

## Ripponden J&I School Remote Learning Plan



In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Ripponden J&I 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. We have registered for devices from the DfE and these will be assigned to vulnerable families in need.

From October 2020, when teaching remotely, the DfE expects us to:

- Plan a programme that's of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- Set assignments so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments
- Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject
- Provide frequent explanations of new content, delivered by a teacher in your school or through curriculum resources and/or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Avoid an over-reliance on long-term projects or internet research activities

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- Ensuring pupils receive clear explanations
- Supporting growth in confidence with new material through scaffolded practice
- Application of new knowledge or skills

- Enabling pupils to receive feedback on how to progress

This plan has been carefully thought out to achieve the best for our children in the case where they cannot be in school, although we are realistic and understand that remote teaching and learning will not be as effective as if the children were in the classroom with their teacher.

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 National Academy and White Rose Maths. These will be uploaded onto Google Classroom.

Children will remain in contact with their Class teacher through Google Classroom (to share successes and communications, as well as uploading or 'turning in' assignments).

Oak National Academy has been selected to support remote learning for a number of reasons. The Oak National 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 are able to use the lessons in the classroom so children are familiar with the platform.

For children who are self-isolating, the class teacher will direct them to a 'stand-alone' English unit on Oak National Academy. It is too difficult to attempt the children to learn alongside the class on their unit of work. The Oak National Academy units are thorough, with video teaching, to consolidate learning and build on foundations already laid.

In maths, White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources. As far as possible, these will mirror those being taught in the classroom.

Spelling Shed, Maths Shed, Sum Dog and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills.

Google Classroom will support school in offering true online learning with the opportunity for the children to communicate with their teacher through live video. Often this will be used so children can 'drop-in' to receive further support after accessing the Oak Academy/White Rose resources.

Google Classroom will become the communication element. **It is important for children and parents to realise that in the case of single isolation, the teachers will be teaching the rest of the class all day, so may not be able to respond as quickly as they may like.** Teachers and parents will be able to message one another to share information and offer support. Work will be celebrated through emails and on Google Classroom. Where possible for an isolated case of self-isolation, a member of the SLT/pastoral team will make a weekly welfare call.

**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 Ripponden J&I 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):

- Google Classroom
- Maths Shed
- Spelling Shed
- TT Rockstars
- Sum Dog

**If, at any time passwords are lost, please contact the office – [office@ripponden.calderdale.sch.uk](mailto:office@ripponden.calderdale.sch.uk) and we will reset these for you – usually in the same day. If you are struggling at all – please get in touch.**

We recognise that some pupils may not have suitable online access at home. We will always aim to support these children to access remote education by:

- Through some criteria, we may be able to lend hardware, such as laptops or iPads – please get in touch if you think you may qualify, although these are very limited.
- We have a small amount of loaded SIM cards, which allow internet access on a phone or tablet – again, get in touch if you do not have internet access and would like one of these.
- For some families, worksheets work best, even if they have internet access. This is not a problem. If you would prefer printed materials, please get in touch with the office, who will be happy to prepare these for collection. If you are unable to collect them, a member of the SLT will drop them off for you. When picking up new materials, you can also drop off completed work for the class teacher to assess.

### 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 basic 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. Parents of children unable to access online activities, and where school hasn't been able to source a laptop or tablet for the child, must let school know as soon as possible. In this instance, a printed pack of resources will be delivered to them at home.

### 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 Google Classroom and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

<b>Pupil needs to isolate because someone in their household is symptomatic or tests positive</b>	
<b>Ongoing Support</b>	<b>Safeguarding/SEND</b>
<p>Using Google Classroom, the Class teacher will upload worksheets the day before to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the individual child.</p> <p>If teaching input is required for core lessons, the teacher can direct the parent to a relevant Oak National Academy taught session for English and White Rose for Maths. The English will be an independent, stand-alone unit and the Maths will follow on what is being taught in class.</p> <p>Non-core lessons and resources will be uploaded to Google Classroom.</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 <a href="mailto:office@ripponden.calderdale.sch.uk">office@ripponden.calderdale.sch.uk</a></p> <p>If child is entitled to benefit-related FSM, ensure food parcels are made and delivered (SLT).</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>If a child does not engage, the class teacher is to call the parents to discuss obstacles and support.</p>

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

Ongoing Support	Safeguarding/SEND
<p>Using Google Classroom, the Class teacher will upload worksheets the day before to allow parents to see the learning materials prior to supporting their child/ren.</p> <p>If teaching input is required for core lessons, the teacher can direct the parent to a relevant Oak National Academy taught session for English and White Rose for Maths. The English will be an independent, stand-alone unit and the Maths will follow on what is being taught in class.</p> <p>Non-core lessons and resources will be uploaded to Google Classroom.</p>	<p>School office to contact parents know to communicate test results to <a href="mailto:office@ripponden.calderdale.sch.uk">office@ripponden.calderdale.sch.uk</a></p> <p>If children are entitled to benefit-related FSM, ensure food parcels are made and delivered (SLT).</p> <p>If any 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>Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and support.</p>

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

Ongoing Support	Safeguarding/SEND
<p>Teachers will schedule a Google Classroom 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 maths, English and a non-core lesson, with reading included per day.</p> <p>Using Google Classroom, the Class teacher will upload worksheets the day before to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the individual child.</p> <p>PPA will be covered by teaching assistants in the phase who will deliver an afternoon non-core lesson (or make use of the Oak National Academy materials).</p>	<p>Parents notified so they know to communicate test results to <a href="mailto:office@ripponden.calderdale.sch.uk">office@ripponden.calderdale.sch.uk</a></p> <p>If children are entitled to benefit-related FSM, ensure food parcels are made and delivered (SLT).</p> <p>If any 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>

The Class teacher will share links to appropriate lessons from White Rose Maths or Oak National Academy lessons through Google Classroom. Teachers will then be accessible to children through Google Classroom so that any issues or re-teaching can be delivered live.

For non-core lessons, resources will be uploaded to Google Classroom and where possible web-links to appropriate support materials will be shared. This will often be through Oak National using lessons that link to the Ripponden curriculum. Teachers will schedule an afternoon Google Meeting to support those children needing additional input.

Completed work should be 'turned in' on the Google Classroom, or if this is problematic, work can be photographed and uploaded to Google Classroom. 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 Google Classroom. Those children that need additional support following feedback are to be directed to the Google Meeting for that lesson with attendance expected.

All classes in Key Stage 1 and Key Stage 2 will have a daily Google Meet. This is an opportunity for the children to meet with their teacher and see their peers. Classes will resume with the teacher going through previous days' learning and addressing common misconceptions. Then building on this, will teach new concepts ready for the children independently accessing them. Children will be invited to stay on after the full class meet for either a small group or 1:1 session, if the teacher has identified that they need additional support or help. Children and parents can also request additional 1:1 or small group work if they are concerned.

In addition to this daily morning meet, once a week, each class will have an additional afternoon a week as a 'wellbeing check in' – this is of a pastoral nature.

In EYFS, the children will have 2x live meetings per week to introduce the topic for the week and to share and celebrate work. In addition to this, the class teacher will record stories and upload to the Google Classroom for children to enjoy in their own time.

In the event of teachers becoming ill, SLT will 'takeover' the Google Classroom account with resources being identified by the other phase teachers and SLT.

Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family. This could then be followed up by calls from Vicky/Josie 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 Google Classroom/Zoom, as long as the agencies engage.

The SENDCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.

Teaching assistants linked to the class that are isolating may access the Google Meet function of the G Suite and support individual children, listen to readers etc.	
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### **Engagement and Feedback**

While children are using remote learning, it is the expectation that all children engage with the learning and the feedback as much as is practically possible. While we understand that it is very difficult for families to juggle working from home and helping their children with home learning, as school has a duty to provide remote education, parents have a duty to ensure their children access it. This will vary depending on the age and specific needs of the children and we will support families in every way that we can.

Teachers will be monitoring attendance at Google Meets as well as work handed in. Where an issue arises, as in a child is not engaging, the teacher will make a welfare call, in the first instance. Weekly engagement forms will be completed and returned to the headteacher, who will maintain an overview of engagement. Should this engagement continue to be below expectation, then the headteacher or a member of the SLT will follow up the welfare calls and offer support where necessary.

When children turn in any piece of work, the class teacher will mark and give feedback on this piece of work. This will be shared when returning the piece of work to the child. This will be on a daily basis and will also inform the next day's Google Meet, if the teacher identifies that the child has not understood a task. This is why it is imperative that work is completed and turned in in a timely fashion. If work is handed in late, the teacher will do their best to mark and return it, but the impact of this feedback will not be as effective as if it were on the same day.

**In the case of children isolating, wherever possible, the work set will mirror that being carried out in the classroom. This may not always be possible, due to logistics, but best endeavour will be made. In the case of a full lockdown and then school providing care for critical workers, the remote offer will be equitable. The children in school will be accessing the remote education in school, facilitated by school staff.**

**There is no expectation on our staff to provide live/streamed lessons on a daily basis, as Oak Academy and White Rose meets the needs at this point. The daily Google Meet allows teachers to address misconceptions and to teach new content – so we would strongly recommend full attendance to these. The usual hours of communication and feedback will be during normal school hours. These plans are best endeavours and may need to be altered in the case of staff illness.**

### Minimum expectations of remote learning daily

#### EYFS - Around 2-3 hours per day

Area of learning	Platform/resource
Phonics	Phonics play/ youtube
Maths	White Rose Maths unit of work
Understanding of the world – 1 activity per day	Oak National Academy/teacher resources
Google Meets	Twice weekly plus story time recorded videos

#### KS1 – 3 hours a day

Area of learning	Platform/resource
Phonics	Phonics play/ youtube
Maths	White Rose Maths unit of work
English	Oak National Academy unit of work
Foundation Subject	Oak National Academy/teacher resources
Google Meets	Daily, plus one afternoon 1:1 meets with children when needed/requested.

#### KS2 – 4 hours a day

Area of learning	Platform/resource
Maths	White Rose Maths unit of work
English	Oak National Academy unit of work
1 Foundation Subject activity per day	Oak National Academy/teacher resources
Google Meets	Daily, plus one afternoon 1:1 meets with children when needed/requested.

**In addition to the units of work/lessons sent out on Google Classroom, children will have access to, and expected to utilise Sum Dog, Times Tables Rock Stars and reading books.**