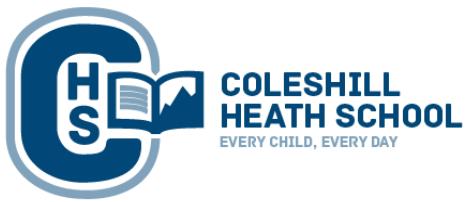




#Confidence #Kindness #Honesty #Courage



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23rd October 2020

Dear Parents/Carers,

Remote Learning Plan 2020-2021

In order to ensure that learning is continued in the event of a child self-isolating or a whole bubble closure, we would like to share with you Coleshill Heath's approach to remote learning. Our plan meets the expectations outlined in the Department for Education guidance document. The approach we have taken, takes into account: parent feedback, research from the Education Endowment Fund and results from access surveys.

Our Approach

We intend to use a blend of paper resources, the virtual learning platform SeeSaw and other online resources already available to the children at CHS. The information contained within the table below outlines what parents and carers can expect from us in the event of any form of isolation and loss of learning caused by Covid-19. Parents must understand however that it is an expectation of both the government and CHS that all children will complete learning whilst at home.

How will the children access remote learning?

Children in both Nursery and Reception will continue to use Class Dojo as their main source of communication and learning. Work will be posted daily at 9am. Links to websites and materials linked to their learning for that day will also be shared here. (The table provides more detail related to the content of this learning.)

Teachers from Years 1 to 6 will be using the See Saw platform to upload online learning content. To access this, all children should have already received their login codes. To ensure that every household feels confident in accessing and using See Saw for remote learning, teachers will be setting homework for children to complete as well as using SeeSaw in classrooms. Further guidance will also be sent out via Class Dojo, with links to clips to support families when using this for the first time.

What will the children learn?

Where individual children are self-isolating, the remote learning set by teachers will follow the learning that takes place in classrooms and is based on each year group's long-term curriculum plan. Children will be able to upload learning to SeeSaw, so that teachers can comment and give feedback directly. Where this is not possible paper learning packs will be provided for children weekly, which will be shared and discussed on return to school. Teachers will also provide appropriate learning resources for children with additional learning needs.



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In the event of a bubble closure in Years 1-6, learning will be provided daily using the See Saw application or a 10 day learning pack. This work will build on and develop previous learning and allow children to achieve greater depth over key skills whilst also having opportunities to apply this knowledge to new activities.

What if my child is unwell?

The school office should be informed immediately, if your child is ill and unable to attend school, however their focus should be on their personal recovery. We want them to rest and get well at home, in order to return to school quickly. There is no expectation that work is completed at home during this time.

If you need any further help or assistance, please speak to your child's class teacher or email the school office and we will be happy to answer your questions. Thank you for working in partnership with us to best support your child's education at both home and school.

Yours sincerely ,

Miss N Fowles
Headteacher



Expectations for Remote Learning in Nursery and Reception

Scenario 1	Scenario 2
Individuals are self-isolating	A whole bubble is self-isolating
<p>Learning Expectations:</p> <ul style="list-style-type: none">The expectation is that there will be a daily Dojo post communicating the plans for the day-this will be shared with specific children and families. <p>This will include a link to a virtual phonics activity, maths activity and exploratory activity linked to current class learning. Where access to the internet is limited, paper packs will be provided.</p> <p>Feedback: Parents will share outcomes with teachers by uploading photographs and feedback via Class Dojo. TAs and Teachers will contact children either through Dojo or a phone-call home to support.</p>	<p>Learning Expectations:</p> <ul style="list-style-type: none">A weekly timetable will be shared with key themes and expectations for learning.A daily Dojo post communicating the plans for each day will be shared at 9am daily. <p>This will include a link to a virtual phonics activity, maths activity and exploratory activity linked to current class learning.</p> <p>Paper Learning Packs: Paper packs are provided for targeted children where Virtual access is challenging. This will include:</p> <ul style="list-style-type: none">This will include a weekly timetable with suggested activities linked to phonics, maths and the world.An activity mat where children can practically apply key skills.A copy of the story map-currently being used in class.The RWI letter formations.Extra reading material <p>Feedback: Parents will share outcomes with teachers by uploading photographs and feedback via Dojo daily. Teachers will celebrate achievements awarding Dojo points. Teachers and support staff will make contact with families to ensure that children are able to access the work provided and check in to monitor mental health and well-being. Contact may be from a member of the year group bubble rather than the child's own class teacher. Work will be celebrated and shared on return with children given opportunities to share learning experiences.</p>



Expectations for Remote Learning in Years 1-6

Scenario 1	Scenario 2
Individuals are self-isolating	A whole bubble is self-isolating
<p>Learning Expectations: Staff will communicate with parents via the Class Dojo platform, all learning activities will be uploaded daily to SeeSaw by 9am. These will include:</p> <ul style="list-style-type: none">• Daily Reading learning activity (Key Stage 2)• Daily Phonics lesson (Foundation Stage and Key Stage 1)• Daily English learning activity• Daily Maths learning activity• Daily Foundation learning activity for one of the foundation subjects linking to the children's current curriculum content in school (Science, History, Geography, Computing, Art).• Home Reading <p>Children to engage with the Oxford Owl website to continue reading at home, parents to submit a reading record form.</p> <p>Feedback: Children will upload work to SeeSaw for class teachers to respond to. Children are able to message class teachers, using SeeSaw, for advice and support. Where Learning packs are being used, these must be returned to school for teachers to mark and feedback. Time will be given to allow children to work 1:1 with an adult to share their learning experiences.</p>	<p>Learning Expectations: A suggested timetable will be uploaded onto Dojo and See Saw and explaining the expectations for the week. Using the access survey details, Teachers will ensure that children with limited internet access are able to collect a Paper learning pack.</p> <p>The expectation of learning activities will be:</p> <ul style="list-style-type: none">• Daily Reading learning activity (Key Stage 2)• Daily Phonics lesson (Foundation Stage and Key Stage 1)• Daily Spelling learning activity (Key Stage 2)• Daily English learning activity• Daily Maths learning activity• Daily foundation learning activity for one of the foundation subjects linking to the children's current curriculum content in school (Science, History, Geography, Computing, Art). <p>Paper Learning Packs: Using the access survey details, Teachers will ensure that children with limited internet access are able to collect a Paper Learning pack. Learning packs will be provided for those children that are unable to access work virtually. This will include 10 days of learning linked to the long-term plan for that year group and will allow children to apply previously taught skills and knowledge to new applications. The format will closely mirror the learning being shared on See Saw.</p> <p>Feedback: Children will upload work to See Saw for feedback, Dojo points will be allocated to celebrate achievement. Teachers and support staff will make contact with families to ensure that children are able to access the work provided and check in to monitor mental health and well-being. Contact may be from a member of the year group bubble rather than the child's own class teacher. On return to school children must return Learning booklets, where work will be celebrated and any misconceptions clarified.</p>