



Remote Learning at CPS

2020-2021

All schools are required to prepare a contingency plan for remote learning.

This document outlines CPS contingency plans for remote learning, should our pupils need to access this due to needing to self-isolate. It distinguishes between **Tier 1**- the default plan to be implemented for individuals and small groups of pupils needing to self-isolate, and **Tier 2** - which would be triggered in the event of a partial or full closure.

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.

This information is to be used as a general guide and parents can expect further details of remote learning for their child, as and when it is required. We aim to implement remote learning from your child's second day of absence.

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.

Terminology:

Home Learning: learning opportunities set on a weekly basis to complete at home as outlined in our Home Learning Policy.

Remote Learning: learning opportunities set for children not able to access face-to-face learning due to self-isolation, lock down etc

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 the same sequence as face-to-face curricular provision at school
- 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 will remain regular, in line with normal curriculum expectations.

Please note: CPS is very aware that it is important to place safeguarding at the heart of all online learning and that parents put controls in place during home learning. We would also advise parents to ensure regular screen breaks and opportunities to be active between sessions.

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**
- 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 is taught in school - pupils should be set work to do at home that gives them opportunities to practise what has been modelled for them in the classroom.

CPS Remote Learning Tier One Offer Summary

Tier 1: remote learning for a small number of pupils who are self-isolating

- A. Remote Learning offer will begin on Day 2 for pupils who are self-isolating (if they are well enough, they should complete these activities)
- B. Children will follow their normal timetable each day where possible
- C. Resources will be accessible via Google Classroom
- D. Resources will support guided and independent practice, focussing on effective self-study and will normally include either a PowerPoint, worksheet or booklet.
- E. Please be aware that the class teacher is also responsible for face-to-face learning for the rest of the class

* In the event that a class teacher is ill, CPS will provide support through the Year Group Teaching Team.

Element of Tier One	Notes
Pupils who are self-isolating follow their normal timetable each day	We are aware from your feedback and experiences of remote learning to date that children tend to have a slower work rate at home and time is needed for the children to access the materials provided and to independently (or with a parent) reflect on their own learning. This will be considered in the setting of work. 30 minutes' worth of work for ALL lessons, set on the day the lesson would usually be timetabled where possible or may lag by one day.
Resources will support guided and independent practice and will be accessible via Google Classroom	Resources will mirror those used in class, containing a blend of information for students to read and tasks for them to complete to allow them to practise applying the knowledge they acquire. Where specific resources are required, eg clay, alternative activities may be necessary. Where activities cannot be replicated eg PE we would encourage your child to exercise if they are able.

CPS Remote Learning Tier Two Offer Summary

Tier 2: Remote Learning for larger groups (Year Group Bubble), such as in the event of a partial or full closure

- A. Remote Learning offer will begin on Day 2 for pupils in the event of partial or full closure (if children are well enough, they should complete these activities)
- B. Activities are set across the Year Group by the Year Group team
- C. All resources will be accessible via Google Classroom
- D. Pupils who are self-isolating follow their normal timetable each day where possible
- E. Teachers should provide work that follows this checklist:

* In the event that a class teacher is ill, CPS will provide support through the Year Group Teaching Team.

Element of Tier Two	Notes
<p>A. Children who are self-isolating follow a 'normal' timetable of learning</p>	<ul style="list-style-type: none"> • Where possible, our remote offer will mirror the intended sequence of face to face teaching. • We are aware from your feedback and experiences of remote learning to date that children tend to have a slower work rate at home and time is needed for the children to access the materials provided and to independently (or with a parent) reflect on their own learning. This will be considered in the setting of work. 30 minutes' worth of work for ALL lessons, set on the day the lesson would usually be timetabled where possible or may lag by one day. This will begin on day 2 of the closure. • Teachers should provide work that follows the remote learning checklist below • All resources will be accessible on Google Classroom or via links outlined below
<p>B. Teachers use their professional judgement as to how much of the time-tabled teaching should be assigned to review and consolidate</p>	<p>Remote Learning Checklist:</p> <ul style="list-style-type: none"> • Work for the lesson is clearly laid out on Google Classroom: Task 1,2,3 etc, and is labelled with subject, day and lesson, e.g. Science Monday lesson 3.

and how much can be given over to the introduction of new content

- The lesson is only 30 minutes, bearing in mind children take longer to complete the work when on their own. Where necessary, teachers should adjust the length of the lesson using feedback from their pupils.
- At the start of the lesson the pupils are told the purpose of the lesson and given clear success criteria.
- *I do* - There is a review of prior learning.
- New information is presented in bite-size chunks.
- Instructions are very clear throughout the lesson. PowerPoints are clearly labelled and have been adapted with audio recordings or 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 where necessary and the opportunity to revisit vocabulary is exploited throughout the lesson.
- *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.
- *You do* – 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.
- They will not need to bring any work back into school but can add things onto their Google Classroom portfolio.
- Adequate feedback is given; this might be a collective response to the whole group, to a smaller group or to individuals. Children may be given the opportunity to join a **supervised meeting / call** with their teacher

CPS Remote Learning Offer

At CPS, we have also put in place an interim arrangement to support home learning in addition to the government's offer. The child's class teacher will add learning activities for children to complete each day via Google Classroom.

- **Maths lessons** uploaded to Google Classroom, following on/mirroring the maths being covered in the classroom at 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.

For further **mathematics learning** and activities, the children may access **Doodle Maths**.

Your child may also access their **TT Rockstars** account for activities linked to their multiplication tables: <https://play.ttrockstars.com/>

- **English tasks** uploaded to Google Classroom following the sequence of learning happening in the classroom. 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 'handed in' to your child's class teacher on Google Classroom.

Handwriting practice: it is very important that all children continue to be set opportunities to practise and develop their handwriting. Many children's stamina deteriorated over lockdown as they were not writing anything for a sustained period.

Your child can complete additional **English** and **Reading** activities and games by accessing the BBC Bitesize website: <https://www.bbc.co.uk/bitesize/subjects/zv48q6f>

Year 5 and Year 6 may access SPAG.com

- **Spellings:** children in year groups with spelling lists 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.

Children at home are also encouraged to access Lexia if they have an account

- **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. Your child can log any reading in their Reading Journals; feel free to add comments too. Book reviews or further research on the author or subject matter within the book is encouraged.

Children can access further reading materials online, using Oxford Owl.

If your child is using the Accelerated Reader Scheme they can also complete quizzes on books read. Children can access the Accelerated Reader site by logging in using their emoji passwords, the site can be accessed on the address below:

<https://ukhosted103.renlearn.co.uk/6697765/>

Your child can search for a quiz using the number on the front inside cover of the book or can type the book title directly into the search bar. Please note that children will not be access the reading 'test' element of accelerated reader at home - we will test half termly at school to ensure children have an accurate ZPD level and to measure progress in reading.

Please ensure your child records their quiz score in their reading journals so school have a record of any quizzes completed at home.

- **Topic task(s)** following the lessons being covered in class that week. This may be the screens from the lesson 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. At any point you may make use of the Government's 'Oak Academy' lessons.
- **MFL:** French Riggolo and Duolingo may be utilised
- Any relevant **assemblies** will be posted and we encourage the children to reflect and discuss any issues covered. This may also spark some research, independent writing etc. They may also follow the learning within music assembly
- Children can also compete research linked to current topics of interest to them.



EYFS: Remote Learning Offer

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

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.

At CPS we have also put in place an interim arrangement to support EYFS children at home who are self-isolating or in quarantine in addition to the government's offer:

- Class teachers will share the story of the week with activities related to the story including comprehension, writing and oral story retelling as appropriate.
- Children will receive a video or powerpoint explaining the mathematics activity (practical activities with objects they have at home).
- Children will have two phonics lessons a week to introduce new sounds to practise.
- In addition, children are expected to read daily and to practice writing their names focusing on letter formation

We are very aware that our Reception children will require frequent parental support and intervention and that many activities they enjoy at home offer valuable learning opportunities; shopping, playing games, cooking and gardening are all excellent ways to enjoy learning.

EYFS use Tapestry rather than Google Classroom for all home learning and parents can share learning as appropriate by uploading it onto Tapestry