



## **Parsloes Primary School**

### **Remote Learning Plan**

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Parsloes Primary School has developed the following plan. This plan offers high quality and broad remote learning opportunities with a mix of online and offline resources. We recognise that younger pupils and those with SEND may not be able to access remote education without adult support and a range of age-appropriate activities will be offered. If a child is asked to self-isolate and they do not have access to appropriate technology at home, parents are encouraged to contact the school office.

This plan will be applied in the following instances:

1. An individual is self-isolating because someone in their household is symptomatic or has a positive test result
2. A class group/bubble of children are self-isolating because of a case of coronavirus within their bubble

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

#### **Software and Online Platforms**

Teachers will set appropriate work that follows our current curriculum, utilising the platform Microsoft Teams. Class teachers have familiarised the children with this platform so that it can be used at home for remote learning. Work will also continue to be set on Times Tables Rock Stars, NumBots, Bug Club and Spelling Frame. These are already part of our curriculum and home learning routines.

#### **Positive Rewards and Motivation**

Teachers will continue to give house points or Dojo points for following our school rules and values: being respectful, being understanding, being positive and being aspirational.

#### **Daily Contact**

Microsoft Teams will support the school in offering children the opportunity to communicate with their teacher through video and messaging each day. This will be used as a teaching aid as well as a motivational factor and may be used differently in each school phase. Our expectation is that children will get at least one opportunity for face to face time with their teacher every day as part of a 'live' lesson.

In the event of any form of self-isolation and loss of learning caused by Coronavirus, parents must understand that engagement in remote learning is compulsory. To support parents and pupils with remote learning, Parsloes Primary School will ensure that provision is available and accessible. However, if children themselves are too ill to attend then they should not be expected to engage in remote learning and parents should report this absence to the school office. We understand that remote learning may present challenges for different learners and different families and encourage those who are experiencing challenges to inform the school so we can put additional support in place.



In preparation for remote learning, parents and children should ensure they have the following logins and passwords:

- Microsoft email account (this allows access to Teams)
- TT Rock Stars / NumBots
- Active Learn (this allows access to Bug Club)
- Spelling Frame (Years 1-6 only)
- Timestables.co.uk (Years 3 and 4 only)
- SATs tests online (Year 6 only)

Parents and children should also have exercise books provided by the school available to support the completion of tasks.

### Remote Learning

If an individual child is self-isolating, parents will be notified by Parent Mail when work for their child is available on Microsoft Teams. In the case of a whole bubble isolating, resources will be posted on Microsoft Teams. If parents do not have access to a device or the internet, they are encouraged to contact the school office for support and alternative arrangements.

<b>When an individual pupil is isolating</b>	
Ongoing Support	Safeguarding / SEND
<p>The class teacher will post resources on Microsoft Teams. The teacher will decide what materials are most appropriate for the individual child.</p> <p>The class teacher will make a phone call to the family within 48 hours of the isolation period beginning.</p>	<p>If a child does not engage, the class teacher will call the parents to discuss obstacles and offer support</p> <p>If a child is vulnerable in any way, the safeguarding team will ensure that regular contact is made.</p> <p>Staff will refer to the safeguarding team if they have any concerns regarding children who may be vulnerable.</p> <p>The SENDCo will ensure that pupils with EHCP plans continue to have their needs met while learning remotely.</p>

<b>A class or year group of children are self-isolating</b>	
Ongoing Support	Safeguarding / SEND
<p>Senior staff will explain the reason for self-isolation and inform parents of the expectation for home learning.</p> <p>Class teachers will provide daily teaching and resources (refer to timetables below). Daily learning will consist of a mix of live lessons,</p>	<p>If a child does not engage, the class teacher will call the parents to discuss obstacles and offer support.</p> <p>The SENDCo will ensure that pupils with EHCP plans continue to have their needs met while learning remotely.</p>



pre-recorded lessons and tasks for children to complete independently.

Teachers will be accessible to support children and answer questions through the comment function on Microsoft Teams. Parents can also email teachers using the year group emails.

Completed work should be submitted on Microsoft Teams. If children prefer to work in their exercise books, photos can be uploaded. Work submitted on Microsoft Teams will receive feedback directly on Microsoft Teams.

In the event of teachers becoming ill, senior staff will endeavour to take responsibility for the isolated class. When this is the case, daily face to face contact may not be possible and the timetable may alter, however links to online learning will be shared and engagement would remain compulsory.

Phase newsletters will continue to be shared with families via Parent Mail.

Where children would normally receive additional support from teaching assistants, the class teacher will endeavour to provide differentiated work and regular contact will be made to see if there is any further support required.

Where children would normally receive support from specialist agencies, the SENDCo will make arrangements for these to continue as long as these agencies engage.

If a child is vulnerable in any way, the safeguarding team will ensure that regular contact is made.

Staff will refer to the safeguarding team if they have any concerns regarding children who may be vulnerable.

## **Year Group Emails**

Teachers can be contacted during a child's isolation period by using the comment function on Microsoft Teams. Alternatively, parents can send an email to the year group email address.

[eyfswork@parsloes.bardaglea.org.uk](mailto:eyfswork@parsloes.bardaglea.org.uk)

[year1work@parsloes.bardaglea.org.uk](mailto:year1work@parsloes.bardaglea.org.uk)

[year2work@parsloes.bardaglea.org.uk](mailto:year2work@parsloes.bardaglea.org.uk)

[year3work@parsloes.bardaglea.org.uk](mailto:year3work@parsloes.bardaglea.org.uk)

[year4work@parsloes.bardaglea.org.uk](mailto:year4work@parsloes.bardaglea.org.uk)

[year5work@parsloes.bardaglea.org.uk](mailto:year5work@parsloes.bardaglea.org.uk)

[year6work@parsloes.bardaglea.org.uk](mailto:year6work@parsloes.bardaglea.org.uk)

## **Timetables**

When a whole class or year group are self-isolating, teachers will use the following timetables. Children are expected to be ready to participate in the school day at the usual time and engage with the full programme of learning.



TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>9.15 – 9.30</b>	Phonics Input (live)				
<b>9.30 – 10.30</b>	Activity Time				
<b>10.30 – 10.45</b>	Maths/Talk for Writing Input				
<b>10.45 – 11.30</b>	Activity Time				
<b>11.30</b>	<b>Story Time (live)</b>				

Reception

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>9.15 – 9.35</b>	Phonics Input (live)				
<b>9.35 – 10.30</b>	Reading/Phonics Activity Time				
<b>10.30 – 10.50</b>	Maths Input				
<b>10.50 – 12.00</b>	Maths activity time				
<b>12.00-1.00</b>	<b>LUNCHTIME</b>				
<b>1.00 – 1.20</b>	Talk for Writing Input				
<b>1.20 – 2.20</b>	Writing Activity Time				
<b>2.20 – 3.00</b>	Exploration time				
<b>3.00 – 3.15</b>	Story Time (live)				



## Years 1 and 2

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.10 – 9.30	Phonics (pre-recorded)	Phonics (pre-recorded)	Phonics (pre-recorded)	Phonics (pre-recorded)	Phonics (pre-recorded)
9.30 - 10.30	English (live / pre-recorded)	English (live / pre-recorded)	English (live / pre-recorded)	English (live / pre-recorded)	English (live / pre-recorded)
10.30-11.00	Reading – Listen to a story (live)	Reading – Bug Club	Reading – Read books with an adult	Reading – Listen to a story (live)	Reading - Read books with an adult
11.00-11.15	<b>BREAK / SNACK</b>				
11.15 – 12.15	Maths (live / pre-recorded)	Maths (live / pre-recorded)	Maths (live / pre-recorded)	Maths (live / pre-recorded)	Maths (live / pre-recorded)
12.15 – 1.15	<b>LUNCH</b>				
1.15 – 1.40	Mindful Monday	Phonics / Basic skills (live)	Phonics / Basic skills (live)	Phonics / Basic skills (live)	Phonics / Basic skills (live)
1.40 – 3.00		Topic (live / pre-recorded)	Topic (live / pre-recorded)	Topic (live / pre-recorded)	Topic (live / pre-recorded)
3.00 – 3.05	Story	Story	Story	Story	Story

## Years 3 and 4

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.40 - 9.00am	<b>Registration</b>	<b>Registration</b>	<b>Registration</b>	<b>Registration</b>	<b>Registration</b>
9.00 – 9.30am	Reading (Live / pre-recorded)				
9.30 - 10.30am	English (Live / pre-recorded)				
10.30 – 11am	Handwriting/Spelling				
<b>BREAK 11.00 – 11.15am</b>					
11.15 – 12.15pm	Maths (Live / pre-recorded)				
<b>LUNCH 12.15- 1.15pm</b>					
1.15 – 1.30pm	Times Tables				
1.35 – 2.45pm	Mindful Monday	Topic	Topic	Topic	Topic
2.45 – 3.00pm	Reading Aloud				



Years 5 and 6

	9-10	10 - 10:05	10:05-11:05	11: 05 - 11:15	11:15 – 12:15	12:15 – 1:15	1:15 – 1:45	1:45 - 3
<b>Monday</b>	<b>Reading</b> Recorded lesson	<b>Exercise challenge</b> Sprint on the spot for 1 minute.	<b>Maths</b> Live lesson	Break	<b>English</b> Live lesson	Lunch	<b>Mindful Monday</b> Recorded lesson with brain break included.	<b>PSHE</b> Task given (PPT)
<b>Tuesday</b>	<b>Reading</b> Recorded lesson	<b>Exercise challenge</b> How many jumping jacks can you do in 2 minutes?	<b>Maths</b> Recorded lesson	Break	<b>English</b> Live lesson	Lunch	<b>Arithmetic</b> Live Lesson	<b>Topic 1 Science</b> Live lesson
<b>Wednesday</b>	<b>Reading</b> Live lesson	<b>Exercise challenge</b> How long can you hold a balance for? You must only have 1 hand and 1 foot on the floor.	<b>Maths</b> Lesson as PPT	Break	<b>English</b> Recorded lesson	Lunch	<b>Grammar</b> Lesson as PPT	<b>Topic 2 Computing</b> Recorded lesson
<b>Thursday</b>	<b>Reading</b> Live lesson	<b>Exercise challenge</b> Do lots of stretches!	<b>Maths</b> Live lesson	Break	<b>English</b> Lesson as PPT	Lunch	<b>Arithmetic</b> Lesson as PPT	<b>Topic 3 PE</b> Lesson as PPT / TASK CARDS
<b>Friday</b>	<b>Reading</b> Lesson given as PPT	<b>Exercise challenge</b> Jump up and down for 30 seconds. Have a 15 second break, then do it again!	<b>Maths</b> Live lesson	Break	<b>English</b> Live lesson	Lunch	<b>Grammar</b> Live lesson	<b>Topic 4 RE / Art</b> Recorded lesson