

# Ainslie Wood Remote Learning Plan

## Aims

The following plan has been set taking all points from the ‘*Guidance for full opening – Schools*’ document (updated 28<sup>th</sup> August 2020) into account. This can be read in full here: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

The plan will be kept under constant review and updated as necessary throughout its implementation.

This plan aims to:

- Ensure consistency in the approach to remote learning for pupils who aren’t in school for different reasons
- Set out the expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

## Plan 1: Individual self-isolating pupils

Sometimes pupils will need to self-isolate due to family/household members developing COVID symptoms or due to being in close contact with someone who has tested positive. This is what will be offered to these pupils while the rest of their class will continue to be at school.

Learning			Roles and Responsibilities	
Where possible this will be identical to/adapted from that being undertaken by other pupils in the child’s class. Where this is not possible these will be substituted with learning activities aimed at consolidating that pupils’ prior learning.			<b>Children</b> Staff can expect children learning remotely to: <ul style="list-style-type: none"> <li>• Complete learning to the deadline set</li> <li>• Seek help if they need it</li> <li>• Let staff know if they’re not able to complete learning</li> <li>• Be contactable during the school day</li> </ul>	
<b>EYFS</b>	A list of suggested activities (including those to support phonics learning) will be sent out.			
<b>KS1 only</b>	<b>Phonics</b>	Links to relevant videos shared with parents/carers.		
<b>KS1 and KS2</b>	<b>Maths</b>	Learning from Broadbent unit and Financial Curriculum. Can be supplemented with MyMaths tasks which will give the child and teacher immediate feedback on their learning.		
	<b>Reading</b>	KS1 Stand-alone ‘shared reading’ activities for children to complete with their parents/carers.		

		KS2	Learning from current Guided Reading text (teachers to scan and share the relevant pages of these).	<p><b>Parents/carers</b> Staff can expect parents with children learning remotely to:</p> <ul style="list-style-type: none"> <li>• Make the school aware if their child is sick or otherwise can't complete learning</li> <li>• Seek help from the school if they need it</li> <li>• Be respectful when making any complaints or concerns known to staff.</li> </ul> <p><b>SENDCo</b></p> <ul style="list-style-type: none"> <li>• Available for relevant parents/carers to speak to via the phone</li> </ul> <p><b>Learning Mentor</b></p> <ul style="list-style-type: none"> <li>• Available for the child to speak to via the phone.</li> </ul>
	<b>Writing and PBL (Science and Foundation Subjects)</b>		Learning from current WE ARE project. Teachers will scan and share the relevant pages of their core (PoR) text to enable children to continue to access writing.	
	<b>Home Learning including Spellings</b>		Shared weekly. Child will self-check their spellings at the end of the week and let their teacher know how they got on.	
	<b>RE</b>		Learning from current RE unit	
	<b>PE</b>		Two age-specific stand-alone skills based videos shared each week.	
<b>KS2 only</b>	<b>French</b>		Activities will be provided from the current EuroStars unit.	

## Plan 2: Groups of self-isolating pupils e.g. class/year group

Where a positive case has occurred within a class/bubble, it may be necessary for the whole group to isolate for a period of 10 days. In this instance learning to all pupils will move to our remote platform. This will be the provision on offer to all pupils from the group.

<b>Learning</b> A weekly timetable of learning will be shared via Google Classroom including three daily live sessions (all recorded and uploaded for ease of timings for families or for children to be able to watch them again) and x3 daily 'assignments' to be completed with clear deadlines. Feedback will be given.			<b>Roles and Responsibilities</b>
<b>EYFS</b>	Themed coverage across the EYFS prime and specific areas. Live/recorded group phonics sessions. Stand-alone live 'shared reading' sessions.		
<b>KS1 only</b>	<b>Phonics</b>	Recorded group sessions.	
			<p><b>Children</b> Staff can expect children learning remotely to:</p> <ul style="list-style-type: none"> <li>• Complete learning to the deadline set</li> <li>• Seek help if they need it</li> </ul>

<b>KS1 and KS2</b>	<b>Maths</b>	Where possible class/year groups will continue with the current Broadbent Maths unit and elements of the Financial Curriculum. However, if the unit does require a large number of concrete resources (e.g. measuring equipment, analogue clocks, coins) then the teacher will start a new unit and return to the unfinished unit later.		<ul style="list-style-type: none"> <li>• Let staff know if they're not able to complete learning.</li> <li>• Be contactable during the school day</li> </ul> <p><b>Parents/carers</b> Staff can expect parents with children learning remotely to:</p> <ul style="list-style-type: none"> <li>• Make the school aware if their child is sick or otherwise can't complete learning</li> <li>• Seek help from the school if they need it</li> <li>• Be respectful when making any complaints or concerns known to staff.</li> <li>• Return texts and unused resources at the end of the self-isolation period</li> </ul> <p><b>SENDCo</b></p> <ul style="list-style-type: none"> <li>• Oversee 1:1 support leads</li> <li>• Available for SEND parents/carers to speak to via the phone</li> </ul> <p><b>Learning Mentor</b></p> <ul style="list-style-type: none"> <li>• Available for the children to speak to via the phone.</li> <li>• Monitor all vulnerable children</li> </ul> <p><b>Governing body</b></p> <ul style="list-style-type: none"> <li>• Monitor the school's approach to providing remote learning to ensure education remains as high quality as possible</li> </ul>	
	<b>Reading</b>	KS1	Stand-alone live 'shared reading' sessions.		Where there is sufficient notice children will take home at least two coloured books and one book from the class area to read for pleasure.
		KS2	Each child will take home a whole class guided reading text from later on the WE ARE Curriculum map.		Where children are reading coloured books, set them relevant texts using Bug Club.  Where there is sufficient notice each child will take home two coloured books (where appropriate) plus at least one book for reading for pleasure.
	<b>Writing and PBL (Science and Foundation Subjects)</b>	Children will complete a two week remote learning project (planned previously) Where possible, children will take home a model end outcome and copies of the accompanying text and necessary resources.			
	<b>Spellings</b>	Shared. Child will self-check spellings at the end of the week and let their teacher know how they got on.			
	<b>RE</b>	Class/year groups will continue with the current RE unit from the Waltham Forest Agreed Syllabus according to the WE ARE Curriculum map. If they are currently or due to become the whole school 'experts' the whole school launch will be delayed until they return to school.			

	<b>PE</b>	Two age-specific stand-alone skills based videos will be uploaded to each virtual classroom each week.	<ul style="list-style-type: none"> <li>• Ensure staff are certain that remote learning systems are appropriately secure, for both safeguarding and data protection reasons</li> </ul>
<b>KS2 only</b>	<b>French</b>	Continue with the current EuroStars unit.	

## Plan 3: Entire school

In the event of an entire school lockdown (as seen in March-July 2020), we will move completely to our remote learning platform. Grab bags of resources will be distributed and pupils will take home their 'project packs' where possible. We will support families with tech hardware, tech support and food support where necessary. Daily engagement from all children will be expected, tracked and assessed in order to ensure a continuation of provision.

<b>Learning</b>			<b>Roles and Responsibilities</b>					
A weekly timetable of learning will be shared via Google Classroom including three daily live sessions (recorded if timings aren't convenient or if children want to watch them again) and x3 daily 'assignments' to be completed by clear deadlines. Feedback will be given.								
<b>EYFS</b>	Themed coverage across the EYFS prime and specific areas. Live/recorded group phonics sessions. Stand-alone live 'shared reading' sessions.		<p><b>Children</b> Staff can expect children learning remotely to:</p> <ul style="list-style-type: none"> <li>• Complete learning to the deadline set by the staff setting it</li> <li>• Seek help if they need it</li> <li>• Let staff know if they're not able to complete learning</li> <li>• Be contactable during the school day</li> </ul> <p><b>Parents/carers</b> Staff can expect parents with children learning remotely to:</p> <ul style="list-style-type: none"> <li>• Make the school aware if their child is sick or otherwise can't complete learning</li> <li>• Seek help from the school if they need it</li> <li>• Be respectful when making any complaints or concerns known to staff.</li> <li>• Return texts and unused resources at the end of the self-isolation period</li> </ul> <p><b>SENDCo</b></p> <ul style="list-style-type: none"> <li>• Oversee 1:1 support leads</li> <li>• Monitor engagement and progress of children with SEND</li> </ul>					
<b>KS1 only</b>	<b>Phonics</b>	Recorded group sessions						
<b>KS1 and KS2</b>	<b>Maths</b>	Where possible class/year groups will continue with the current Broadbent unit and elements of the Financial Curriculum. However, if the unit does require a large number of concrete resources (e.g. measuring equipment, analogue clocks, coins) then the teacher will start a new unit and return to the unfinished unit later. Future units will be chosen with this in mind.						
		<b>Reading</b>			<table border="1"> <tr> <td>KS1</td> <td>Virtual guided reading groups will be run using Bug Club. Where there is sufficient notice each child will take home two coloured books (where appropriate) plus at least one book for reading for pleasure.</td> </tr> <tr> <td>KS2</td> <td>Developing of Reading skills through chosen text</td> </tr> </table>	KS1	Virtual guided reading groups will be run using Bug Club. Where there is sufficient notice each child will take home two coloured books (where appropriate) plus at least one book for reading for pleasure.	KS2
	KS1	Virtual guided reading groups will be run using Bug Club. Where there is sufficient notice each child will take home two coloured books (where appropriate) plus at least one book for reading for pleasure.						
KS2	Developing of Reading skills through chosen text							
<b>Writing and PBL (Science)</b>	Children will complete a remote learning project during the time they are learning from home							

	<b>and Foundation Subjects)</b>		Monitor designated vulnerable children including children with EHCPs.
	<b>Spellings</b>	Shared. Child will self-check spellings at the end of the week and let their teacher know how they got on.	<b>Learning Mentor</b>
	<b>RE</b>	Class/year groups will continue teaching the Waltham Forest Agreed Syllabus units according to the WE ARE Curriculum map.	<ul style="list-style-type: none"> <li>• Available for the children to speak to via the phone.</li> <li>• Identify vulnerable children</li> <li>• Monitor designated vulnerable children</li> </ul>
	<b>PE</b>	They will have age-specific skills based live sessions will be each week.	<b>Governing board</b>
			<ul style="list-style-type: none"> <li>• Monitor the school's approach to providing remote learning to ensure education remains as high quality as possible</li> <li>• Ensure staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons</li> </ul>

In the case of Plan 3: Entire School Closure being implemented, Ainslie Wood will remain open for Vulnerable children and the children of Critical Workers. While we recognise the important part our school has to play in the ongoing support for families during a local or national lockdown, all allocations must be supported by our risk assessment and be able to maintain safety for all pupils and staff.

The provision on offer for those pupils who will attend school during a whole school closure will be as above. We will provide this by developing a staffing rota of available members of staff who will work on site to support the bubbles. Children will be kept separately in Quad bubbles with each bubble being allocated 2 members of staff (1 teacher and 1 support staff) per day. This system will allow for all teachers to continue with their live teaching timetable and all pupils to be supported to join their live sessions and complete assigned learning throughout the day

We will offer a free provision between 8am and 5pm with a requirement to be on site between 9am and 3:30pm for pupils to engage in a full day of school routine. Provision before and after school will be run by our Breakfast and TeaTime club staff and Midday staff will support lunchtimes while keeping the bubbles separate. All staff will attend on a rota basis.