

## Oakhill Primary School Remote Learning Plan – WHOLE SCHOOL CLOSURE



OAK  
NATIONAL  
ACADEMY



In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Oakhill Primary 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 information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require cohorts (or bubbles) to remain at home, with the exception of critical worker and vulnerable children. For details of what to expect where individual pupils are self-isolating, please see the remote learning bubble closure document.

The plan complies with the expectations and principles outlined in all DFE guidance.

### Actions to provide immediate remote education following a closure announcement

Immediately, pupils will receive links to lessons which are recapping previous learning using Oak Academy and/or White Rose Maths. They will also be set work on Spelling Shed, Times Table Rockstars and Purple Mash as well as being able to access their reading books via Collins Big Cat ebooks.

### Remote learning curriculum

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, pupils will not have access to resources (such as artefacts in history or clay in art), therefore alternative lessons will be provided making the most of the online software we use in school.

Pupils in school will be taught the same curriculum lessons as those working remotely. This ensures that there is equality regardless of the child's situation.

### Expectations for the amount of time pupils study each day

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day. The governments expectations are for 3 hours per day for Key Stage 1 and 4 hours per day for Key Stage 2, however Oakhill endeavour to provide more than this to ensure a day that is as close to a normal school day as possible. This timetable is delivered in a flexible way to support families with multiple children and working parents.

RECEPTION	
SUBJECT	AVERAGE TIME REQUIRED
Phonics	20 mins
Individual Reading	20 mins
Handwriting / name writing	10 mins
English	30 mins
Maths	30 mins
Music / PE	30 mins
Story time	20 mins
<b>TOTAL TIME:</b>	<b>2 hours 40mins</b>

KEY STAGE 1	
SUBJECT	AVERAGE TIME REQUIRED
Individual Reading	25 mins
Handwriting	10 mins
Phonics	30 mins
English	45 mins
Maths	45 mins
Times Table Rockstars	20 mins
Spelling Shed	20 mins
Purple Mash/PE	45 mins
<b>TOTAL TIME:</b>	<b>4 hours</b>

KEY STAGE 2	
SUBJECT	AVERAGE TIME REQUIRED
Individual Reading	30 mins
Reading Comprehension	40 mins
Handwriting	10 mins
English	1 hour
Maths	1 hour
Times Table Rockstars	20 mins
Spelling Shed	20 mins
Purple Mash/PE	1 hour
<b>TOTAL TIME:</b>	<b>5 hours</b>

### How we teach remotely including software and online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, supplemented by a range of resources provided by Oak Academy and White Rose Maths.

Children will remain in contact with their Classteacher through Microsoft Teams, telephone and Class Dojo.

### EYFS

Nursery is open to all pupils. However, if children are not able to attend school (for example if they are isolating) then they complete the following each day:

- A daily phonics lesson via YouTube Letters and Sounds (the same scheme that we follow in school)
- A daily story read by a member of Nursery staff
- One activity from their 'home learning menu'
- Meet with a member of Nursery staff via Microsoft Teams

In Reception, 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 lots of opportunities for speaking, listening and communication which is a key focus for our EYFS children. They also break the learning up into small manageable

steps with regular practice. Pupils in Reception will access daily phonics lessons on YouTube. These lessons are provided by Letters and Sounds which is the scheme we follow in school. Reception pupils meet with their class teacher via Microsoft Teams each day. During this time they also have a story read to them by the teacher.

### Years 1 - 6

In Years 1 – 6, teachers will pre-record the English lesson exposition for each lesson set. This includes modelling and explaining tasks including scaffolding and challenge as appropriate. This ensures that teachers are delivering lessons using Oakhill’s principles of effective teaching as far as possible remotely.

For Maths, White Rose resources (including teaching videos) will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources and can access these if they need further support in a lesson.

All pupils are allocated a wide range of E-Books, at their reading level, from our reading scheme – Collins Big Cat. Pupils are expected to read daily as they do in school.

Pupils in KS1 (and KS2 where needed) will access daily phonics lessons on YouTube. These lessons are provided by Letters and Sounds which is the scheme we follow in school.

Spelling Shed and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills. These will be set individually for each child so that they are working on their own spellings and the most relevant times tables.

Microsoft Teams will support school in offering true online learning with the opportunity for the children to communicate with their teacher through live video. The format for this is as follows:

### KS1 and KS2

- Teachers use Class Dojo to set all learning for the day and send out the relevant lesson links/resources. They are then available to be contacted via Dojo should any pupils or parents need support or clarification between 9am and 11am. Teams meetings can be arranged during these times if needed.
- Teachers host a live ‘drop in’ session between 11am-12pm each day. This session gives pupils the opportunity to meet with teachers on a one to one basis to ask questions, address misconceptions, show work etc.
- Teachers then meet all pupils during the afternoon to review work done that day and provide further support/challenge where needed. Some of these sessions are in small groups where as some are done on an individual basis (for example, for pupils with special educational needs or where a parent requests this).

### EYFS

- Teachers host a live session in the afternoon each day for pupils in groups of 6. These sessions will be used to share a story and discuss any learning completed that day.

The class teacher will check that all pupils have accessed the relevant sessions each day. Any pupils who have not will be contacted. The expectation is that all pupils attend these sessions.

Class Dojo will remain in use as the communication element has already proved to be invaluable. Teachers and parents will be able to message one another to share information and offer support. The Class Story page will offer the chance for teachers to celebrate children’s work and maintain our school community. Parents will be asked to upload photographs of pupils work each day so that the teacher can give written feedback over Dojo where needed.

**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 compulsory (unless illness or family circumstances does not allow this to happen), as is the expectation that Oakhill Primary 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. Parents must inform the teacher if this is the case. Where teachers have not heard anything from pupils they will contact these parents via Dojo and telephone.**

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

- Microsoft Teams
- Collins E-Books
- Spelling Shed (Y2 – Y6)
- TT Rockstars (Y2 – Y6)
- Purple Mash
- Doodle Maths and Doodle English (Y6)

Parents will also receive a letter and a timetable explaining the expectations for their pupils each day and how to access the different online resources. Teachers will be available via Microsoft Teams for support as needed.

#### Additional remote learning opportunities

As well as our core offer explained above, pupils will also be provided with a range of additional learning including (but not limited to):

- Monthly fitness challenges set by the PE leader
- Short extra PE sessions delivered by our sports coach
- School and Multi Academy Trust wide online Times Table competitions
- Online extra-curricular opportunities (for example, live sessions with Paignton Zoo focussing on animal habitats or live cricket sessions with Time2Shine)
- Virtual school trips

#### Worksheets and Practical Resources

All pupils will be given/sent an exercise book to complete any paper based work. Any relevant worksheets (particularly maths, will be sent out in this pack). They will also be sent a stationery pack to ensure that they can all complete the activities set. All pupils will receive age appropriate hand writing resources to be completed daily.

All pupils will be sent home with paper copies of the relevant logins needed for all of the above websites where possible.

#### Pupils without online access

Pupils without a computer, tablet or laptop will be loaned a school laptop. School now have a significant number of laptops and can provide enough for each pupil for any pupil who requires one.

School also have data sims to be given to any parents without Internet access in the home and can apply for extra mobile day and/or routers.

Should any families still not be able to access online learning despite the above then school will provide a paper pack that is as closely matched to the work the other pupils are completing as possible. This will include resources to support learning. However, because of the options above pupils expect all pupils to be able to access online learning.

### Remote Learning actions for staff including engagement and feedback

<b>A whole bubble/cohort of children is isolating because of a positive case of coronavirus</b>	
<b>Ongoing Support</b>	<b>Safeguarding/SEND</b>
<p>Pupils in school will be sent home with an exercise book, a stationery pack, a timetable and letter explaining the work that needs to be done whilst they are at home. They will also receive guidance for accessing Collins E-books and Microsoft Teams as well as all relevant logins. Pupils at home will have a pack delivered.</p> <p>The pupil support team and the Deputy Headteacher will organise laptops (and data SIMs) for those pupils who require these. A survey has been completed by all parents so school know which pupils these are.</p> <p>The class teacher will send out all logins needed to the parent and will keep in regular contact with the parent via Dojo to check on wellbeing of pupil and whether they need any further work.</p> <p>Pupils will complete each of the following lessons each day:</p> <ul style="list-style-type: none"><li>• Daily reading</li><li>• English</li><li>• Maths</li><li>• Phonics (EYFS and KS1)</li><li>• Spellings (KS2)</li><li>• Times Tables (KS1 and KS2)</li><li>• Handwriting</li><li>• One foundation subject</li></ul> <p>Nursery children will complete daily phonics and reading and will then choose at least 1 task from the home learning menu to complete with an adult.</p> <p>On a Friday, pupils will complete a Fitness Friday activity using an online lesson (for example, Joe Wicks) in the afternoon. This time will be used by teachers for PPA.</p>	<p>School office/pupil support team to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to the school by contacting the school office or by contacting Mr Smith via Dojo if it is over the weekend.</p> <p>If child is entitled to benefit-related FSM ensure food made available via the pupil support team</p> <p>If child is vulnerable in any way, the DSL/DDSL 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 Classteacher is to call the parents to discuss obstacles and support. This will happen whenever a pupil does not engage for a full day. Should pupils continue not to engage this will be passed onto SLT who will contact the parents.</p> <p>Where children would normally receive additional support from SEND agencies, the SENCO will make arrangements for those to continue via Microsoft Teams as long as the agencies engage.</p> <p>The SENCO will support teachers to ensure that SEND pupils receive appropriate work.</p>

<p>Teachers will then be accessible to children through Microsoft Teams so that any issues or re-teaching can be delivered live. The initial letter sent out will explain to parents how to contact teachers via Dojo and how to set up Microsoft Teams ready for the meetings.</p> <p>Completed work should be photographed and uploaded to Class Dojo. Teachers can then review the work completed and give written feedback via Dojo. Feedback and queries can take place throughout the day using Class Dojo and the meetings set via Microsoft Teams. If teachers do not receive evidence of work by 8.30am the next day they need to send a message to the parents reminding them to do this as soon as they can. If they still do not receive any contact or evidence of work the teacher will call the parent via phone.</p> <p>At the end of a unit of work (for example, fractions in maths) teachers will issue a summative assessment to gauge pupil mastery of the topic taught and plan who needs further work following this. Support staff will then be allocated to provide interventions as needed.</p> <p>If a child does not engage, the Classteacher is to call the parents to discuss obstacles and support. This will happen whenever a pupil does not engage for a full day. Should pupils continue not to engage this will be passed onto SLT who will contact the parents.</p>	
--	--

### Remote Education for self isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. For information on how Oakhill provide this learning please see the remote learning bubble closure document.