



St. Giles Junior School

Remote Learning Plan

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, St Giles Junior School has developed the following plan. 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 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 Oak Academy and Power Maths.

Children will remain in contact with their class teacher and school staff through seesaw where work will be posted and commented upon. In the event of a larger shutdown, Microsoft (MS) Teams will be used for children to check-in with their teachers.

Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support. Class teachers may also use these lessons in the classroom where appropriate so children are familiar with the platform.

Power Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources.

TT Rockstars will all be utilised to support the acquisition and retention of basic core skills.

Parents will be able to contact teachers for support using their school emails, which will be shared by the school office in the event of an isolation.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that St Giles Junior 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.



Remote Learning Scenarios

A student/students needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
<p>Once the school has been informed that a child is well and isolating, the school office will send out the week's learning. The teacher will decide what materials are most appropriate for the individual child and reasonable for their situation. It is likely to include an English and Maths session and at least one afternoon session, mimicking the normal classroom timetable where possible (Oak Academy).</p> <p>Where possible, the class teacher will align the learning closely with the class. Where this is not possible, the class teacher will provide alternative solutions, perhaps through other online learning platforms or recorded lessons*.</p> <p>A flow chart describing the process staff in school can ensure that children can have immediate access to their learning is described in appendix 1.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to the school office: admin2571@we-learn.com</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).</p> <p>*School staff will record any live online teams meetings with children's webcams off to ensure safeguarding policies are met.</p> <p>If a child does not engage, the office or the class teacher is to call the parents to discuss obstacles and support.</p>



A whole bubble/cohort of children is isolating because of an outbreak of coronavirus

Ongoing Support

Teachers will schedule a MS Teams meeting* with the children and parents for the following day (after isolation). In this meeting the teacher will discuss the remote learning arrangements and expectations.

Teachers will also share a timetable of learning – this will consist of:

- one guided core subject lesson meeting or video to start the day at normal school time
- one online-led (or partner teacher led) core subject lesson
- at least one online-led non-core lesson
- an end of day teacher-led guided meeting or video so that the class teacher or TA can complete a reading for pleasure session

This will be, as closely as possible, in line with a normal school day. Seesaw will be used regularly following the live morning lesson for teachers and students to interact, question and get feedback on the learning. Time will also be scheduled for the children to watch an assembly delivered by Mr Mann or a member of SLT. This will encourage children to keep working, celebrate successes and promote a togetherness.

Year 6	8.30am Live Teams Lesson and School Day Expectation Sharing	<i>Seesaw updates for learning throughout the day including feedback and questioning</i>	2.45pm Live Teams Reading and Feedback from the day
Year 4/5	9.00am Live Teams Lesson and School Day Expectation Sharing		3.00pm Live Teams Reading and Feedback from the day
Year 3	9.30am Live Teams Lesson and School Day Expectation Sharing		3.15pm Live Teams Reading and Feedback from the day

**for more detail please see appendix 3*

Teaching assistants, learning mentors and 1:1s will be able to support the class teacher in identifying resources and providing additional provision in line with their normal school practice.

Work should be either typed directly onto or **clearly** photographed and uploaded to Seesaw. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using Seesaw.

In the event of teachers becoming ill, support staff will be required to 'takeover' the seesaw account with resources being identified by partner teachers.

A flow chart describing the process staff in school can ensure that children can have immediate access to their learning is described in appendix 2.

Safeguarding/SEND

School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to the school office:

admin2571@we-learn.com

If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).

*School staff will record any live online teams meetings with children's webcams off to ensure safeguarding policies are met.

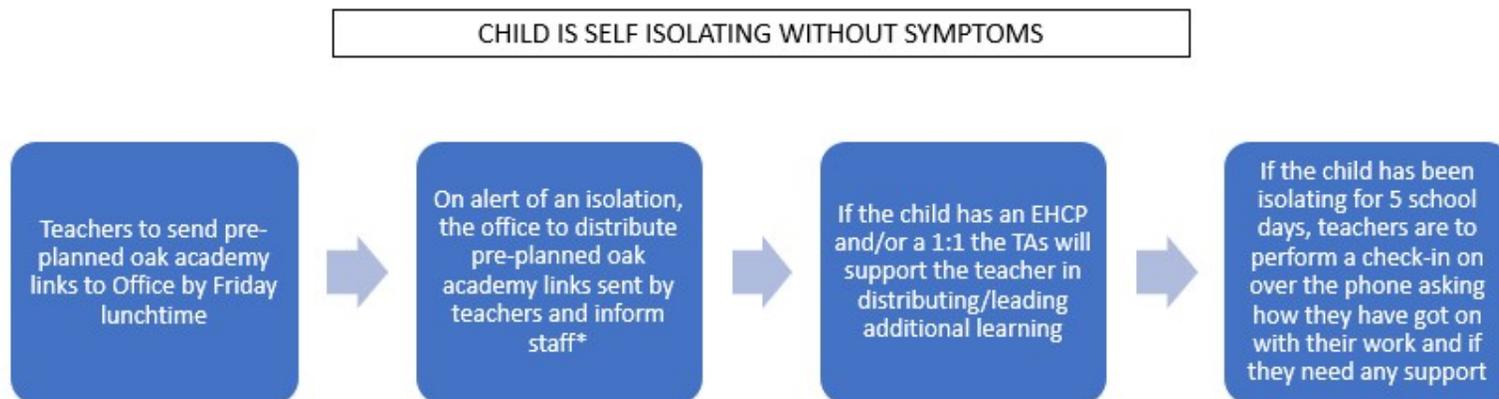
Those not engaging with home learning are to receive a phone call from the office initially and then by their class teacher or a member of SLT to discuss the obstacles and the support needed by the family. This could then be followed up by calls from Mrs Inman or Mrs Hough if there are pastoral issues.

Where children would normally receive additional support from SEND agencies, the SENDCo will make arrangements for those to continue via Teams or Seesaw as long as the agencies engage. The SENDCo will also allocate and provide support for children with high level need in the classroom to support teacher's workload, this may include sharing appropriate lessons/support on Seesaw to specific children in addition to their class learning.



Appendix 1

A flow chart describing the process of ensuring children's learning can continue immediately in the case of a single child self-isolating.

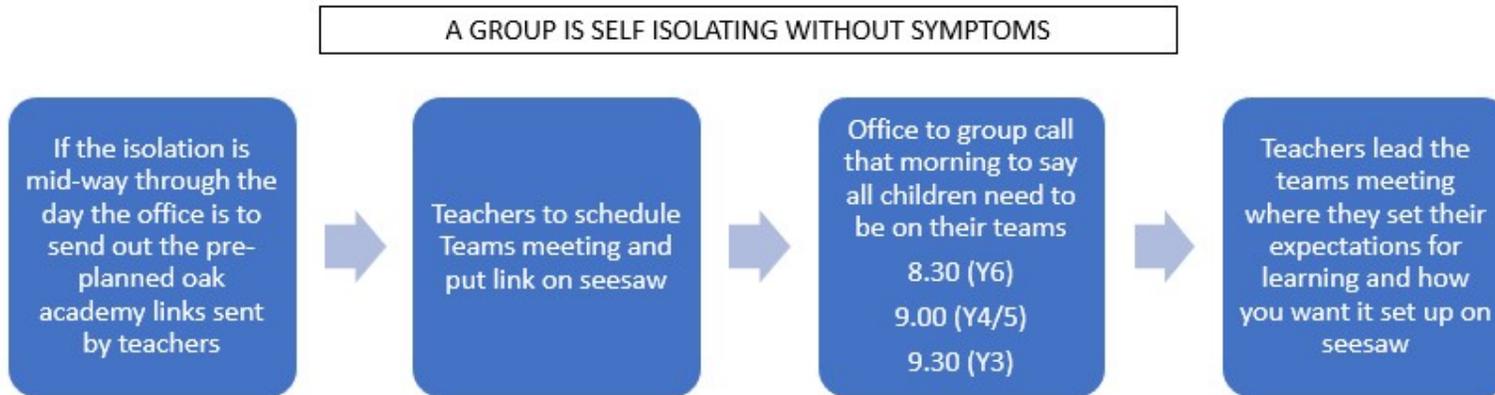


- *Office to communicate to class teacher and 1:1.
- *Class teachers are to pass this information to afternoon TAs
- *Office to add to 'isolation' category on CPOMS to alert DSLs and SLT
- *Office to set up alert on SIMS to remind class teacher to follow up learning



Appendix 2

A flow chart describing the process of ensuring children's learning can continue immediately in the case of a group or bubble self-isolating.





Appendix 3

A detailed timetable of how learning will be delivered and distributed in the event of a class or bubble isolation.

Distribution Method	Lesson	Year 6	Year 4/5	Year 3
Live Teams and Outline of the day	Core Lesson (Maths or English)	8:30-9:00	9:00-9:30	9:30-10:00
Seesaw (Pre-recorded teacher input)	Core Lesson (Maths or English)			
Seesaw (Pre-recorded teacher input)	Foundation Lesson			
Live Teams	Reading for Pleasure and Feedback (Class novel)	2:45-3:00	3:00-3:15	3:15-3:30