- B. Resources will be accessible via Google Classroom.
- C. Children will follow their normal timetable each day where possible.
- D. The class timetable will be on Google Classroom.
- E. Teachers will upload the material used in class.
- F. Resources will support guided and independent practice, focussing on effective self-study and will normally include either a PowerPoint, worksheet or booklet.
- G. The class teacher is also responsible for face-to-face learning for the rest of the class so there will be no additional adaptation to resources for home learning.
- H. Feedback will be given on a weekly basis (e.g. by phone, google meet, on work etc.)

### **Remote Learning Tier Two Offer Summary**

#### **Tier 2: Remote Learning for larger groups (Class or Year Group), such as in the event of a partial or full closure**

If teachers are well or self isolating and well, they will work the expected school day. If a teacher is unwell, another teacher in the year group will upload the teaching resources.

- A. Remote Learning offer will begin on Day 2 for pupils in the event of partial or full closure (if children are well enough, they should complete these activities).
- B. Activities will be set by the relevant class teacher or year group team.
- C. All resources will be accessible via Google Classroom.
- D. Pupils who are self-isolating should follow their normal timetable each day where possible.

- E. There will be a Google Meet via Google Classroom at the start of the day. This might be staggered for year groups, or recorded if more than one year is closed, to support parents with children in different year groups and have limited access to technology for siblings.
- F. Google Meet will enable face to face contact with the teacher. The days learning will be outlined in this session.
- G. Work will be uploaded onto Google Classroom.
- H. Adequate feedback will be given; this might be a collective response to the whole group, to a smaller group or to individuals. Children may be given the opportunity to join a supervised google meeting / call with their teacher.

### **Remote Learning Checklist**

- Remote learning will not look the same for different year groups.
- Work for the lesson will be clearly laid out on Google Classroom.
- The purpose of the lesson will be clearly identified at the start through the learning objective and children will be given clear success criteria.
- Where necessary, teachers will adjust the length of the lesson using feedback from their pupils.
- Key vocabulary will be included and explained. Where appropriate, there will be the opportunity to revisit vocabulary throughout the lesson.
- Worked examples will be included before children complete a task, as appropriate – support prompts and scaffolding will be provided to offer plenty of guided practice. Links will be made to the Oak National Academy and other websites to support teaching and learning.
- The work will be differentiated, either by amount of scaffolding, or extension activities to stretch and challenge.
- Children will be given the opportunity to put the learning into practice; this could be exam questions, a quiz, a piece of extended writing, etc.
- They will not need to bring any work back into school but can add things onto their Google Classroom portfolio.
- Some remote learning activities can be 'handed in' to the class teacher on Google Classroom.

### **Year 1**

(NB: Year 1 will follow the National Curriculum requirements for year 1)

- Class teachers will share the story of the week with activities related to the story including comprehension, writing and oral story retelling as appropriate.
- Children will have access to a video or PowerPoint explaining the mathematics activity (practical activities with objects they have at home) and will know what the focus of their learning will be for the week and any recording that is required.
- Children will have at least two phonics lessons a week to introduce new sounds to practice and to build on sounds they already know.

- In addition, children are expected to read daily to an adult and to practice writing, focusing on letter formation for all writing.
- Year 1 will also have separate subject foci and related activities (e.g. science, Geography, etc) which will also include practical activities and online resources.

## EYFS

All children in Reception are taught by all three class teachers each day, therefore, learning will be uploaded by each staff member in one area of the curriculum.

Our intention is, using the appropriate technology, as a minimum children will have access to:

- 1 live/recorded lesson of maths per week along with narrated PPTs for the other 3 sessions per week
- 1 live/recorded session of phonics per week along with narrated PPTs for the other 3 sessions per week
- 1 live/recorded session of PSHE per week along with narrated PPTs for RE and topic each week
- 1 story session read by a member of EYFS staff
- Key skills grids will be uploaded fortnightly from which children choose which activity to do daily
- When appropriate children will be expected to read with a parent/carer daily, if not appropriate, it would be expected that parents share books daily with their child, talking about the pictures and predicting what might happen next
- Children are expected to practise writing their names using correct letter formation
- Writing tasks will be introduced when appropriate for the children
- It is expected that children will complete 5 challenges per week and upload these to Google classroom.

We are very aware that our Reception children and Year 1 children will require frequent parental support and intervention and that many activities they enjoy at home offer valuable learning opportunities; shopping, playing games, cooking and gardening are all excellent ways to enjoy learning.


**Christ Church Primary**  
**Google Meet Sessions**  
**Pupil code of conduct**

	<b>Be on time</b>	Be ready to click the link to the Hangout Meet in your class Google Classroom before the lesson starts, make sure you have everything you need and your device has charge.
	<b>Mute yourself</b>	When you enter the Meet, click the mute  icon. When it's red cannot be heard. This helps minimise background noise.
	<b>Make sure your camera is on</b>	You must have your webcam on in order to participate. If your webcam is not on, click  button before you join the lesson. Red means off.
	<b>Eliminate distractions</b>	Do your best to sit in a quiet place. Let your family know when the meeting starts and how long it will go for. Close all tabs and windows except your Classroom tab and the Hangout Meets tab.
	<b>Neat presentation</b>	Consider your background and clothing. Try to sit in a part of the house where people will not be walking through and make sure you are wearing something appropriate for school - no pyjamas.
	<b>Chat responsibly</b>	Use the chat option to contribute to the lesson by writing comments and questions appropriate and relevant to the lesson. Anyone who is not using that chat sensibly will be asked to leave the lesson.
	<b>Prepare to share</b>	If your teacher asks you a direct question, then unmute your microphone by clicking this button  so that it is no longer red and share your contribution with the class.
	<b>Take notes</b>	Make sure you have a pencil/pen and paper ready to write down any notes or ideas and to help you.

*During a Google Meet, the same rules apply as in school. Any pupil who is being disruptive will be warned and (if necessary) removed from the meeting.*