

Surrey Hills All Saints Primary School - Remote Learning Plan January 2021

Remote Learning Guidance

We are rooted in the love of God and others, we believe in ourselves and so, will aspire to grow in every part of our lives. Following the example from All Saints, we choose to respect and encourage one another and to be responsible citizens in our community and our world.

John 8:12 - When Jesus spoke again to the people, he said, "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."

Specific Aims

- To minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources, through a blended learning approach.
- To outline our approach for pupils that will not be attending school, as a result of government guidance or the closure of a class bubble.
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, giving feedback and planning for pupils.

Who is the policy applicable to?

Every child is expected to attend school from September 1st 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough.
- A high temperature
- A loss of, or change to, their sense of smell or taste.
- Have had access to a test and this has returned a positive result for Covid-19.

Good communication between school and parents is key to the success of remote learning. Contact may take place through PurpleMash, Tapestry (EYFS) or a 1:1 phone call.

Our approach to remote learning will be reviewed regularly following feedback from stakeholders.

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My child has been sent home from school to either be tested or self-isolate as someone in the house is being tested.	
Initial First Day Response	Support/Safeguarding/SEND
<p>When the child leaves school they will leave school with a pack of work and their own stationery pack. Children will have immediate opportunity to continue their learning.</p> <p>The work pack will cover basic skills i.e. Fluent in Five, Handwriting, Phonics, writing with a visual prompt, Read Theory, Times Tables Rockstars.</p>	<p><u>Advice around the testing.</u></p> <p>If child is entitled to benefit-related FSM ensure food made available through 12:15 Catering.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and welfare checks via a phone call from the DSL (record on CPOMS).</p>

My child (and their siblings if they are also attending Surrey Hills) is absent because they or a member of their household are awaiting test results and are required to self-isolate. The rest of their school bubble are attending school and being taught as normal.	
<i>We will implement remote learning from the child's second day of absence.</i>	
Remote Learning	Support/Safeguarding/SEND
<p>EYFS</p> <p>Parents will be provided with a learning activity menu which outlines learning resources which will be made available through Tapestry. These will include a daily phonics/writing activity and a maths activity. In addition to this children should be encouraged to read daily and complete another learning activity. Completed learning should be shared via Tapestry.</p> <p>KS1</p> <p>Parents will be provided with a weekly Activity Menu. In addition to 3 activities a day, children should read, practise a sound/spelling, practise their handwriting and counting (Year 1 – with objects Year 2 – in 2s, 5s or 10s). Additional worksheets to support children with their learning activities will be available on PurpleMash.</p> <p>Completed learning should be shared via PurpleMash.</p> <p>KS2</p> <p>Parents will be provided with a learning activity overview for each day that their child is not in school. Each day, they should complete an English and</p>	<p>Welfare Call from class teacher to the family. Clarify remote learning expectations and establish best way to communicate on a daily basis.</p> <p>Feedback on completed work, will be given by a member of staff through PurpleMash or Tapestry. This could be a written comment, a reward through Purple Mash or a house point.</p> <p>If a child or parent has a question or concern regarding their remote learning, this should be directed through the office and will be responded to at the end of the school day.</p> <p>School office to contact parents so they know to communicate test results to the school.</p> <p>If children are entitled to benefit-related FSM school to ensure food made available through Twelve:15 Catering.</p>

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<p>Maths learning activity. In addition to this they should complete daily reading, spelling and times tables. Children should also complete a Learning Theme or RE activity.</p> <p>Additional worksheets to support children with their learning activities will be available on PurpleMash.</p> <p>Completed learning should be shared via PurpleMash</p> <p>Useful internet links:</p> <p>Oak academy White rose BBC bitesize PurpleMash Read theory TT Rockstars Oxford Owl</p> <p>Example daily timetables and support for parents will be emailed to all parents.</p> <p>Learning for the following day, will be made available on Tapestry and PurpleMash by 5pm to allow parents to see the learning materials prior to supporting their children.</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 welfare checks via a phone call from the DSL (record on CPOMS).</p> <p>Those not engaging with home learning are to receive a phone call from their class teacher to discuss the obstacles and support. If the child continues with a lack of engagement, a member of SLT will call.</p> <p>Where children would normally receive additional support, the Inclusion Leader will liaise with the class teacher and parent to discuss how arrangements could continue.</p> <p>Learning will be provided in line with our online safety policy and child protection and safeguarding policy.</p> <p>Regular reminders from school will be provided for parents and children regarding keeping themselves safe online.</p> <p>The school will monitor absence in line with the school's attendance policy.</p>
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My child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19. If we enter a **local/national lock down with full school closure, the same guidance will be followed as a whole bubble not permitted to attend school.**

Remote Learning	Support/Safeguarding/SEND
<p>Teachers will schedule a MS Teams/Zoom meeting with the children and parents (a member of SLT will be present) for the following day. In this meeting, the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning.</p> <p>Weekly learning expectations will be uploaded to PurpleMash at the start of each week. It is recognised the end of the week will be less detailed.</p> <p>Learning for the following day, will be made available on PurpleMash/Tapestry by 7pm to allow parents to see the learning materials prior to supporting their children.</p> <p>There will be one blog on PurpleMash with links to the foundation learning and daily English and Mathematics guidance for Key Stage 2.</p> <p>Maths lessons uploaded to PurpleMash, following the maths curriculum. This may be a combination of white rose maths videos, Bitesize clips, the voice over Smarts (towards end of first week and second week) and resources/worksheets. Answers will be provided for self-marking at home. Additional learning could include Fluent in Five (KS2) and Times Table Rockstars.</p> <p>English lessons uploaded to PurpleMash, following the sequence of learning from the medium term plan. This may be a combination of Oak Academy online lessons, voiced over slides (towards end of first week and</p>	<p>Feedback on completed work, will be given by a member of staff through PurpleMash.</p> <p>Weekly keeping in touch welfare call to the family as well as a whole class virtual meeting with the bubble. Following the welfare calls, any pastoral matter raised, will be shared with the Senior Leadership Team.</p> <p>If a child or parent has a question or concern regarding their remote learning, this should be directed through the office email. Teachers will respond promptly, within reason, to requests for support from families at home. This should be done via email. Staff and parents should communicate via the office email address.</p> <p>Parents notified so they know how to communicate test results to the school.</p> <p>If any children are entitled to benefit-related FSM school to ensure food made available through Twelve:15 Catering</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular welfare checks via a phone call from the DSL (record on CPOMS).</p> <p>Home School Link Worker support made available for families.</p>

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<p>second week) and resources/worksheets. The quantity will be dependent on age/stage of your child. Some/all of these will be 'handed in' to your child's class teacher on PurpleMash/Tapestry for feedback.</p> <p>Phonics/Spelling To work on the sounds/spelling pattern your child will be missing. Online links will be provided.</p> <p>Reading should take place daily with an adult. Some reading activities will also be set.</p> <p>Learning Theme, including Science/RE and other foundation subjects will follow the medium term planning of the phase curriculum. This may be a PowerPoint, online link uploaded onto PurpleMash, along with resources / worksheets. If the lessons that would usually be 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 'themed' learning will be set making use of the Government's 'Oak Academy' lessons. Evidence of the learning should be uploaded to PurpleMash, this could be a photo, completed sheet etc.</p> <p>Active Time – should take place daily for 30 minutes. Details on the weekly blog.</p> <p>A weekly Head teacher recorded assembly will be available on PurpleMash. Resources Collective will also be available on the PurpleMash collective worship blog.</p> <p>Completed work should be uploaded to PurpleMash. Teachers can then review the work completed and ensure that the following day's lesson addresses any misconceptions. Feedback and questions will take place throughout the day through PurpleMash between 9:30 and 3:30. Please note this may not be immediate.</p>	<p>Those not engaging with home learning are to receive a phone call from their class teacher to discuss the obstacles and support. If the child continues with a lack of engagement, a member of SLT will call.</p> <p>Where children would normally receive additional support, the Inclusion Leader will liaise with the class teacher to discuss how arrangements could continue.</p> <p>SEND children subject to an EHCP - daily input one to one focused on targets and needs. Weekly phone call with Inclusion Leader for children subject to EHCP not attending lockdown school.</p> <p>Learning will be provided in line with our online safety policy and child protection and safeguarding policy.</p> <p>Regular reminders from school will be provided for parents and children regarding keeping themselves safe online.</p> <p>The school will monitor absence in line with the school's attendance policy.</p> <p>Accessibility Loan system for the use of electronics to families Paper copies of planning will be available on request.</p>
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In the event of teachers becoming ill, alternative arrangements to provide remote learning, will be organised by the Senior Leadership Team.	
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Family (pupil/parent/guardian) role

- Where possible, it is beneficial for your child to maintain a regular and familiar routine. Surrey Hills All Saints Primary School would recommend that each 'school day' maintains structure. A suggested timetable will be shared with parents.
- We would encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration. Where answers are provided, parents will be able to mark their child's learning together with their child.
- If a class bubble is isolated, the children will be sent home with their home reading book in addition to lined and squared paper and their equipment pack. Children's work is expected to be brought to school on their return.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but we cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly, via the school office email and alternative solutions will be made available (e.g. paper copies of work, loan of laptops etc). These will be discussed on a case-to-case basis.

Engagement With The Learning

Step 1	The teachers will encourage the pupil to attend the Zoom as this will re-ignite the child's interest, sense of belonging and desire to engage.
Step 2	The teacher arranges a time to call home with the pupil and parent. During the call, the teacher will try and encourage the pupil to do a small task and post it on Purple Mash.
Step 3	If there is still no engagement, the support team (the phase leader, HSLW, ELSA and a member of the SLT) will discuss which action is the most appropriate to follow: <ul style="list-style-type: none">• Phone call home to double check what devices they have, set up and who is working at home. Has anything changed that we are unaware of? What are the barriers?• Suggest some softer tasks.• Encourage the pupil to take part in a class zoom and then a member of support team will follow this up in a zoom.

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	<ul style="list-style-type: none">• Regular pastoral zoom to increase engagement.
Step 4	Discuss as a team whether the child should be in school.

Remote Learning Support for Parents

Nobody expects you to be working with your child from 9am until 3pm. This just isn't practical, and is likely to end in tears – for you and your child. When it comes to planning your day, there's no such thing as a right or wrong schedule.

Some children may work best if they work in short 15-minute bursts throughout the day, while others may be better suited to a longer, more focused session. Some will want to get their learning out of the way in the morning, but others may be more alert and ready to learn after a chilled-out morning and some lunch.

If your child is older and beginning to show [independence](#), we encourage you to give them their daily activities and let them choose when they complete them, but be clear that all the day's activities need to be completed within a certain time frame. Younger children will need more supervision, but the amount of work that they need to do, and the depth in which they explore it, will be short.

Even if they're not travelling to school, it's still good practice for your child to be up, dressed and ready for the day by 9am or thereabouts. Maintaining a regular waking time and bedtime will stop your days spiralling out of control and help your child to stay in a healthy routine.

Your child's learning will be a mix of online/screen learning and paper based or creative learning. It is very important that your child has regular breaks from the screen and where possible, has some daily physical exercise and fresh air.

It may be helpful for your child to 'tick off' the activities they have completed and uploaded for their teacher to see. This will help your child have a sense of completing the learning set by their teacher and ensure they understand the expectation regarding the work they need to complete.

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Daily Expectations for EYFS

15 minutes Phonics	This should include recapping of all the sounds that have previously been learnt, building CVC words (e.g. sat, tap, pin) tricky word recognition.
15 minutes Number and/or Shape using White Rose daily resources	This could include counting forwards and backwards to 10, recognition of numbers, especially to 10, ordering and sequencing, 1 more and 1 less than a given number. Names and simple properties of 2D and 3D shapes. Please follow the link above to find daily activities set out by White Rose Hub or choose an activity from the menu above. You will find further ideas within the maths booklet on the school website.
10 minutes Handwriting	Continue to practice correct letter and number formation. This could be practicing writing their name or the current phonics focus. Refer to the 'Letter Formation' and document on the school website.
15 minutes on Fine and/or Gross Motor	See 'Fine and Gross Motor' document on the school website. There are lots of fun and practical ideas that you can do in your garden or with resources at home.
In addition to the activities listed above please choose another activity from the menu each day.	These may be creative activities or about understanding the world. In addition to this please choose at least one other activity to complete daily from the activity menu. These include; RE, Understanding the World, Expressive Art and Design and PSED.
Daily reading with an adult or sharing a story.	
Further supporting resources can be found at this link . Please use Tapestry to share your child's home learning with us.	

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Remote Learning Timetable for Key Stage 1

Monday	Tuesday	Wednesday	Thursday	Friday
Read a story of your choice together				
English Lesson 1	Maths Counting Lesson 2	English Lesson 2	Maths Counting Lesson 3	English Lesson 3
Movement Break Wake And Shake Jump Start Johnny				
Maths Lesson 1	Reading Comprehension	Maths Counting Board Games Online Games	Spelling	Maths Counting Board Games Online Games
Phonics	Phonics	Phonics	Phonics	Phonics
Listen to your child read				
RE	PE	Science	PE	Art
PSHE	Geography		Music	

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Below is a suggested timetable for Key Stage 1 child's day	
9:00	Up, dressed and ready for the day – including having a healthy breakfast
9:00-9:20	Focused learning activity - Reading
9:20-9:40	Focused learning activity - phonics
9:40-10:00	Free choice
10:00-10:20	Focused learning activity – maths or English
10:20-10:45	Creative time (lego, colouring etc)
10:45-11:05	Focused learning activity – counting or handwriting
11:05-12:00	Play games/board games/jigsaw
12:00-1:00	Lunch
1:00-1:20	Focused learning activity – science/learning theme/art
1:20-2:00	Physical activity: playing outside, family fitness session
2:00-2:20	Focused learning activity - science/learning theme/art
2:20-2:40	Free choice
2:40-3:00	Creative time (lego, colouring etc)

Below is a suggested timetable for Key Stage 2 child's day	
9:00	Up, dressed and ready for the day – including having a healthy breakfast
9:00-9:20	Reading
9:20-9:45	Free time
9:45-10:30	Focused learning activities (English/Maths)
10:30-11:00	Free time
11:00-12:00	Focused learning activities (English/Maths)
12:00	Lunch
1:00-2:00	Focused learning activities (learning theme/RE)
2:00-2:30	Physical activity: playing outside, family fitness session
2:30-3:00	Focused learning activities (phonics/spelling/times tables)