



ACE Remote Learning Provision Version 2 January 2021

In order to ensure that learning is continued, irrespective of full closure, bubble closure or individual self-isolation, Arundel Church of England Primary School has developed this attached plan. The plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and require paper copies of work and resources.

In line with our Vision Statement, we aim for all our child to flourish, with a love of learning in their hearts and our vision for remote learning provision aims to provide them with opportunities to do this.

This plan will be applied in the following instances:

1. An individual/number of children are self-isolating because of a positive test within the household or are displaying symptoms.
2. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus.
3. Short term whole school closure except for childcare provision for key worker children.

The plan complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools and takes into consideration that at the time of writing this document we are now in a Tier 4 area.

Software and online platforms

Google Classroom, School App (Weduc), TT Rockstars, Email, Power Maths, Numbots, NCETM and Oak National Academy, Ruth Miskin Read Write Inc portal.

Rationale

At Arundel Church of England Primary School we intend to provide children who are self-isolating with a curriculum that is - as much as possible – in line with that being taught in the classroom. We will endeavour to match the objectives planned for in the classroom to those in the learning at home; this will be enabled through the use of adapted resources within the school as well as from institutions such as Oak National Academy. There will be at times a two phased response: Phase 1 paper packs will be supplied as soon as children go home to ensure learning can continue until Phase 2 is reached. If Phase 2 is reached a more bespoke curriculum will be initiated using Google Classroom (including email as a primary vehicle of communication between class teaching team and pupil) and the School App for whole school communication.

We understand the necessity of children having regular contact with the adults in their class and so there are steps put in place to ensure that this happens weekly through 1:1 contact as well as - in the event of a bubble closing or full school closure - recorded lessons and worship sessions. Children and parents are also able to contact their Class Teacher via email as a check-in point and to share learning through Google Classroom.

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 Arundel Church of England Primary School makes that provision available and accessible to all. **However, if children themselves are too ill to attend school, then they should not be expected to engage in home learning and remote learning will not be provided.**

EYFS provision:

Learning in EYFS will focus on Communication and Language, PSED and Physical needs as well as addressing gaps in language, early reading, maths, phonics and vocabulary development. The children's learning needs in these areas will be met through activities to develop gross and fine motor skills, basic, everyday skills, language and conversation skills, daily phonics, mark making and number activities. Read Write Inc will continue to be ACE's phonics programme and the class teacher



will provide suitable activities linked to this. Activities which provide for real life, play-based learning that can be done as a family will help give meaning and context to the children, and in the event of a class bubble closing - or full school closure - guidance will be communicated to parents to support them in gathering observations. A useful resource is the government's guidance of Development Matters in the Early Years Phase:

<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Worksheets and practical resources

If a child is isolating 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. Children will have immediate opportunity to continue their learning.

The work packs will cover basic skills work that would be relevant at any stage of the year in English and Maths.

Remote Learning at ACE

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing support	Safeguarding/SEND
Phase 1 (until test results received)	<p>If a child is entitled to benefit-related FSM ensure food vouchers are made available (see SBM).</p> <p>If a child is vulnerable in any way, the DSLs will ensure that appropriate agencies are notified and next steps agreed.</p> <p>SENCO advises (with support from Senior teachers) and monitors the provision prepared by the class teacher and ensures provision is in place as documented in their EHCP or SEN support plan. SENCO is in weekly contact with the parents and child.</p> <p>If a child has 1:1 support, adult to contact child / family daily to provide support and learning updates.</p> <p>If a SEND child (not with an associated 1:1 adult)</p>
<ul style="list-style-type: none"> EYFS - KS2 Class Teacher to prepare paper packs to be sent home with the child, including English, Maths, Science and Class theme for that week <p><i>If a child does not come into school, paper packs to be prepared and then someone not in their household can collect / we will deliver</i></p> <ul style="list-style-type: none"> Children to use such sources as TT Rockstars and Numbots to complete independent learning EYFS Ruth Miskin YouTube channel shared <p><i>If children return to school after negative test results, to bring paper copies in, quarantine for 72 hours before receiving verbal feedback from the Class Teacher</i></p> <p><i>Children/ parents can contact Class Teacher via email, who will respond accordingly</i></p>	
Phase 2 (when test results received and child needs to self-isolate up to 14 days)	
<p>Whole School:</p> <ul style="list-style-type: none"> Contact with the child/parent will be made via telephone on day 1 or 2 of Phase 2 by Class Teacher or Class Teaching Assistant to check-in regarding wellbeing, learning and any electronic device needs. Where possible, member of staff will 	



<p>contact both parent and child.</p> <p>KS1 and KS2:</p> <ul style="list-style-type: none"> The following learning will be set, via email/google classroom, and in line with in-school teaching (if internet remains a barrier, paper copies to be sent home): Maths – Power Maths links to videos and accompanying learning English – adapted slides and accompanying learning / or Oak Academy English units <p>Science – adapted slides and accompanying learning Foundation subjects – adapted slides and accompanying learning Computing – Purple Mash PSHE – links to Character Education</p> <ul style="list-style-type: none"> Daily Times Table / Number Bond learning via TT Rockstars and EYFS / Year 1/Year 2 Numbots: Class planning with accompanying activities and links to be shared via Google Classroom <p><i>Class Teacher and child / parent to be in contact via email regarding feedback for remote learning</i></p>	<p>does not engage after Phase 1 has finished, SENCO to make contact and discuss potential barriers.</p>
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A whole bubble/cohort of children is/are isolating because of an outbreak of coronavirus

Ongoing support	Safeguarding/SEND
<p>Phase 1 (initial 2 days)</p> <ul style="list-style-type: none"> EYFS - KS2 Class Teacher to use Google Classroom to set up learning, including English and Maths Children to use Google Classroom, Purple Mash Logins, Numbots and TT Rockstars to complete independent learning EYFS 1 – Ruth Miskin YouTube channel shared and Numbots <p>Phase 2 (after second day of isolation) Whole School</p> <ul style="list-style-type: none"> Class Stream on Google Classroom used to post messages by teacher daily Contact with the child/parent will be made via telephone on day 1 or 2 of Phase 2 by Class Teacher or Teaching Assistant to check-in regarding wellbeing, learning and any electronic device needs Message to be sent out to bubble to outline expectations of virtual learning on day 1 via Google Classroom and school app <p>KS1 and KS2:</p>	<p>If a child is entitled to benefit-related FSM ensure food vouchers are made available (see SBM).</p> <p>If a child is vulnerable in any way, the DSLs will ensure that appropriate agencies are notified and next steps agreed.</p> <p>SENCO advises (with support from Senior teachers) and monitors the provision planned by the class teacher and ensures provision is in place as documented in their EHCP or SEN support plan. SENCO is in weekly contact with the</p>



The following learning will be set, via Google Classroom, and in line with in-school teaching (if internet remains a barrier, paper copies to be sent home):

All uploaded to Google Classroom by class teacher

Weekly Timetable uploaded on Google Classroom

Maths – Power Maths or Oak Academy links to videos and accompanying learning English – adapted slides with accompanying video by teacher

Science – adapted slides and accompanying learning
Foundation subjects – adapted slides and accompanying learning

Computing – Purple Mash

Daily Times Table / Number Bond learning via TT Rockstars and Numbots (KS1 and EYFS)

EYFS:

- Class planning with accompanying activities and links to be shared. A focus on phonics and the basics of reading, writing and mathematics.

Learning to be sent via Google classroom and comments if appropriate emailed in to teacher and responded to daily

parents and child.

If a child has 1:1 support, adult to contact child / family daily to provide support and learning updates.

If a SEND child (not with an associated 1:1 adult) does not engage after Phase 1 has finished, SENCO to make contact and discuss potential barriers.

Short term whole school closure except for childcare provision for critical workers' and vulnerable children

Ongoing Support

Safeguarding/SEND

Phase 1 (initial 2 days)

- Learning to be set for Maths and English via Google Classroom (paper packs to be provided for those families without internet access)
- Children are able to also use Purple Mash Logins, Numbots and TTRockstars to complete independent learning
- EYFS – Ruth Miskin YouTube channel shared and to use Tapestry to set work

If a child is entitled to benefit-related FSM ensure food vouchers are made available (see SBM).

If a child is vulnerable in any way, the DSLs will ensure that appropriate agencies are notified and next steps agreed.

Phase 2 (after second day of school closure) Whole School

- Class Stream on Google Classroom used to post messages by teacher daily
- EYFS to use tapestry to post messages
- Contact with the child/parent will be made via telephone on day 1 or 2 of Phase 2 by Class Teacher or Class Teaching Assistant to check-in regarding wellbeing, learning and any electronic device needs
- Message to be sent out to whole school to outline expectations of virtual learning on day 1 via Google

SENCO advises (with support from Senior teachers) and monitors the provision planned by the class teacher and ensures provision is in place as documented in their EHCP or SEN support plan. SENCO is in weekly contact with the



<p>Classroom and School App</p> <ul style="list-style-type: none"> • Whole school Physical activity shared at least weekly • Daily Worship recorded and shared, Stars of the Week and Sports Champion of the Week: <p>The following learning will be set, via Google Classroom, and in line with in-school teaching (if internet remains a barrier, paper copies to be sent home):</p> <p>All uploaded to Google Classroom by class teacher</p> <p>Weekly Timetable uploaded on Google Classroom Maths – Power Maths or Oak Academy links to videos and accompanying learning English – adapted slides with accompanying video by teacher</p> <p>Science – adapted slides and accompanying learning Foundation subjects – adapted slides and accompanying learning</p> <p>Computing – Purple Mash</p> <p>Daily Times Table / Number Bond learning via TT Rockstars and Numbots (KS1 and EYFS)</p> <p>EYFS:</p> <ul style="list-style-type: none"> • Class planning with accompanying activities and links to be shared via tapestry • Observation prompt questions sent home to support parents making observations <p><i>Learning to be emailed in to teacher and responded to</i></p>	<p>parents and child.</p> <p>If a child has 1:1 support, adult to contact child / family daily to provide support and learning updates.</p> <p>If a SEND child (not with an associated 1:1 adult) does not engage after Phase 1 has finished, SENCO to make contact and discuss potential barriers.</p>
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*Please note this plan is subject to change and can be changed at any time if the circumstances are altered. The school will attempt to produce the best provision it can but as the pandemic changes and it is a dynamic changing situation the provision will need to reflect that.