Grove Road Community Primary School

Coronavirus

(COVID-19): Remote Learning Plan

Passionate
Resilient
Intrepid
Dependable
Empathetic

Team GR living and learning together with **PRIDE**

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Grove Road CP School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in the bubble;
3. A teacher is self-isolating pending a positive test result;
4. A teacher is self-isolating following a positive test result;
5. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus

The plan complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools.

Software and online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by: White Rose Maths, in-school planning / resourcing systems and tasks available via the digital systems in place in school. Grove Road CP School will be using systems already in place during 'normal' teaching time to reduce transition issues for staff and children in the event that change is required

Children will remain in contact with their Class teacher through Seesaw

In the event of any form of isolation and loss of learning caused by Coronavirus (COVID-19), parents must understand that engagement in home learning is compulsory, as is the expectation that Grove Road CP School makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

In preparation for home-learning, parents and children need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- Seesaw
- IXL (upper KS2 only)
- Sumdog
- TTR
- Bug Club (EYFS / KS1 only)
- Accelerated Reader (Years 2-6 only)
- Charanga
- Pobble

Worksheets and Practical Resources

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will leave school with a pack of work and their own stationery pack. Children will have immediate opportunity to continue their learning.

The work packs should be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading, writing (with a visual prompt) and handwriting.

Two week practical packs:

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will be given a 2 week 'practical pack':

- All phases have 2 week isolation packs in place, as constructed by class teachers and quality assured by phase leaders. This are stored on staff shared (the school's server) and master copies are in the school office, ready to be copied and deployed as required within 24 hours of absence notification. Isolation packs include topic webs, learning schedules, useful websites, Pie Corbett reading / writing packs, logins (if required) and Pobble non-screen time activities alongside other, class-specific tasks and ideas. These will be updated on a half-termly basis.

- Monitoring arrangements: phase leaders will ensure that 2 week packs are updated in the office and on staff shared each half term. These will be submitted to the curriculum lead and phase leaders as they are saved to ensure the curriculum offer is consistent across school.

- Admin staff will ask for hard copy work to be photographed and uploaded to Seesaw or will collect it after 2 weeks

In the event of staff isolation, pending Covid test results for themselves or a family member, they will provide a mixture of live and digital classroom support to ensure that the curriculum expectations are met with minimal disruption to the children. This will include: a daily, live welcome; a daily, live reading session; pre-recorded chapters / sections of class stories on Seesaw and live marking / feedback via Seesaw. The class will be covered accordingly and all planning and resources will be shared at least 24 hours prior to teaching to support with delivering in-class sessions effectively.

- Monitoring arrangements: Seesaw will be monitored by the curriculum lead and phase leaders to ensure engagement remains high within classes with isolated teachers. Emails containing planning and resources will be CC'd to phase leaders and the curriculum lead to ensure they are passed on to relevant supply / cover teachers.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials alongside their class stationery pack (this might need to be delivered). In the case of whole cohort isolation, resources will be uploaded to Seesaw and priority children will have packs delivered where required. This measure will afford teachers a short time to prepare their remote learning resources:

Bubble (or phase / whole school) closure

- In the event of a bubble closing, following a positive Covid test, the class will move onto a digital curriculum. This is detailed on the school home learning web page available on https://www.groveroad.n-yorks.sch.uk/our-school/home-learning-plan. Each phase has a schedule with a mix of live, typed and voice note feedback and pre-recorded teaching alongside activities and projects and access to a range of websites / resources. Activities and pre-recorded teaching will take place on Seesaw and live marking will take place via the comments sections on children's work. Seesaw class blogs will be used to share good quality work across classes. If a teacher is sick, then their class will mirror their neighbour class and the phase team (supported by the phase and curriculum leads) will ensure that planning and resourcing are provided in due course. Live teaching cannot take place due to issues with multiple children accessing devices at home and those struggling to access the internet. School will loan ChromeBooks to those families unable to provide digital access. The bubble closure schedules for each phase are detailed below.
- Monitoring and quality assurance: Phase leaders and the curriculum lead will monitor the systems in place using a range of systems already in place. Seesaw updates will be tracked, including daily usage, number of uploads, parent's visits / comments, children's comments across school and within classes. Sumdog, Times Table Rockstars, Accelerated Reader, IXL and all other relevant systems will be monitored by phase leaders and subject leaders (e.g. maths lead to monitor IXL, TTR and Sumdog engagement across school). All tracking will be fed back to the curriculum lead and head teacher on a weekly basis.

Bubble Closure Schedules:

Nursery schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
	Video - Signing song of the week	Video - Signing song of the week (repeat from yesterday)	Video - Signing song of the week (repeat from yesterday)	Video - Signing song of the week (repeat from yesterday)CHALLENGE - Can you send me a video of you singing and signing our song of the week?	Video- Signing song of the week
	Daily Video - What is the Weather today? Share day and date. Count the days. Sing Hello song	Daily Video - What is the Weather today? Share day and date. Count the days. Sing Hello song	Daily Video - What is the Weather today? Share day and date. Count the days. Sing Hello song	Daily Video - What is the Weather today? Share day and date. Count the days. Sing Hello song	Daily Video - What is the Weather today? Share day and date. Count the days. Sing Hello song
Topic	Language and Literacy Challenge (Parents to share their child's efforts on SeeSaw - Feedback given)	Understanding the World Challenge (Parents to share their child's efforts on SeeSaw- Feedback given)	Number Challenge (Parents to share their child's efforts on SeeSaw - Feedback given)	Expressive Art and Design Challenge (Parents to share their child's efforts on SeeSaw - Feedback given)	Physical Development Challenge (Parents to share their child's efforts on SeeSaw - Feedback given)
	Video - Poetry Basket.Share the poem of the week	Video - Poetry Basket. Share the poem of the week	Video - Poetry Basket. Share the poem of the week	Video - Poetry Basket. Share the poem of the week	Challenge! Can you send in video of you doing out poetry basket poem of the week
Outdoor Learning	Choose a challenge/activity from Practical Ideas or Pobble	Choose a challenge/activity from Practical Ideas or Pobble	Choose a challenge/activity from Practical Ideas or Pobble	Choose a challenge/activity from Practical Ideas or Pobble	Choose a challenge/activity from Practical Ideas or Pobble
Phonics	Video - Sound of the week and song	Video - Sound of the week and song pictures of words that start with that sound	Video - Sound of the week and song -odd one out! Which object does not start with this sound?	Video - Sound of the week and song Can you 4 items that start with the sound of the week	Video - Share sound of the week and song. Recap previous sounds
	Daily Story Video	Daily Story Video	Daily Story Video	Daily Story Video	Daily Story Video

Reception schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
	Morning message Daily 5 – core activities to complete e.g. name writing	Morning message Daily 5 – core activities to complete e.g. name writing	Morning message Daily 5 – core activities to complete e.g. name writing	Morning message Daily 5 – core activities to complete e.g. name writing	Morning message Daily 5 – core activities to complete e.g. name writing Celebration Assembly
Reading	Bug Club Daily story	Bug Club Daily story	Bug Club Daily story	Bug Club Daily story	Bug Club Daily story
Phonics	New phonemes introduced and practised – blending, segmenting, writing			Phonics games to practise new sounds Writing / English activity	
Maths	Pre-recorded tuition with linked White Rose / Numbots activities	Pre-recorded tuition with linked White Rose / Numbots activities	Pre-recorded tuition with linked White Rose / Numbots activities	Pre-recorded tuition with linked White Rose / Numbots activities	Pre-recorded tuition with linked White Rose / Numbots activities
Topic	PE History	Talk for writing activity Art	PSHE Dough disco	Metacognition Funky fingers activity	RE

KS1 schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
	Morning message Daily 5 – core activities to complete e.g. counting, letter formation, reading on Bug Club	Morning message Daily 5 – core activities to complete e.g. counting, letter formation, reading on Bug Club	Morning message Daily 5 – core activities to complete e.g. counting, letter formation, reading on Bug Club	Morning message Daily 5 – core activities to complete e.g. counting, letter formation, reading on Bug Club	Morning message Daily 5 – core activities to complete e.g. counting, letter formation, reading on Bug Club

Celebration Assembly |
Reading	Daily story	Daily story	Daily story	Daily story	Daily story
	Reading Skills – activities based around our key text				
Phonics / SPaG	New phonemes introduced and practised – blending, segmenting, writing Spelling rules, punctuation and grammar activities				
Maths/English	Maths/English

White Rose Maths videos and worksheets – additional mastery challenges

Writing activity based on current genre | Maths/English

White Rose Maths videos and worksheets – additional mastery challenges

Writing activity based on current genre | Maths/English

White Rose Maths videos and worksheets – additional mastery challenges

Writing activity based on current genre | Maths/English

White Rose Maths videos and worksheets – additional mastery challenges

Writing activity based on current genre | Maths/English

White Rose Maths videos and worksheets – additional mastery challenges

Writing activity based on current genre |
| Topic | A range of lessons and activities set throughout the week linked to core learning themes Weekly PE activities | | | | |
| Optional extras | TTRS (Y2) Sumdog Bug Club Numbots | TTRS (Y2) Sumdog Bug Club Numbots | TTRS (Y2) Sumdog Bug Club Numbots | TTRS (Y2) Sumdog Bug Club Numbots | TTRS (Y2) Sumdog Bug Club Numbots |

Lower KS2 schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
	Daily greeting video from Y3/4 teacher. Daily story	Daily greeting video from Y3/4 teacher. Daily story	Daily greeting video from Y3/4 teacher. Daily story	Daily greeting video from Y3/4 teacher. Daily story	Daily greeting video from Y3/4 teacher. Assembly Daily story
Writing	Writing challenge	Writing challenge	Writing challenge	Writing challenge	
Maths	Maths Challenge	Maths Challenge	Maths Challenge	Maths Challenge	TTRockstars/Sumdog
SPAG/Reading skills	Reading comprehension activity	SPAG activity	Reading comprehension activity	SPAG activity	Year 3 & 4 words activity
Topic/Wellbeing Activity	Geography activity	Science	Wellbeing Wednesday Activity	Art	PE and French
Reading	Independent Reading books	Independent Reading books	Independent Reading books	Independent Reading books	Read to your teacher

Upper KS2 schedule:

	Monday	Tuesday	Wednesday	Thursday	Friday
	Daily live check in on Microsoft Teams (link sent via Seesaw) including registration, shout outs, headteacher's awards and stories	Daily live check in on Microsoft Teams (link sent via Seesaw) including registration, shout outs, headteacher's awards and stories	Daily live check in on Microsoft Teams (link sent via Seesaw) including registration, shout outs, headteacher's awards and stories	Daily live check in on Microsoft Teams (link sent via Seesaw) including registration, shout outs, headteacher's awards and stories	Celebration Assembly Daily live check in on Microsoft Teams (link sent via Seesaw) including registration, shout outs, headteacher's awards and stories
Reading	Story chapter shared Reading skills task	Story chapter shared Reading skills task	Story chapter shared Reading skills task	Story chapter shared Reading skills task	
Writing	SPaG session to support weekly write	Planning, drafting and crafting a weekly write		Redrafting, publishing and recording a weekly write	
Maths	Pre-recorded tuition with linked White Rose / IXL activities	Pre-recorded tuition with linked White Rose / IXL activities	Pre-recorded tuition with linked White Rose / IXL activities	Pre-recorded tuition with linked White Rose / IXL activities	Pre-recorded tuition with linked White Rose / IXL activities
Topic	Weekly tasks set linked to core learning themes Weekly PE session				
Optional extras	Reading IXL / TTR / Sumdog Bonus tasks on Seesaw	Reading IXL / TTR / Sumdog Bonus tasks on Seesaw	Reading IXL / TTR / Sumdog Bonus tasks on Seesaw	Reading IXL / TTR / Sumdog Bonus tasks on Seesaw	Reading IXL / TTR / Sumdog Bonus tasks on Seesaw

Daily check in: 30 minutes
Daily story chapter: 15 minutes
Daily maths (including coaching and subsequent tasks): 1 hour
Daily reading skills (including subsequent tasks): 45 minutes
3 x writing per week (including subsequent tasks): 45 mins per day
Daily topic (including subsequent tasks): 45 minutes
Additional extras: 1-2 hours per week

Pupil needs to isolate because someone in their household is symptomatic or tests positive

Ongoing Support	Safeguarding/SEND
Weekly phone call from class teacher Twice weekly check in from office staff Work packs sent home within 24 hours of isolation Home learning page on school website kept up to date Seesaw tasks and supplementary work to workpacks as and when required	Class teachers and office to log any concerns (e.g. inability to contact) on My Concern and speak to DSL as and when required in line with safeguarding systems Class teachers will speak to both the parents / carers and the child when they call home Specialised workpacks will be provided for those children requiring significant levels of support or those working well below their curriculum expectations. These packs will be made in line with EHCPs and other guidance (supported by the school SENDCo)

A group of children are self-isolating because of a case of coronavirus in their class bubble

Ongoing Support	Safeguarding/SEND
Live daily check in from class teacher Daily Seesaw tasks and specific work schedule Weekly calls home to all families to check in Sharing of good work on Seesaw class blog to support others and boost communication within the class via approved comments Work packs or ChromeBooks provided for those who cannot access online learning Access to bank of resources via school website home learning page	Class teachers and office to log any concerns (e.g. inability to contact) on My Concern and speak to DSL as and when required in line with safeguarding systems Class teachers will speak to both the parents / carers and the child when they call home Specialised workpacks will be provided for those children requiring significant levels of support or those working well below their curriculum expectations. These packs will be made in line with EHCPs and other guidance (supported by the school SENDCo)

A whole bubble/cohort of children is isolating because of an outbreak of coronavirus	
Ongoing Support	Safeguarding/SEND
Live daily check in from class teachers Online daily check in with staff across phase by phase leaders / SLT Daily Seesaw tasks and specific work schedule on school website Weekly calls home to all families to check in Sharing of good work on Seesaw class blog to support others and boost communication within the class via approved comments Work packs or ChromeBooks provided for those who cannot access online learning Access to bank of resources via school website home learning page	Class teachers and office to log any concerns (e.g. inability to contact) on My Concern and speak to DSL as and when required in line with safeguarding systems Class teachers will speak to both the parents / carers and the child when they call home Specialised workpacks will be provided for those children requiring significant levels of support or those working well below their curriculum expectations. These packs will be made in line with EHCPs and other guidance (supported by the school SENDCo)