



Hayes Park

School

Remote Learning Plan

Hayes Park School Remote Learning Plan



In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Hayes Park School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices.

This plan will be applied in the following instances:

1. An individual (or individuals) is (are) self-isolating because of a positive test within the household, due to advice from track and trace or due to awaiting the results of a test for someone in the household;
2. A class or year group of children are self-isolating because of a case of coronavirus in school;
3. All year groups are isolating due to a national lockdown (tier 4), but the school remains open to vulnerable children and the children of critical workers

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

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 Hayes Park 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.

Software and Online Platforms

EYFS: Seesaw

Years 1-6: Google Classroom (for providing teaching and setting work) and Seesaw (to celebrate work and for general communication)

We will also utilise Oak National Academy, White Rose Hub Maths and Read Write Inc. Phonics materials to provide high quality direct teaching which will supplement that provided by our own teachers.

Children will also be able to access: Reading Plus (yrs 3-6), Bug Club, Letter Join, Mathletics and TT Rockstars

Worksheets and Practical Resources

If a child/children have to learn remotely, they will (where possible) be sent home with:

- their planner (containing current spellings and lots of helpful learning resources, including maps, times tables etc.)
- any home learning books purchased for their year group:
 - o Year 6: Rising Stars reading comprehension, Rising Stars grammar and CGP maths workbooks
 - o Years 3-5: CGP reading comprehension, grammar and maths workbooks
 - o Year 2: CGP reading comprehension workbook and CGP maths workbooks (x2)
 - o Year 1: CGP maths workbooks (x2)
- a 'home learning' exercise book to be predominantly used for writing
- an iPad should they have been identified as vulnerable or not able to access technology

Planned Scenarios for Remote Learning

Scenario 1: An individual (or individuals) is (are) self-isolating because of a positive test within the household, due to advice from track and trace or due to awaiting the results of a test for someone in the household

What can I expect for my child?*

Child to be sent home with resources (see above) if possible and below to be put in place:

Pastoral Contact:

- Class teacher to contact home (through Seesaw or via phone call)

Learning Resources and Teaching:

- Daily upload of resources used to teach that day through Google Classroom (this could be videos, presentations etc.)

Activities:

- Children to be set work daily in line with that in class wherever possible through Google Classroom (or Seesaw if EYFS) • Children to submit their work through Google Classrooms (or Seesaw if EYFS)
- Children to be set ongoing activities utilising familiar programmes such as Letter-join, Reading Plus, Bug Club, TT Rock stars and homework books

Assessment & Feedback:

- Teacher to mark all work submitted through Google Classroom and provide feedback either through a comment/annotated work

Scenario 2: A class or year group of children are self-isolating because of a case of coronavirus in school What can I expect for my child?*

Children to be sent home with resources (where possible) and below to be put in place:

Organisation:

- A weekly and daily overview to be shared

Pastoral Contact:

- A welcome video from the class teacher at the start of the week/isolation
- A 'live' class assembly once a week (via Google Meets)
- Further individual contact to be made with the family if there is an identified concern over engagement with learning

Direct Teaching (through Google Classroom [or Seesaw for EYFS]):

- Daily direct instruction for maths via pre-recorded lesson
- Daily direct instruction for phonics via pre-recorded lesson
- Daily direct instruction for English (KS2) via pre-recorded lesson
- Daily direct instruction for the other class teacher taught lessons scheduled for that day (e.g. history/PSHE/science) using pre-recorded videos •
- Pre-teaching as necessary for homework tasks via a pre-recorded lesson
- Direct teaching from specialist teachers for PE, Spanish & music delivered on each year group's timetabled PPA day

Learning Resources (through Google Classroom):

- Daily upload of additional resources for any subject areas taught that day

Activities (through Google Classroom or Seesaw for EYFS):

- Work to be assigned for each subject taught that day
- Children to submit their work through Google Classrooms (or Seesaw if EYFS) on the day it is set (wherever possible) so that teachers can review the work and feedback •
- Writing tasks to be written into the home learning book and uploaded
- Children to be set ongoing activities utilising familiar programmes such as Letter-join, Reading Plus, Bug Club, TT Rock stars and homework books

Assessment & Feedback:

- All work submitted through Google Classroom to be marked and feedback provided to either individuals, groups, or the whole class •

Self-marking quizzes through Google Forms may be used as a way to check understanding

Other:

- Seesaw used to celebrate success and for general parental communication
- An SLT led pre-recorded merit assembly once a week
- Daily story time sessions

Scenario 3: All year groups are isolating due to a national lockdown (tier 4), but the school remains open to vulnerable children and the children of critical workers

What can I expect for my child?*

In this scenario, the expectation will be as above (scenario 2), however, an in-school provision will run simultaneously alongside the remote learning provision. This means that:

- Teachers will be needed to run key worker groups in school
- This will mean fewer teachers available to run the remote learning provision
- There will be a higher chance that teachers from across the year group may cover classes
- We may have to revisit the expectations of home learning provision dependent on the key worker provision

*Each of the above scenarios have been developed with an understanding that we have a full (or near full) complement of teaching staff available. Should the number of teachers fit for work be affected by the pandemic, then we will revisit the expectations for home learning and communicate to parents and carers.