



## Sticklepath Community Primary Academy

### Planning for Remote Learning and Covid-19 Contingencies

This Remote Learning Plan links with the TLP/Sticklepath Remote Learning Policy which is available on the school website <https://www.sticklepathschool.org.uk/online-learning>

#### Background and Overview

In September 2020, all our classes returned to full-time education following the Covid 19 closure in March. Although we hope that the majority of our children will now have an uninterrupted experience, there is the possibility that an individual child, a class bubble, or indeed the whole school, will need to self-isolate for a period of time. We have therefore put in place a plan for remote learning so that all children can continue with their education predominantly using Tapestry (Nursery, Reception and Year 1 children) and Google Classroom (Years 2 - 6). All children in Years 2 - 6 have now been issued school based emails so that they can access Google Classroom and, during this half term (Autumn 1 2020), they will be taught how to use emails and how to navigate Google Classroom, as well as increased e-safety sessions to keep them safer at home.

Virtual Learning Platforms used at Sticklepath	
Nursery, Reception and Year 1	Tapestry
Years 2 to 6	Google Classroom

#### DfE Guidance

The Department for Education sent guidance to schools at the end of July making clear expectations for schools should children be unable to attend due to Covid-19. Our remote planning and meets the expectations set out in the DfE guidance 'Remote Education Support'

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

The school will use the **REMOTE LEARNING** in the **LEARNING** tab on its website for information. On this page will be important information regarding remote learning during absence from school.

<https://www.sticklepathschool.org.uk/online-learning>

#### Disadvantage Support

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 (eg, 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 and a parental survey will be sent out in autumn term.

### Our Remote Learning Aims:

- Provide remote learning which is wide in breadth and aligns as closely as possible with our in-school offer.
- Provide remote learning that is aligned as closely as possible with our Sticklepath learning principles and pedagogy.
- Provide remote learning that is clear and consistent to parents.
- Have a professional development plan to support our teachers and improve their delivery of sessions both remotely and in school.
- To make sure all children have access to remote learning and education regardless of home challenges in regards to IT wifi and devices.

### Planned scenarios

During September we have considered the best way to manage the following 3 scenarios:

1. A single child is absent from school due to Test and Trace or because they have symptoms requiring isolation.  
*Class teachers will be responsible for preparing and organising work for the duration of time absent. School will provide additional PPA for teachers if required.*
2. A class or year group Pod is off school due to a confirmed Covid-19 case and advice received from Public Health England.  
*Class/Year group team will be responsible for preparing and organising work for the duration of time absent. This will be delivered via Tapestry or Google Classroom. Affected teams will be expected to work from home a full school day; planning in the morning and providing feedback in the afternoon to morning work completed remotely.*
3. The full school is in a national or local lockdown for all children apart from vulnerable/keyworkers for a sustained period of time.  
*A full program of study will be delivered remotely using either Tapestry or Google Classroom. This will be organised and delivered by Year group teams with supplemented weekly work provided by Forest School, Art, Music and Drama specialists where required. Teams will have to provide 'skeleton staffing' from across the school to run keyworker Pods and will therefore need to rotate teachers effectively in order to share out the workload and allow remote classes to have access to their usual teacher.*

### **What will this look like?**

All Year groups have developed a suggested remote timetable whilst children are off site due to Covid-19 to support families and children to continue to learn in a structured and familiar way to school. All families will receive an email with instructions/links for themselves or children to access Tapestry or their Google Classroom. A copy of the suggested timetable is below:

Suggested Times	VLP - Tapestry		VLP - Google classrooms		
	Reception	Year 1	Year 2	Year 3 and 4	Year 5 and 6
<b>AM</b>	Reading/Phonics daily video (Matt) 15 - 20 mins	Phonics / Handwriting (EFI) 20 - 30 mins	Phonics/ Handwriting (LLO) 30 minutes	Reading for pleasure (20-25mins)	Reading for pleasure (30mins)

<b>AM</b>	Maths daily video (TRG) 15 - 20 mins	Writing (EFI)  30 mins	Maths- daily video with activities -45 mins (BPH)  Suggested fluency games, hit the button etc	Maths- daily video with activities -45 mins  Suggested fluency games, hit the button etc	Maths Main with daily video (45 mins)  Maths fluency (15 mins)
<b>AM</b>		Maths (SAB)  30 mins	Writing Daily video 45 mins (LLO)	Writing Daily video 45 mins	Writing Daily video for main teaching point (60 mins)
<b>PM</b>	Topic/Play Project Progression daily video (DPA) minimum 20 mins	Play/Projects Wider Curriculum weekly change - Music Week/Science (SAB)	Happy 5 time	Happy 5 time- Some time to get creative etc.	Happy 5 - Five ideas to be completed when they want to.
<b>PM</b>	Bedtime Story or song (Daily - shared across team)	Bedtime Story or song (Daily - shared across team)	Daily physical activity Video or suggested website. (20 mins)	Daily physical activities Joe Wicks Yoga Other sort of take 10 styled things	Daily physical activity Video or suggested website. (20 mins)
<b>PM</b>	PE Video 1 per week - challenge for the week (EMA)		Weekly activities - Topic PE Art Forest School	Weekly activities- 5 subjects inc F.S and Art -PE, Topic, Science	Weekly activities - Science Topic PE SPaG
<b>Weekly</b>	<b>Weekly KS1 Forest School Activity (IDO)</b>			<b>Weekly KS2 Forest School Activity (IDO)</b>	
	<b>Weekly KS1 Art Activity (MST)</b>			<b>Weekly KS2 Art Activity (MST)</b>	
	<b>Weekly KS1 Music Activity (GBA)</b>			<b>Weekly KS2 Drama Activity (CLO)</b>	
	<p><b><u>Additional Enhancement</u></b></p> <p>Alongside lesson inputs we would also expect children to have time to play, exercise, eat and talk with adults and if possible siblings. We would also offer a bank of links to educational programs and websites that will support an enriched remote day.</p> <p><b>Wider Curriculum</b>  <b>Oak National Academy</b>  Good series of video lessons for music, religious education, PE and humanities. Specific units would be referenced at time of lockdown.  PE additional:  <a href="http://www.gonoodle.com">www.gonoodle.com</a>  cosmic yoga for kids - youtube  Humanities:  <a href="http://www.natgeokids.com">www.natgeokids.com</a>  <a href="https://www.historyforkids.net/">www.historyforkids.net/</a>  <a href="https://www.bbc.co.uk/teach/famous-people/zdqdscw">https://www.bbc.co.uk/teach/famous-people/zdqdscw</a></p> <p>TV programmes -  Do you know? Maddie Moat  Horrible Histories</p>			<p><b><u>Additional Enhancement</u></b></p> <p>As well as the structured lessons, we would also like children to engage with their own interests as much as possible. We would also like them to have a chance to debate and discuss things with their families.</p> <p><a href="http://www.natgeokids.com/uk">www.natgeokids.com/uk</a> (Geography)  <a href="https://www.historyforkids.net/">https://www.historyforkids.net/</a> (History)  <a href="http://www.scratch.mit.edu">www.scratch.mit.edu</a> (Computing)  <a href="http://www.tate.org.uk/kids/make">www.tate.org.uk/kids/make</a> (Art)  <a href="http://www.crestawards.org">www.crestawards.org</a> (Science and Technology)  <a href="https://www.geoguessr.com/">https://www.geoguessr.com/</a> (Geography)  Online books- <a href="http://www.oxfordowl.co.u">www.oxfordowl.co.u</a></p>	

	<p><b>Further resources for core subjects:</b></p> <p>Reading <a href="http://www.oxfordowl.co.uk">www.oxfordowl.co.uk</a> <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a>  <a href="http://www.teachyourmonstertoread.com">www.teachyourmonstertoread.com</a></p> <p>Maths    Numberblocks – Series 1-4 <a href="http://www.bbcplayer.co.uk">www.bbcplayer.co.uk</a>  <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a>  <a href="http://www.crickweb.co.uk">www.crickweb.co.uk</a>    <a href="http://www.ictgames.co.uk">www.ictgames.co.uk</a></p> <p>Writing    Alphablocks <a href="http://www.bbcplayer.co.uk">www.bbcplayer.co.uk</a>    Literacy shed  <a href="http://www.literacyshed.com">www.literacyshed.com</a></p>	<p>Photos to spark writing-  <a href="https://www.pobble365.com/">https://www.pobble365.com/</a>  <a href="http://www.literacyshed.com">www.literacyshed.com</a></p> <p>Times Tables- <a href="#">Hit the Button - Quick fire maths practice for 5-11 year olds</a>  <a href="https://collins.co.uk/pages/primary-mathematics-times-tables-test-simulator">https://collins.co.uk/pages/primary-mathematics-times-tables-test-simulator</a>  <a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a></p> <p>PSHE Discussion/debate subject- could be had with family etc</p> <p>Time to work on an area that they feel they need to develop/improve.</p>
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The above example timetable content could include:

- Pre recorded lessons with teachers to explain tasks and give examples
- Literacy based activities that link to the text/genre that is currently being studied in class
- Maths based activities that link to the sequence of sessions currently being studied in class
- A range of carefully chosen enhancement websites and videos to support subjects being studied and to aid fluency.
- Enhancement links to sites such as the Oak Academy website (government backed online school created by teachers that includes full lessons and resources)
- Plenty of opportunities to work off-line, including reading, art and drama.

### **Times of Remote School Day**

It is important to note that there are suggested length of timings for the sessions on the timetable but these are fixed to start times so that parents have the flexibility to work around their day and other siblings. There are some sessions that are suggested for completion in the morning as these are the sessions teachers will provide feedback on in the afternoon.

### **Tapestry**

Nursery, Reception and Year 1 will continue to use Tapestry which is already established with teachers and parents. These are the expectations for parents and teachers:

#### *Nursery:*

The nursery teacher will post a weekly video to all nursery parents explaining the language concept for the week and modelling suggested activities and language to use with their child. The teacher will respond to any comments and observations added by parents but there will be no expectation for parents to respond. Nursery staff will keep in weekly communication with their key worker children, reinforcing learning but also supporting family wellbeing.

#### *Reception & Year 1:*

The teachers will post input videos from Tuesday to Friday as outlined above. Parents will be expected to respond between Friday and Sunday, feeding back how their child has achieved with the learning over the week. On Monday, teachers will respond to parents and provide further challenge or support for individuals or groups of children, based on feedback from parents. MPE will also monitor parent activity on Tapestry and contact parents who have not been active.

## **Future Remote Learning**

This is a new and exciting journey for Sticklepath. We recognise we are at the start of this journey and our 'remote offer', through for example, teacher/pupil skills and technology, will change considerably in the future. We are committed to continuous CPD and seeking out support and best practice from within our MAT and beyond, for the benefit of Sticklepath Community. As a 'Growth Mindset' School, we will endeavour to learn from our mistakes and collaborate effectively.