



Remote Learning Policy 2020-21

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Cheadle Catholic Infant School has developed the following plan. This plan offers online 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. Pupil needs to isolate because someone in their household is symptomatic or tests positive;
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 relevant to their age-range. .

We have put together a remote learning package on the occasion of individual children or groups of children needing to isolate. There will be a slightly different approach depending on circumstances for each child. This is due to the fact that the class teacher will only be available throughout the school day if the whole class bubble is self-isolating.

During lockdown, teachers posted class activities on the school website. If remote learning is needed again this will continue, however we also feel it would be of benefit to pupils if they were able to share their work with their teachers. Consequently, we have decided to use the **Seesaw App** to enable this sharing of work. Pupils will be able to send as little or as much of their work to their teacher while their teacher will be able to review and comment on it.

What is Seesaw?

Seesaw is an app that allows teachers to assign learning activities to children. It also allows children the opportunity to share their learning with their teacher for feedback and acknowledgement.

How will learning activities be shared?

- Teachers will share a programme of work through the Seesaw app. This will be in the format that we have been using with our website posts.

How will children share their completed work?

- Children will be instructed to share completed tasks via photo, video, uploading documents etc. (instructions will be included in the app)

Will children need a laptop?

- Seesaw can be downloaded onto a device such as a phone or tablet or alternatively parents can login online on a laptop or computer for example. Where possible, teachers will assign tasks that don't require the child to use a device apart from uploading it.

Will children receive feedback from their teacher?

- Teachers will provide acknowledgement of completed learning tasks or feedback during the week. Where tasks are uploaded on a Friday, feedback may not be provided until the following week.

Aims and design considerations

- To support our pupils to **continue to receive the best teaching and learning we can facilitate** under these difficult conditions and to **minimize lost learning** as much as possible.
- To provide a **'learning at home' timetable** which balances an expectation of 2-3 hours (KS1) and 1-2 hours (EYFS) with flexibility and the need to respect difficulties parents may have in supervising and supporting this expectation.
- To ensure **consistency in the approach** to remote learning for pupils who are not in school
- To keep the model as simple as possible to ensure that pupils, parents/carers and teachers know what is being asked of them.
- To ensure that maximum teaching and learning is maintained between teachers and pupils at home through the use of Seesaw.
- To ensure that our remote teaching allows **interaction, assessment and feedback** to take place **daily** using high quality remote education resources.
- That all staff are **committed to the emotional and pastoral connection and support** of all our pupils on a daily basis whilst they are learning from home
- To **provide printed resources**, such as workbooks, for pupils who do not have suitable online access

Teaching and Organisation

Teacher's will:

Set work – general guidance

- Set work in order that **pupils have meaningful and ambitious work each day** in Reading (including phonics) Writing, Maths and Science/ History/ Geography/ Art/ PSHE and PE
- Encourage their class through daily messages about the importance of a work routine and the expectations of completed work every day from them. Perseverance and 'having a go' with tricky learning will also be emphasised and encouraged.

- Continue to teach a planned and well-sequenced curriculum so that knowledge and skills are progressive, with a good level of clarity about what is intended to be taught and practised in each subject.

Set work – specific guidance

- **On the day before a remote education plan comes into operation**, parents will receive a letter informing them of the closure of school to their child.
- A proposed 'learning at home' timetable will be sent to parents via Seesaw.
- An overview of daily tasks will be posted by 9.15am each morning.
- Reading every day for 15-20 minutes will be part of all pupils remote learning programme.
- For those pupils with identified SEND, differentiated activities will be set through the above class process: for individual pupils with an ECHP and who need more personalised learning tasks, these will be provided for by class teachers.

Providing feedback on work

- Teachers will continue to offer a high level of support and feedback. Whilst not being expected to feedback on every child's every piece of work, teachers will assign certain tasks to receiving more feedback than others.
- Use of digital sites. Teachers will continue to use these to support practise and consolidation of core skills.
- There will be a balance of parent supported activities and independent activities

Sharing, celebrating and supporting well-being.

Work amongst the pupils on the platforms will help to maintain connection, belonging and a sense of accountability to school. Teachers will celebrate individual pupils, share work and maintain the strongest sense of 'belonging' and class identity daily.

Scenarios

Scenario 1: Individual children across school need to self-isolate

If an individual child is self-isolating the class teacher will email work home to complete. Obviously, this would only be when a child is well enough to do so. This will include online lessons from White Rose Maths and Oak Academy which will be matched to what the class are doing in school. Staff have spent time mapping these lessons to the curriculum that is to be taught in class. Teachers will make contact through Seesaw and work can be emailed to teachers for feedback. They will offer as much support to these children as possible during the self-isolation period but won't be available throughout the school day. If another member of staff is available to answer questions, they will do, but this may not always be possible.

Scenario 2: A Whole Class bubble need to self-isolate.

If a whole class bubble is self-isolating, then the classteacher will use Seesaw to provide a learning plan. This will include a range independent work, White Rose Maths sessions and Oak Academy online lessons. The class teacher will also be available throughout school hours to answer questions from the children to aid their learning via SeeSaw. If the class teacher is off sick during this time, other teachers/ TAs from the same year group will ensure that home learning is not compromised.

SEND Remote Learning Provision

At Cheadle Catholic School, through our remote learning, we will continue to provide a broad and balanced

curriculum for all children. When planning remotely, teachers will continue to set suitable learning challenges and respond to children's diverse learning needs. Teachers will take into account the requirements individual children may have and make provision accordingly thus enabling all children to participate effectively in curriculum and assessment activities.

Teachers may take the following approach to remote learning:

- Adapt learning by providing different tasks for certain children who have are supported through the SEND Support stage of SEND. The focus of some the resources sent home will link directly to their plans.
- Suggest practical games which could either be online or offline, linked to specific areas of needs and targeted at the correct level for the child to understand.
- Provide sensory activities or visuals to support learning.

Therapists or specialist agencies who provide regular support and advice will be contacted and asked to make contact with the family.

Class teachers will liaise with families of EHCP children regularly to ensure that they are able to access the required resources for their child.

Signed: P.Glynn (Headteacher)

C.Lees (Acting Deputy Headteacher)

J.Kemal (Remote learning Co-ordinator)

Date: 10.11.20

Sensory activities that could be completed from home:

Sensory Organising Activities

- Crab walking.
- Press ups.
- Rolling on tummy on exercise ball... walk hands out as far as possible without falling off.
- Wheel barrow walk.
- Play catch with a heavy ball.
- Unpack heavy groceries.
- Wear a heavy backpack for short periods of time.
- Riding a bike.
- Playground equipment.
- Swimming.

Sensory Regulating Activities.

- Jump on a trampoline.
- Running and jumping games.
- Play in sand pit and with wet sand.
- Bounce on a space hopper.
- Skipping.
- Jumping onto a crash mat.
- Bouncing on an exercise ball.
- Go for a run.
- Star jumps etc.
- Step ups: use bottom step on

Sensory Calming Activities.

- Provide a small box/tent with blankets or cushion for the child to squeeze into in a calm quiet place.
- Roll child tightly in a towel or blanket.
- Bear hugs.
- Firm towel rub after a bath.
- Sit with a pillow/weighted cushion on their lap.
- Fidget toys, have a selection in a box/basket.
- Chewy tubes, chewing gum, gummy bears.
- Blowing bubbles.
- Swinging or rocking in a rhythmic pattern to calm.
- Roll on exercise ball backwards and forwards in a rhythmic pattern to calm.
- Pilates plank.
- Ball squash, child lies on stomach and a ball is rolled up and down the child by an adult.

Sensory Processing and Exercise Ideas.

- Jump on a trampoline.
- Climbing activities.
- Ride a scooter or bike.
- Running/Jumping games.
- Wear a heavy backpack.
- Carry shopping bags etc.
- Create a 'Go noodle' account which is free and has lots of fun and free physical activities:
<https://www.gonoodle.com/>
- Dance along to a 'Just dance' video on YouTube.
- Kids yoga on YouTube
Cosmic kids yoga
www.cosmickidsyoga.com
- Play dough.

Resources Cheadle Catholic Infant School may use for Remote Learning

Maths:

Numberblocks

Websites:

CBeebies - <https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths>

Numberblocks - <https://www.bbc.co.uk/cbeebies/shows/numberblocks>

Description: videos for numeracy development, with fun activities that can be applied to everyday life and play.

Top Marks

Website: <https://www.topmarks.co.uk/maths-games>

Description: a range of interactive maths games categorised by age group, suitable for parents and students to work through.

White Rose Maths (home learning)

Website: <https://whiterosemaths.com/homelearning/>

Description: presentations and downloadable workbooks which are easy to use for parents. New material is being released each week.

Hamilton Trust (home learning section)

Website: <https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Description: downloadable resource packs with teacher guidance. A week's worth of resources is provided for each year group.

NCETM (National Centre for Excellence in the Teaching of Mathematics)

Website: <http://www.ncetm.org.uk/primaryvideolessons>

Description: video lessons for primary age children.

Oxford Owl

Website: <https://home.oxfordowl.co.uk/>

Description: activities and support for learning at home.

Pearson – The Maths Factor

Website: <https://www.themathsfactor.com/>

Description: games and daily sessions for parents and students to work through at home

English

Read Write Inc.

Websites: www.ruthmiskin.com - filmed phonics lessons [Oxford Owl Phonics](#) - e-books and activities

Description: phonics, word reading and spelling video lessons on YouTube. Phonics e-books, activities and advice from Oxford Owl

Registration: not required for filmed phonics lessons. Required for Oxford Owl for Home to access e-books

BookTrust

Website: <https://www.booktrust.org.uk/books-and-reading/bookfinder/>

Description: a site with recommended booklists, categorised by age range and topic, including fiction and non-fiction. Family activities are included in the 'Home Time' section.

Rising Stars

Website: <https://my.risingstars-uk.com/>

Description: books and reading resources available online.

Registration: is required

Storytime with Nick

Website: <https://www.youtube.com/playlist?list=PLDe74j1F52zQ51fqNpKV07E71knNI8HFh>

Description: films of well-loved stories read by Nick Cannon, a trained actor, teacher and trainer available Monday, Wednesday and Friday at 2pm.

The Children's Poetry Archive

Website: <https://childrens.poetryarchive.org/>

Description: an archive of spoken poetry recordings. Children can listen to poems read out loud.

The Reading Agency

Website: <https://summerreadingchallenge.org.uk/>

Description: the Summer Reading Challenge takes place during the summer holidays. This year, our challenge features extra special characters designed by the award-winning author and illustrator Laura Ellen Anderson.

Literacy Shed

Website: <https://www.literacyshedplus.com/en-gb/browse/free-resources>

Description: downloadable resource packs with tasks based on video clips on YouTube.

Pobble 365

Website: <https://www.pobble365.com/>

Description: a new image is published each day as a basis for creative writing. Story starters, questions and drawing ideas are provided.

Oak Academy

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-1>