



January 2021

Cherry Hinton Curriculum Remote Education Plan

ACT - Agape, Courage, Thankfulness

Inquisitive Thinkers; Inspired Learners; Kind Hearts.

Introduction

This document outlines our plan for remote education. In the event of an individual or a group of children or a whole class needing to self-isolate and in the event of a partial or whole school lockdown, the continued delivery of our curriculum is a priority.

This remote education plan is set out so that all stakeholders in the school community understand the curriculum offer and know their responsibilities. Working together in partnership and in line with the school values of Agape, Courage and Thankfulness will help to fulfil the highest quality learning outcomes for our children and continue to grow 'Inquisitive Thinkers; Inspired Learners; Kind Hearts'.

Predicted rises in COVID-19 cases and testing may lead to increased absence and the need for individual or groups of children to self-isolate. It may also lead to a partial or whole school lockdown. If pupils are required to remain at home because they are self-isolating or because of lockdown, we will offer remote education.

If a teacher is self-isolating but is well enough to teach, they will offer remote learning. If a pupil/pupils are too ill to access the remote learning at the time it will still be available. If a member of staff is too ill to plan, deliver and give feedback for remote learning the school will still ensure learning is provided.

It is very likely that even during a whole school lockdown, school will be expected to provide learning for key workers' children and vulnerable children in school, whilst providing remote education for pupils at home.

This Remote Education Plan will come into effect when there is a full or partial lockdown of school. The plan will also come into effect when a child or children are self-isolating because of COVID-19. It will not come into effect if pupils are absent for other reasons. If a child is sick with COVID-19 symptoms then the curriculum offer in this plan will be available for when the child is well enough to access it.

This Remote Education Plan is not to replace a child's mandatory full time attendance at school if they are well and school is open for them.

The remote education lead in school is the Headteacher. The governor remote education lead is the Chair of the Curriculum Committee.

In developing this plan we have:

- Agreed on high quality online and offline resources with teaching links/videos linked to the school's curriculum expectations.
- Provided access to high quality remote education resources.

- Selected the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback.
- Provided provision for printed resources, for pupils who do not have suitable online access.
- Planned to differentiate according to the age of pupils and for pupils with SEND.
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- Planned a well-sequenced curriculum so that knowledge and skills build incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Provided clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.
- Gauged how well pupils are engaging with and progressing through the curriculum, using questioning in online lessons, via the telephone and in work.
- Adjusted the pace or difficulty of what is being taught in response to individuals' needs, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Planned a programme that matches the core teaching pupils would receive in school.
- Ensured that staff workload is reviewed continually as the situation changes.

Successes from previous lockdown

During the summer term 2019-20, when we had to deliver the curriculum in school and also remotely, we identified the following successes:

- Weekly phone calls home to every child.
- Online remote learning using White Rose, Mastery English and Purple Mash.
- Paper packs for those without access to online learning.
- Year 3/4/5/6 class zoom lessons
- Engagement of Nursery and Reception children through Tapestry improved home learning.
- Play packs for Nursery and Reception Pupil Premium children.
- Display of home learning in school foyer.
- Weekly Zoom collective worship.
- Zoom workshops for parents on how to support English and maths learning at home.

We have incorporated these into this Remote Education Plan.

Identified possible lockdown scenarios

- A child is self-isolating.
- A whole class is self-isolating.
- A partial or whole school lockdown.
- School open for keyworkers' children and vulnerable children but other children at home

The need for flexibility of learning

We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides.

- Parents may be trying to work from home so access to technology as a family may be limited.

- Parents may have several children trying to access technology and need to prioritise time online.
- Teachers may be trying to manage their home situation and the learning of their own children, as well as supporting/teaching the children in their class
- An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

Our remote education offer

If a child is self-isolating:

- We will provide access to two-weekly blocks of English and Maths, which will be sent home by email or as a paper pack with additional links included.
- The work will match the key criteria and skills being taught in school to minimise any gaps in learning opportunities.
- Maths will be from White Rose Maths and will follow the work in class for that week with video links sent electronically.
- English will be a reading comprehension, a reading book with activities using the five DERIC skills, spellings/ phonics, grammar, handwriting and an extended writing task linked to the current English unit.
- Other tasks across the curriculum linked to the topic.
- For children with an ECHP, work will be provided in line with the usual provision for them.

The class teacher will call the child weekly to see how they are getting on with their learning. If the class teacher is not available, then another member of staff will.

If a whole class is self-isolating or a there is a partial or whole school lockdown:

- Children at home will access work weekly via the class pages on the school website or as a paper copy upon request.
- Teachers will provide a suggested timetable.
- Teachers will provide daily live maths and English teaching via video link, plus a live daily catch up at the end of the day. This will be through Zoom. For Yr5/6 this will be through Microsoft Teams.
- The number and frequency of lessons offered via video will depend upon teacher availability in and out of school.
- Maths will be from White Rose with teaching video links provided.
- A topic long- term project will enable children to research the key learning question.
- Teachers will also set Purple Mash tasks and provide Oak Academy/BBC Bitesize links for science and each foundation subject linked to topic each week.
- Where possible, practical tasks from foundation subjects will be resourced for completion at home too.
- Three times a week live whole school collective worship via Zoom.
- Teachers will provide feedback on these tasks via Purple Mash and the weekly telephone call.
- Teachers will also phone all pupils at home to check in on their learning and welfare.
- Children who remain in school and those not in school will cover the same curriculum key criteria and skills.
- For children with an ECHP, work will be provided in line with the usual provision for them

Nursery and Reception

Nursery and Reception will provide a selection of the following via Tapestry videos and posts:

- Stories read by teacher
- Phonic game suggestions
- Inspirations for writing
- Family/outdoor nature activity suggestions
- Counting/number/problem solving activities
- Drawing Club videos
- Songs and rhymes

Nursery and Reception staff will respond directly to parent comments and questions on Tapestry.

Summary of provision for Years 1-6:

| | Access to Learning | Reading | Writing | Maths | RE | Foundation Subjects |
|---|---|--|---|---|---|--|
| Individual Children Self Isolating | Individual 2 week Pack provided | Reading comprehension task linked to class book and writing stimulus and which incorporates the school's DERIC approach— Decode, Explain, Retrieve, Interpret, Comment | Stimulus shared. Model writing provided. Extended writing task set. Grammar task Spelling/phonics and handwriting task. | White Rose links or paper pack Numbots or Times tables Rockstars. | Links from Oak academy, Faith at home or BBC bitesize. Social, emotional and mental health wellbeing tasks | Long term homework topic question Project. Science, Geog/History topic tasks Links to BBC Bitesize/Oak Academy Computing: Purple Mash |
| A whole class or partial or whole school lockdown | Weekly Timetable of work on class pages Video lessons via Zoom/ Microsoft Teams Individual packs provided upon request. | Reading comprehension task linked to class book and writing stimulus and which incorporates the school's DERIC approach— Decode, Explain, Retrieve, Interpret, Comment | Stimulus shared. Model writing provided. Extended writing task set. Grammar task Spelling/phonics and handwriting task. | 5 White Rose videos and worksheets a week. Numbots or Times tables Rockstars. | Zoom collective worship by Headteacher/Deputy or collective worship lead. Links from Oak academy, Faith at Home or BBC Bitesize Social, emotional and mental health wellbeing tasks | Long term homework topic question Project. Science, Geog/History topic tasks Links to BBC Bitesize/Oak Academy Computing: Purple Mash |

Suggested timetable

Class teachers will publish a suggested timetable on the class page. This will include the three daily live video lessons, ACT ACTIVE time, collective worship and foundation subjects. The suggested timetable and tasks provided ensures structured teaching and learning in line with the usual school day.

Daily catch up with children

During partial or full lockdown staff will have daily contact with pupils through the live video lessons. This is important for assessment and feedback purposes, to provide pupils with opportunities to question teachers about their work and most importantly for the shared experience of still being able to learn together, to build a class community and for individual well-being.

Accessing remote learning

Children are provided with logins to Purple Mash, Microsoft Teams, Numbots, Timestables Rockstars, Tapestry, as appropriate. School also offers to provide printed packs of the work.

Children and families who have problems with accessing the remote learning offer will be supported. DfE laptops are available to lend to families as well as spare school ipads. School has several SIM cards to support families with internet access.

Teaching Staff will:

- Provide access to remote education as soon as possible after being informed of a child's self-isolation or of a whole class or partial/whole school lockdown.
- Share teaching and learning activities with their class, via the class page on the school website, our remote learning platforms (Tapestry, Purple mash, Zoom, Microsoft Teams, Times tables Rock Stars, Numbots) and in paper form where necessary.
- Continue teaching in line with current, extensive planning that is already in place throughout the school and adapted for the needs of pupils within the class context.
- Plan a range of activities, not all of which will require a digital device.
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this.
- Keep in contact with children through phone calls;
- Reply to messages, set work and give feedback on activities during the normal teaching hours.
- Acknowledge and feedback on work where possible.
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families and staff in a number of ways.
- Plan and provide a copy of two weeks of resources accessible for those in school office to access if need be.

- If unwell themselves, be covered by another staff member for the sharing of activities already planned. Follow up of feedback during this time may not be undertaken until the teacher is fit to work.
- Contact parents and children if work is not completed to a satisfactory standard

Children will:

- Engage daily with the learning set.
- Join the daily live online lessons.
- Talk to their teacher in relation to tasks set or in response to questions the teacher may ask about their learning and well-being.
- Read daily, either independently or with an adult for at least 15 minutes in KS1 and 20 minutes in KS2.
- Respond to feedback given.
- Use the school closure time to learn a new skill, follow their own interests to discover more about the world around you or just be creative.

Parents will:

- Communicate promptly with the school office if their child is self-isolating.
- Make school aware if their child is sick or otherwise cannot complete the work.
- Request a paper pack via the office if required.
- Encourage their child to access and engage with work from their teacher
- Provide their child, as far as possible, with a quiet area and work surface to work from.
- Understand that this is important learning for the year and engage with the learning with their child.
- Know they can continue to contact their class teacher as normal through the office email address.
- Be respectful when making any concerns known to staff.
- Inform school if they are struggling to access the internet or do not have a working device
- Check their child's completed work each day and encourage the progress that is being made.
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.

Teaching assistants will:

- In collaboration with class teachers, provide learning opportunities for children they work with including those with ECHPs.
- Make pastoral calls to individual children they work with.
- Support class teachers by feeding back on individual pupil's work.
- Contact parents of individual children where necessary to support with completion of work to a satisfactory standard.
- If unwell themselves, be covered by another staff member for the sharing of activities.

Subject leads will:

- Work with teachers to make sure the work set is appropriate, consistent and in line with current, extensive planning that is already in place throughout the school and adapted for the needs of pupils within the class context.
- Signpost teachers to resources they can use to teach their subject remotely.

- Monitor the quality of work produced across all year groups and ensure it is consistent with the high standards and expectations expected.

The senior leadership team will:

- Support all members of staff in the delivery of the remote education plan
- Monitor the quality and frequency of the teaching and learning offered
- Find ways to support families who are finding it difficult to access the curriculum via the internet or devices.
- Ask the SENCO and family support worker to offer additional support to families
- Monitor staff workload
- Redeploy teaching staff and TAs, to ensure teaching and learning can continue
- Monitor curriculum coverage and identify and address any gaps
- Monitor pupil engagement with remote education
- Schedule parent workshops to support parents in how to help with their child's learning
- Monitor the security of the remote learning systems, including data protection and safeguarding considerations.

The governors will:

- Monitor the implementation of the remote education plan to ensure education remains as high quality as possible.
- Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Monitor staff workload and well-being

Additional support for pupils with particular needs

Pupils with ECHPs will receive work packs tailored to their needs and also regular live online sessions with their TA. This is in addition to also, where appropriate, joining the whole class live sessions.

Differentiated work packs will also be provided for other SEND pupils to support their access to the whole class learning and also to address their individual targets. The SENCO will direct TAs to ensure these are in place and monitor engagement.

Concerns around pupil engagement

Teachers will follow up concerns around pupil's engagement with learning in the weekly call to the child. Teachers will inform the Headteacher and family support worker weekly of any pupils they are particularly concerned about how often they are engaging with the daily live sessions. The SENCO will follow up if any of the pupils are SEND. The family support worker has a list of families with whom she will be in regular contact.

Feedback, attainment and progress

Pupil engagement will be monitored through weekly phone calls. These calls will also be used to give feedback. Live video lessons will enable staff to give verbal advice and feedback. Feedback will be given on Purple Mash with children also being able to comment for the teacher to see. White Rose maths resources are available with answer sheets also, available on the class pages.

When children return to school, they will be expected to bring in any paper work completed at home. Teachers will quarantine it for 72 hours and then provide verbal or written feedback. Children will have an opportunity to respond to any feedback. This work will be used to guide next steps to support a child's progress and attainment back in school.

Feedback is readily given via Tapestry for Nursery and Reception children.

Writing Assessment and Feedback

Writing is difficult to assess and give individual feedback when children are working remotely. Staff will address this by;

- Reminding children of their writing micro targets and to use them in all their written work
- Discussing success around these targets in the weekly call home
- Weekly English lesson sequence to include shared and individual editing
- The extended piece of writing as part of the reading stimulus to be uploaded to Purple Mash/Microsoft Teams. Teachers will communicate clearly with pupils which piece of writing this is
- Teachers to read and assess the extended piece of writing and to comment on Purple Mash/Microsoft Teams
- Teachers to share success criteria for extended piece of writing with the children and to encourage self-assessment and then paired assessment with someone at home.

Plan development process-

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|---------------------------------|-----------|
| First draft – DH | 28/9/20 |
| Presented to SLT | 29/9/20 |
| Re-draft DH then HT | 30/9/20 |
| Presented to teaching staff | 30/9/20 |
| Final draft HT | 30/9/20 |
| Approved by Governors | 5/10/20 |
| Approved by the Local Authority | 14/10/20 |
| Reviewed SLT | 19/1/21 |
| Review date | Sept 2021 |