



Mission Statement

'A Caring Christian Family Where We Grow Together'

REMOTE LEARNING (COVID 19) PROCEDURE

Effective Date: 30/09/2020

Review Date: September 2021

Review Date	Signed Head Teacher	Signed Director RCSAT

Persons Responsible for Policy:	Executive Headteacher RCSAT
Approval Date	14/10/2020
Signed:	Director RCSAT
Signed: <i>h m Badger</i>	Acting Executive Headteacher RCSAT



“Every child has the right to an education. Primary Education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries to achieve this.”

Article 28 Rights Respecting Schools

1. Introduction

- 1.1. It is almost inevitable that, at some time during the Coronavirus pandemic, a school will have to instigate remote learning for some or all of the pupils.
- 1.2. Schools are legally required to establish a system for remote learning to be in place and ready to operate from 30th September 2020.
- 1.3. This procedure has been written to outline RCSATs intention to support Teaching and Learning during the Covid-19 pandemic. Remote Learning will be initiated under the following circumstances, when a pupil or pupils cannot attend school because of:
 - 1.3.1. A Level 1 absence if a pupil is:
 - 1.3.1.1. Ill, but is well enough to learn;
 - 1.3.1.2. Self-isolating, if they or a family member is displaying Covid symptoms;
 - 1.3.1.3. Self-isolating for a government-advised quarantine after a foreign holiday.
 - 1.3.2. A Level 2 absence if a pupil is at home because of:
 - 1.3.2.1. The closure of a class bubble due to a positive test result – full remote learning will be activated for the class;
 - 1.3.2.2. A full school closure – full remote learning will be activated for the school.

2. Rights to Learning

- 2.1. It is the right of all pupils and members of the school community to have access to high quality learning, experienced through high quality teaching.
- 2.2. In developing these plans the DfE stated that, in September 2020, it expects schools to:
 - 2.2.1. 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;
 - 2.2.2. Give access to high quality remote education resources;
 - 2.2.3. Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use;
 - 2.2.4. Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;
 - 2.2.5. Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support. Schools are expected to work with families to deliver a broad and ambitious curriculum.
- 2.3. The challenge is to ensure pupils are still able to access work at home whilst school is closed.
- 2.4. At RCSAT, staff shall sequence learning into chunks which are planned carefully through a mixture of face to face, online and home tasks.
- 2.5. Work shall be regularly revisited and retrieved to ensure that it ‘sticks’ in the long-term memory and is transferable to different concepts and ideas and supports new learning.

3. Shared Responsibility

- 3.1. With this right to learning comes a shared responsibility. RCSAT schools are:
 - 3.1.1. **Stronger together** – *working together towards a common goal, providing distance learning as best we can whilst school is closed;*



- 3.1.2. **Linked together** – *between staff, pupils, parents and the community via on-line platforms, our web-site, Padlet and emails; and*
- 3.1.3. **Caring together** – *being open, respectful and showing kindness and extending this throughout our community*
- 3.2. RCSAT schools shall aim to provide an inclusive curriculum that ensures every individual has high expectations of themselves and others.

4. Aims for Remote Learning

4.1. RCSAT schools shall intend:

- 4.1.1. To provide a link between home and school so that pupils and parents can share information, work and ask questions when needed;
- 4.1.2. To support all stakeholders during the pandemic and uphold our open-door policy remotely;
- 4.1.3. To signpost health and well-being resources and guidance to look after peoples' mental health and well-being;
- 4.1.4. To provide an on-line education using Google Classrooms as the main resource; pupils shall be set work by their class teacher planned from the National Curriculum;
- 4.1.5. To provide daily face-to-face contact for the teaching of Maths and English;
- 4.1.6. To provide alternative work for families not on-line or with limited access (or no access) to IT devices;
- 4.1.7. encourage diversity whilst social distancing by offering advice and suggestions, e.g. daily exercise;
- 4.1.8. To provide feedback on work completed through Google Classrooms.

5. Implementation

- 5.1. Remote Learning due to Level 1 Absence. This shall take place when a pupil is absent from school due to illness, self-isolation, government advised quarantine after foreign travel or awaiting the results of a Covid 19 test. Pupils who are not well enough to do so shall not be expected to undertake remote learning.
 - 5.1.1. Level 1 remote learning resources shall include:
 - 5.1.1.1. Mathletics;
 - 5.1.1.2. TT Rockstars;
 - 5.1.1.3. Daily reading;
 - 5.1.1.4. Use of homework on website classpages;
 - 5.1.1.5. Use of year group maths and English resources on Covid 19 Tab.
 - 5.1.2. Any work completed during a Level 1 absence shall be in the pupil's yellow homework journal.
- 5.2. Remote Learning due to Level 2 Absence. This shall take place when there is a partial closure, i.e. a class bubble is closed due to a positive Covid 19 test, or a full school closure.
 - 5.2.1. Staff plan shall work for pupils by adapting school's current curriculum.
 - 5.2.2. Work shall be in line with the National Curriculum but may need adapting to make it accessible remotely.
 - 5.2.3. Schools acknowledge that not all work will be completed at home, as consideration needs to be given to health and well-being and other family commitments.
 - 5.2.4. Staff shall prioritise work to ensure pupils have access to a range of work, but especially ensuring that basic skills. Are maintained.
 - 5.2.5. Staff shall encourage reading daily and younger pupils shall be persuaded to complete phonic lessons via Ruth Miskin and to read the RML books free via Oxford Owl.



6. Interaction, Assessment and Feedback

- 6.1. “Google Classrooms” has been adopted by RCSAT as an online tool to allow interaction, assessment and feedback between pupil and teacher in the event of a full or partial closure.
- 6.2. “Google Classroom” is a free Google App that aims to simplify creating, distributing and assessing learning in a paperless way. Teachers can use Google Classroom to send announcements to entire classes, share resources, lesson notes, PowerPoints, diagrams, and home learning. Pupils can use it to access work covered in class in school, at home or on the go and complete remote learning. Parents can use some of the features of Google Classroom to help engage with and support pupils in their home learning. It is a free resource that can be accessed from any device connected to the internet - laptops, desktop computers, chromebooks, tablets or mobile phones.
- 6.3. In the event of level 2 Remote Learning being initiated, work shall be shared with all pupils via Google Classrooms for Maths and English. This will take the form of:
 - 6.3.1. Daily virtual face-to-face teaching time for Maths and English (including phonics) using Google Meet;
 - 6.3.2. Daily work set for pupils to complete online which will be assessed and individual feedback and support provided for all learners.
 - 6.3.3. Although many safety features have been enabled by our administrators, it is still the responsibility of parents to monitor what their children are accessing online at home. Staff shall continue to teach pupils the importance of being responsible digital citizens and accessing age appropriate material and parents are expected to support this approach at home with their children.
 - 6.3.4. The daily schedule for Google Meet sessions shall be:

Class	Time of daily face to face session 1	Time of daily face to face session 2
Reception	9.00 - 9.30	12.30 - 1.00
Year 1	9.30 - 10.00	1.00 - 1.30
Year 2	10.00 - 10.30	1.30 - 2.00
Year 3	10.30 - 11.00	12.00 - 12.30
Year 4	11.00 - 11.30	2.00 - 2.30
Year 5	9.30 - 10.00	1.00 - 1.30
Year 6	9.00 - 9.30	12.30 - 1.00

7. Learning Resources

- 7.1. Alongside “Google Classrooms”, pupils shall also be provided with further work during Level 2 Remote Learning:
 - 7.1.1. A weekly work plan shall be published outlining learning for all subjects for that week (Appendix A).
 - 7.1.2. Instructions for accessing the daily Maths and English online face -to-face teaching as well as follow up work on Google Classrooms.
 - 7.1.3. Spelling and Topic work on the current teaching theme.
 - 7.1.4. A strong feature of the work we shall be around mental health and wellbeing, including resources.
 - 7.1.5. Staff shall upload the weekly work plans to their class closure page under the Covid 19 school closure tab until the end of the closure period.



- 7.1.6. To ensure that RCSAT is inclusive to all pupils and their circumstances, there shall be a mix of online and paper-based learning for families to access.

8. Optimum Learning Environment

- 8.1. Whilst being advised to 'stay home, save lives' the optimum learning environment should be adopted:
- 8.1.1. Where possible, pupils shall be encouraged to work for chunks of time appropriate to age.
 - 8.1.2. There should be opportunities to take breaks and do other activities throughout the day.
 - 8.1.3. Where possible, pupils should work in a quiet place in the house free from loud music and interruptions.
 - 8.1.4. When working at a screen, it is best to sit at a table, if possible.

9. Training

- 9.1. Training shall be provided for staff and pupils in using "Google Classrooms".
- 9.2. Handouts and guides shall also be available for parents.

10. Celebrating Success

- 10.1. Just as is done in school, it is important that success is celebrated.
- 10.2. Teachers shall feedback to pupils on "Google Classrooms".
- 10.3. Sharing of on-line work and *other learning* as defined in this procedure shall be encouraged.
- 10.4. The school web-site and newsletter shall showcase all the excellent work being completed, including other learning. There is now a dedicated page in *Covid 19/Remote learning* on our webpage.
- 10.5. Principal's Awards shall be sent each Friday by email for remote learning achievements and celebrated in the weekly newsletter.

11. Information for specific year groups

- 11.1. EYFS.
- 11.1.1. Pupils in EYFS need regular small chunks of 'formal' learning time. This is when parents would ask them to sit and complete a task.
 - 11.1.2. Teachers will set interactive tasks that do not require long periods of time working on-line.
 - 11.1.3. Ruth Miskin phonics details will be sent to parents so that pupils are encouraged to complete a daily on-line phonics lesson.
 - 11.1.4. Learning through play is vital at this age so encouraging Art, exploring nature, dressing up, using Lego, reading, counting money, looking for shapes, board games, jigsaws; the list is endless.
 - 11.1.5. Websites: <https://www.ruthmiskin.com/en/find-out-more/help-during-school-closure/>
<https://www.oxfordowl.co.uk/>
- 11.2. Year 1.
- 11.2.1. Pupils are encouraged to access Ruth Miskin lessons on-line and concentrate on Set 2 and 3 sounds.
 - 11.2.2. Pupils will be set daily work at home and encouraged to do this at their own pace.
 - 11.2.3. Pupils should continue to read daily.
 - 11.2.4. Learning through play is still important and pupils will be encouraged to allow time for extra



activities throughout the day.

11.2.5. Websites: <https://www.ruthmiskin.com/en/find-out-more/help-during-school-closure/>
<https://www.oxfordowl.co.uk/>

11.3. Years 2, 3, 4

11.3.1. Pupils in Year 2 and 3 should complete on-line learning, again at their own pace ensuring there are regular breaks.

11.3.2. Allow daily time for reading and encourage writing at every opportunity!

11.3.3. Practising times tables and developing quick recall will help them in all Maths as they move through the school.

11.3.4. Learning through other activities, other than on-line, is just as important.

11.4. Years 5, 6

11.4.1. By this age, pupils should be able to sustain concentration for longer. They would be able to complete many of the on-line tasks independently.

11.4.2. They should be able to, with some support, organise their own learning. Again, daily reading is important and encouraging writing.

11.4.3. Most pupils should be able to recall their times tables quickly but it is still important to maintain fast recall.

11.4.4. At this age, pupils may be more anxious about the current situation and should be given time to talk through concerns and given activities to maintain good mental health.

Appendix A

Example of weekly class plan for Level 2 Remote Learning

Reception and Key Stage One	1st session 9.00 – 10.15	B	2nd session 10.30 – 10.50	3rd session 10.50- 10.55	4th session 10.55 – 12.00	L	5th session 1.00 – 1.30	6th session 1.30 – 2.30	B	7th Session 2.40 – 3.15
Monday	Maths	R	Phonics / spelling for year 2	<u>5 minute</u> run/ daily mile	Writing	U	Reading	Topic work on current theme (Take away homework projects)	R	Snack and <u>storytime</u>
Tuesday	Maths	E	Phonics / spelling for year 2	<u>5 minute</u> run/ daily mile	Writing	N	Reading	Topic work on current theme (Take away homework projects)	E	Snack and <u>storytime</u>
Wednesday	Maths	A	Phonics / spelling for year 2	<u>5 minute</u> run/ daily mile	Writing	C	Reading	Topic work on current theme (Take away homework projects)	A	Snack and <u>storytime</u>
Thursday	Maths	K	Phonics / spelling for year 2	<u>5 minute</u> run/ daily mile	Writing	H	Reading	Topic work on current theme (Take away homework projects)	K	Snack and <u>storytime</u>
Friday	Maths		Phonics / spelling for year 2	<u>5 minute</u> run/ daily mile	Writing		Reading	Topic work on current theme (Take away homework projects)		Snack and <u>storytime</u>



ENGLISH WRITING:**Instructions**

Resource sheets for each lesson are on the webpage.

Monday

- Packing Up – write instructions for packing one of the items on the activity sheet.

Tuesday

- Good Enough To Eat – Use the example of Giant Egg Rolls. Write out and illustrate your favourite recipe for a Y2 class recipe book. Keep your recipe until we return to school, post to me at school or post on Padlet.

Wednesday

- Good Enough To Eat – use the ideas on the activity sheet to invent A Revolting Recipe To Delight a Dreadful Dragon.

Thursday

- How To Make... – write a set of instructions for how to make something or how to play a game. Use the example of making a papier-mache globe to help you.

Friday

- Better Instructions – improve the instructions for making toast.

Further resources to help with writing instructions:

- BBC Bitesize Writing Instructions <https://www.bbc.co.uk/bitesize/topics/zpbbkqt/articles/zbv72sg>
- BBC Bitesize Writing Commands <https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z8strwx>

READING

For list of comprehension questions about texts refer to the school document 'Supporting Reading At Home' document or use the questions on the reading bookmark given earlier in the year.

Monday

- Fluency Expression - reading out loud to develop reading fluency and expression. Continue this daily throughout the week. Use the 20 Books to Read in 2020 to record different books you read.

Tuesday

- Oral Comprehension Questions – parent/carer to use the list of questions 'Supporting Reading At Home' or the questions on the Reading Bookmark.

Wednesday

- Word Recognition - practice reading the words from the Y1 & Y2 lists or Y3/4 if you can read all the Y1 & Y2 words.

Thursday

- Find 5 interesting words in a book you are reading. Write down the meaning of each word and then use each one in a sentence of your own.

Friday

- Book Review - Give a book you have read this week marks out of ten and explain why you gave it this mark. Put your review on Padlet for others to read.



Further resources to help with reading:

- Literacy Shed Reading Comprehension Packs- Additional Packs at <https://www.literacyshedplus.com/en-gb/browse/free-resources/reading-comprehension-plus>
- KS1 Reading Comprehension Tests – past papers can be downloaded at <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials-key-stage-1-past-papers>
- Oxford Owl For Home https://www.oxfordowl.co.uk/?open_loginbox=true?sellLanguage=en&mode=hub
- Book Scavenger Hunt
- 40 Book Based Activities
- 20 Books to Read for 2020

SPELLING

When practising spelling use the ideas in the school booklet 'Help You Child with Spelling'.

With the dictation passage parent/carer to dictate sentences one at a time. Check spelling and punctuation in these sentences.

Monday

- **Spelling AY words** – play, pay, say, stay, day, today, holiday, way, away, may
- Spelling - days of the week
- **Dictation** - On Tuesday Jim will go away on holiday. Sam will stay at home and play with his dog. He cannot pay for a holiday.

Tuesday

- **Spelling AI words** – rain, train, rail, tail, snail, pain, paint, wait
- **Dictation** - Sam waits for the train in the rain. He has a pain in his bad foot. Jim will ride home in his big red car. Sam feels cross as he waits for the train.

Wednesday

- **Spelling A-E words** – cake, case, game, gate, made, name, plane, shape, snake, save, plate
- **Dictation** - Sam made a big cake in the shape of a snake. He will save the cake for Jim. Jim is thin.

Thursday

- **/n/ sound** spelt kn and gn at the beginning of words
- Word list – knock, know, knee, knit/knitting, knife, gnat, gnaw, gnome, gnarled
- Interesting fact - the 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.

Friday

- Use the words lists on the webpage. Look for any of this week's sound/spelling focus on these lists and practice spelling them.
- If there aren't any choose a selection of words to learn and write in a sentence.

Further resources to support Phonics and Spelling:

- Word Lists – Y1, Y2, Y3/4
- Help Your Child With Spelling Document
- Read Write Inc. – daily phonics/spelling lesson starting at 9.30 and then available for 24 hours after that https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ



MATHEMATICS (WHITE ROSE)

All these resources are on the webpage with the exception of Friday.

Monday

- Lesson 1 The 10 times-table

Tuesday

- Lesson 2 - Make equal groups (sharing)

Wednesday

- Lesson 3 -Make equal groups (grouping)

Thursday

- Lesson 4 Odd and Even Numbers

Friday

- Friday Maths Challenge - White Rose in partnership with BBC Bitesize
<https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons/1>

Further resources to support mathematics:

- Times Table Rockstars <https://trockstars.com>
- Purple Mash <https://www.purplemash.com/sch/bunburyaldersey>
- Mathletics <https://login.mathletics.com>

TOPIC/WELL BEING WORK**Monday**

- Well Being Activity - Using shapes to help breathing.
- Look at the activity sheet for ideas or use your own e.g. hand shape, leaf

Tuesday

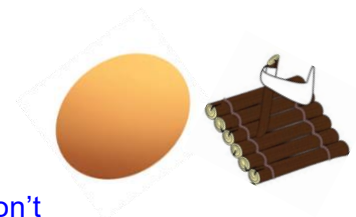
- BBC Bitesize Introduction To Materials <https://www.bbc.co.uk/bitesize/articles/z6kdwtv>
- Stem Video – Materials <https://stemlearning.wistia.com/medias/bntxirwla>
- Answer Questions 1-6 on the STEM worksheet, leave the challenges until Wednesday/Thursday.

Wednesday

- Challenge 1 – Crash Landing?
- [What property does a material need if you want to make a parachute?](#)
- [Choose an object such as a Lego person, or a ball of playdough and make a parachute for it from a material you choose. You want the parachute to float slowly to the ground when you drop it. You'll need to think about why the material you choose is suitable. You could test a few different ones to compare them!](#)

**Thursday**

- Challenge 2 – Egg Passenger
- [Can you make a raft that will float in a bowl of water... and stop an egg from sinking? What properties will the materials need? If you don't have any eggs, choose a different object to test your raft with.](#)
- [You'll need to think about why the material that you're going to use is suitable – you could test a few different rafts to compare them!](#)



Friday

- What Can You Do With a Button? Different ways of sewing a button. See ideas sheet on sheet provided. E.g. picture, different ways of sewing a button

PHYSICAL EDUCATION

- Use the links and resources from Mr Dooley already available on the class home learning webpage
- PE with Joe <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>
- Go Noodle Activities <https://family.gonoodle.com>

