



Remote Learning at CPS

2021-2022

If the school has several confirmed cases within 14 days, this may signify an 'outbreak'.

The school will call the dedicated advice service who will escalate the issue to the local health protection team where necessary and advise if any additional action is required, such as implementing elements of the school's outbreak management plan. The school will call the DfE helpline on 0800 046 8687 and select option 1 for advice on the action to take in response to a positive case.

The contingency framework describes the principles of managing local outbreaks of COVID-19 in education and childcare settings. Local authorities, directors of public health (DsPH) and PHE health protection teams (HPTs) can recommend measures described in the contingency framework in individual education and childcare settings – or a small cluster of settings – as part of their outbreak management responsibilities.

Additional measures may be necessary to help mitigate an outbreak, extremely high prevalence in the local community, or when responding to variants of concern. CPS risk assessment includes additional temporary measures to be introduced as part of the school's outbreak plan, and this will be reviewed to reflect government guidance government's COVID-19 Contingency Framework and the Surrey County Council local outbreak control plan.

Please note: If a child is ill, we would not expect them to complete home learning. With rest, they are more likely to have a speedy recovery and be able to return to school more quickly. Parents should inform the office if their child is unable to access remote learning due to illness.

We will implement remote learning from your child's first day of absence in the case of an outbreak necessitating partial or full school closure.

In both cases, the government's online classroom and CPS' offer will be made available to you. Both of these plans are underpinned by the moral imperative to equip our children with powerful knowledge. They serve to ensure that there is alignment as far as possible

between face-to-face and remote education, so that, should pupils need to self-isolate, they can transition smoothly back into the classroom having followed the same curriculum sequence as their in-school peers. This symbiotic relationship between face-to-face and remote education will ensure that no child falls behind, and will alleviate pressure on teachers in instances of pupil mobility.

DfE Guidance on Remote Education: Summary of Key Points:

Remote education, where needed, is high quality and aligns as closely as possible with in - school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

- *Develop remote education so that it is integrated into school curriculum planning: remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.*

- *Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. In developing these contingency plans, we expect schools to:*

- *Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations*
- *Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback*
- *Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- *Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.*
- *Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality 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*

- *Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*
- *We expect schools to avoid an over-reliance on long-term projects or internet research*

The Government has provided **Oak National Academy Online Classroom** to support home learning for all primary school children should they need it. Please find the link to the Oak online learning platform below:

<https://classroom.thenational.academy/schedule-by-the-year>

Once you have clicked on the link and selected the appropriate year group and the English, mathematics and foundation subject lessons and work for that day will appear. Your child can revisit lessons from the week by clicking on the days of the week tabs in their year group and then selecting the appropriate lesson.

Please be aware that the sequence of learning will naturally differ from school to school.

The assumption at CPS is that in cases of larger groups needing to self-isolate, and/or in the event of a partial or full closure, not all staff would be in school. When not in school, teachers would be expected to create teaching resources as outlined in the checklist below.



Remote Education: Overarching Principles at CPS:

- A. Curricular alignment: remote plans follow precisely the same sequence as face-to-face curricular provision
- B. High quality resources that mirror those used in face-to-face teaching where applicable and appropriate, are easily accessible and break learning down into small steps (avoiding long-term project type tasks). This includes the use of videos and nationally produced resources such as the Oak Academy resources.
- C. Feedback and assessment of learning should remain regular, in line with normal curriculum expectations.

CPS will provide teaching and learning opportunities which would equate to a minimum of 3 hours per day. We are aware that the concentration levels of children may vary. Our provision enables the day to be broken between paper and screen based learning therefore minimising screen time and allowing for children to have appropriate learning breaks. There is no expectation that parents/carers need to review learning materials in advance - we aim to provide learning opportunities accessible to all. We do not expect parents/carers to print resources and tailor our learning opportunities to reflect this.

Where pupils do not engage with remote learning provision, CPS will contact parents/carers to discuss and offer support. The government expects all pupils to continue their education remotely.

The key principles of remote learning follow our model for teaching and learning. The fundamentals of teaching a remote lesson are the same as teaching a classroom lesson and should follow our normal CPS teaching and learning offer:

- Revisiting **prior learning** - pupils are encouraged to repeat and revisit recorded sessions to embed e.g. phonics
- Giving a clear **purpose**, **direct instruction** through teacher **explanation** and **demonstration**
- **Guided practice** through **modelling/scaffolding**
- **Independent practice**
- **Feedback**

It is essential that what is learned at home aligns with what would have been taught in school - children should be set work to do at home that gives them opportunities to practise what has been modelled for them in the classroom or virtual classroom.

CPS Remote Learning Offer Summary in the event of a partial or full school closure

Remote Learning	Our Offer
Live Check-ins	<p>Morning registration daily at 9am via Google Meeting – this includes breakdown of tasks for the day. Office / DSL to follow up on any children not present via phone call home</p> <p>Afternoon check –in at 2.45pm via Google Meet – opportunity to celebrate successes, clarify misconceptions and end of day shared story</p> <p>1 Live 1:1 check-in per week from TA/teacher for all pupils via Google Meet</p> <p>Daily live check-in for all children with SEND/EHCP (completed by TA)</p>
Additional Live Opportunities	<p>Live celebration assembly on Friday</p> <p>Half hour live music lesson delivered by CPS music teacher</p> <p>1 half hour live MFL lesson delivered by DHT</p>
Classwork	<p>All remote learning is set via Google Classroom. All year groups set out remote learning in a uniform way and layout is consistent across the school.</p> <p>A mix of recorded and live Maths Lessons via Google Classroom, following on/mirroring the planned maths curriculum for that time. This may be a combination of white rose maths videos (the scheme used in school), the screens shared in the classroom and resources/worksheets used in the classroom. Answers will be provided for self-marking at home or will receive feedback from the team as appropriate.</p>

A mix of recorded and live and Recorded English Lessons uploaded to Google Classroom following the planned sequence of learning. The quantity will be dependent on age/stage of your child. In some instances, children are expected to self evaluate against given success criteria. Some/all of these will be 'turned in' to your child's class teacher on Google Classroom.

Spellings: Children from Year 1 to Year 6 access a weekly list of spellings to learn alongside linked activities. Children are encouraged to practise them and any previous word lists. They can also find out what words mean, find similes (if relevant) and write each word in a sentence, uplevelling it if possible to add adjectives etc.

Reading: children can enjoy any of the books available to them at home and will no doubt have their most recent home reader to enjoy. Children are encouraged to continue logging reading in reading journals and may access Accelerated Reader online so they can continue to take quizzes. Children in Y2 – Y6 have access to MyON, an online bank of E-Books which link into their ZPD level and allows them to read and quiz

Topic tasks following the lessons planned to be covered in class that week. Each week a minimum of 5 topic tasks will be set. This will include videos and recorded presentations uploaded onto Google Classroom along with resources / worksheets (if appropriate i.e. if the resources required for the lessons are already at home). If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g. maps and atlases) then alternative 'topic' learning may be set on google classroom. Some topic sessions utilise 'Oak Academy' lessons.

PE: Children are encouraged to be as active as they can during any period of isolation. Teachers will post challenges and resources which support physical activity in the home.

MFL: Duolingo may be utilised to supplement the CPS French Scheme. A weekly Japanese lesson will be taught to children in Years 2 - 6 live via Google Meet by DHT.

At the start of the lesson the pupils are told the purpose of the lesson and given clear success criteria.

- There is a review of prior learning.
- New information is presented in bite-size chunks using video and audio

	<ul style="list-style-type: none"> • Instructions are very clear throughout the lesson. PowerPoints are clearly labelled and have been adapted with audio recordings and videos with clear explanations where appropriate. • The lesson includes timings, e.g. pause the video for one minute, complete the grid in 30 seconds as appropriate. • Key vocabulary has been included and explained. Pronunciation has been given via resource links / recordings and the opportunity to revisit vocabulary is exploited throughout the lesson. Knowledge mats for foundation subjects are made available where possible • We do – worked examples are included before children complete a task, as appropriate – support prompts and scaffolding are provided to offer plenty of guided practice. • The work is differentiated, either by amount of scaffolding, or extension activities to stretch and challenge. • <i>You do</i> – independent practice – students have the opportunity to put the learning into practice, this could be exam questions, a quiz, a piece of extended writing, etc.
Additional Opportunities	<p>Maths: children may access Doodle Maths (and English depending on their Year Group) and TT Rockstars for activities linked to their multiplication tables</p> <p>English: Children with a Lexia account may continue to access this from home.</p>



At CPS we have put in place an interim arrangement to support EYFS children's remote learning in the event of a partial or full school closure. EYFS use Google Classroom for all home learning and parents can share learning as appropriate.

EYFS Remote Learning:

- There will be a mix of live and pre-recorded sessions
- Where appropriate, parents will be given guidance on how best to support their child's learning.
- Class teachers will share the story of the week with activities related to the story including comprehension, writing and oral story retelling as appropriate.
- Mathematics: There will be a mix of live and pre-recorded sessions. Children may receive a video or powerpoint explaining the mathematics activity (practical activities with objects they have at home).
- Reading and Phonics: Children will have two phonics lessons a week to introduce new sounds to practise and will have drop in reading sessions with a member of the team. In addition, children are expected to read daily
- Writing: There will be a mix of live and pre-recorded sessions to guide parents and children in a range of writing opportunities. In addition, children will practice writing their names focusing on letter formation each day.

The Government has provided Oak National Academy Online Classroom to support EYFS children's home learning.

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Once you have clicked on the link and selected the appropriate year group and the English, mathematics and foundation subject lessons and work for that day will appear. Your child can revisit lessons from the week by clicking on the days of the week tabs in their year group and then selecting the appropriate lesson.