



Remote Learning Plan - October 2020

In order to ensure that learning is continued, irrespective of full closure, bubble closure and self-isolation, Frogmore Junior School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and require paper copies of work and resources.

This plan will be applied in the following instances:

1. An individual/number of children is self-isolating because of a positive test within the household or symptoms.
2. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus
3. Short term whole school closure except for childcare provision for key worker children

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 provided by Seesaw, Oak National Academy, Times Table Rock Star and Oxford Reading Buddy.

Rationale

If the time comes when a child, a class or the school has to self-isolate/lockdown, Frogmore Juniors has an efficient and effective way to provide remote learning for each year group using our current primary knowledge curriculum.

Seesaw is an online platform that will enable us to do this. It is easy to use and will allow us to communicate safely with pupils in each class and families. Seesaw will also enable families to communicate with teachers. Seesaw helps us work together to provide children with meaningful learning experiences at home. It enables staff to use a variety of tools to create the content and spark for lessons, including the use of videoing, speech, uploading lesson slides or PowerPoints, providing links on the internet, worksheets and pictures. Pupils are then able to respond using a range of tools provided before submitting their work. Teachers are then able to view and provide feedback on an individual or class basis.

It is important to remember the three elements – content – spark – feedback when creating remote learning. All are essential in order for children to continue making progress with their learning.

Oxford Reading Buddy, TT Rockstars and Oak National Academy will all be utilised to support the acquisition and retention of basic core skills.

Class email addresses are to close on 24th October 2020. Seesaw will then be used as the main way to communicate. Teachers and parents will be able to message one another to share information and offer support. The class website page and weekly newsletters will offer the chance for teachers to celebrate children's work and maintain our school community.

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 Frogmore Junior 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 and remote learning will not be provided.

In preparation for home-learning, parents and children need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them): If you require logins and passwords then please contact your class teacher via Seesaw or the school office.

- Seesaw
- Oxford Reading Buddy
- TT Rockstars
- Accelerated Reader (for those children using it at school as an intervention)

Worksheets and practical resources

In the event of a lockdown or a bubble closing, children will be provided with CGP books to take home. This means children will have immediate opportunity to continue their learning.

The CGP books should be basic skills work that would be relevant at any stage of the year i.e. arithmetic, grammar, reading and writing.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials alongside their CGP books (this might need to be delivered). In the case of whole cohort isolation, resources will be uploaded to Seesaw and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
Using Seesaw, the class teacher will upload lessons and resources and throughout the week at an appropriate time to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the individual child.	School office to contact parents to ensure a test has been taken. If a child is entitled to benefit-related FSM, ensure food parcels are made available.

<p>If teaching input is required for core lessons, the teacher can either direct the parent to a relevant Oak National Academy taught session or they may use Seesaw to teach directly to the isolated child. Only the Class teacher and modelling area will be viewable on screen. Wider curriculum lessons and resources will be uploaded to Seesaw.</p> <p>When teachers feedback, if they notice a child is struggling with a particular concept, they will make contact via Seesaw to support.</p>	<p>If a child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and wellbeing checks via a phone call from a DSL (record on CPOMS).</p> <p>SENCO monitors the provision provided by the class teacher and ensures provision is in place as documented in their EHCP or SEN support plan. SENCO is in regular contact with the parents and child.</p> <p>If a child does not engage, the class teacher is to call the parents to discuss obstacles and support.</p> <p>If a child normally has a 1:1 ELSA session these will continue via an appropriate online platform as regularly as possible.</p>
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A whole bubble/cohort of children is isolating because of an outbreak of coronavirus

Ongoing Support	Safeguarding/SEND
<p>Teachers will pre-record an instructional video on Seesaw with an opportunity for parents to ask questions and teachers to respond. In this recording, the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning which will consist of core subject lessons and a non-core lesson per day.</p> <p>Using Seesaw, the Class teacher will upload lessons at an appropriate time to allow parents to see the learning materials prior to supporting their child/ren. Learning Support assistants and members of the leadership team will be able to support the class teachers in identifying resources.</p> <p>The class teacher will share links to appropriate lessons from school planning or Oak National lessons through Seesaw. Members of staff will then be accessible to children via Seesaw so that any issues can be discussed.</p> <p>For wider curriculum lessons, resources will be uploaded to Seesaw and where possible web links to appropriate support materials will be shared. Class teachers will contact any identified children to provide additional support where necessary. There will be a pre-recorded reading for pleasure video at the end of the day via Seesaw.</p>	<p>Parents are notified about bubble closure.</p> <p>If any children are entitled to benefit-related FSM ensure food made available via a food parcel which is to be collected by a family member of friend.</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and wellbeing checks via a phone call from a DSL (record on CPOMS).</p> <p>Those not engaging with home learning are to receive a phone call from class teacher to discuss the obstacles and the support needed by the family.</p> <p>Where children would normally receive additional support from SEND agencies, the SENCO will make arrangements for those to continue an appropriate online platform as long as the agencies engage.</p> <p>SENCO monitors the provision provided by the class teacher and ensures provision is in place as documented in their EHCP or SEN support plan.</p> <p>SENCO to keep in regular contact with parents and children who have SEND.</p>

<p>Time will also be scheduled for the children to watch an assembly delivered by different leaders. This will encourage children to keep working, celebrate successes and promote a togetherness.</p> <p>Completed work should be uploaded to Seesaw. Teachers can then review and feedback the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using Seesaw, depending on the teacher's preference.</p> <p>In the event of the class teacher becoming ill, staff in the same year group will be required to 'take over' the Seesaw account.</p>	<p>If a child normally has a 1:1 ELSA session these will continue via an appropriate online platform as regularly as possible.</p>
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Short term whole school closure except for childcare provision for key worker children	
Ongoing Support	Safeguarding/SEND
<p>Teachers will pre-record an instructional video on Seesaw with an opportunity for parents to ask questions and teachers to respond.</p> <p>In this recording, the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning which will consist of core subject lessons and a non-core lesson per day.</p> <p>Using Seesaw, the Class teacher will upload lessons at an appropriate time to allow parents to see the learning materials prior to supporting their child/ren. Learning Support assistants and members of the leadership team will be able to support the class teachers in identifying resources.</p> <p>The class teacher will share links to appropriate lessons from school planning or Oak National lessons through Seesaw. Members of staff will then be accessible to children via Seesaw so that any issues can be discussed.</p> <p>For wider curriculum lessons, resources will be uploaded to Seesaw and where possible web links to appropriate support materials will be shared. Teachers will schedule an afternoon google stream to support those children needing additional input. There will be a reading for pleasure session at the end of the day via Seesaw.</p> <p>Time will also be scheduled for the children to watch an assembly delivered by leaders. This will encourage children to keep working, celebrate successes and promote a togetherness.</p>	<p>Parents are notified about school closure.</p> <p>If any children are entitled to benefit-related FSM ensure food made available via a food parcel which is to be collected by a family member or friend.</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and wellbeing checks via a phone call from a DSL (record on CPOMS).</p> <p>Those not engaging with home learning are to receive a phone call from class teacher to discuss the obstacles and the support needed by the family.</p> <p>Where children would normally receive additional support from SEND agencies, the SENCO will make arrangements for those to continue via an appropriate online platform as long as the agencies engage.</p> <p>Regular contact from the SENCO to the parents and children who have an EHCP.</p> <p>If a child normally has a 1:1 ELSA session these will continue via an appropriate online platform as regularly as possible.</p>

Completed work should be uploaded to Seesaw. Teachers can then review and feedback the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using Seesaw, depending on the teacher's preference.

In the event of the class teacher becoming ill, staff in the same year group will be required to 'take over' the Seesaw account.

Children in the childcare bubble complete the same learning as the rest of the class but complete it in school.