



Remote Learning Plan

The document below outlines our plan for remote learning in the event of children or classes needing to be educated from home during this academic year.

Individual Child Isolation

In the event of individual children having to self-isolate when they:

- are directed to do so by NHS Test and Trace
- display Covid-19 symptoms and are awaiting a test and the subsequent results
- are quarantining having been directed to by the government having returned to the UK from abroad

Individual home learning will be set by the class teacher and emailed to parents. Wherever possible work will be **closely matched** to the learning that is taking place in school.

Learning that will be set **daily** will include:

- Maths
- English
- At least one foundation subject (eg History, Geography, Science, RE etc)

Additionally children should:

- read for at least 15 minutes to an adult
- to complete a 10 minute TT Rockstars session and complete a grid in their timestable booklets.

As such, their learning at home will be equivalent in content to the learning taking place in school.

There is no expectation for children to complete work whilst unwell. Please allow some time for teachers to prepare the work.

All children will be provided with a remote learning maths and English/foundation books. These books should be kept at home for children to use in the event of them having to self-isolate. Following a period of self-isolation, these books should be handed to class teachers so that they can celebrate the home learning, provide them with feedback and support them to re-connect with the curriculum being taught in school. The books will then be returned to the child in case of a future period of self-isolation.

If children are away from school for five or more days, class teachers will call home to talk to both children and parents. During this conversation, teachers will be able to reflect upon the learning that has been taking place by asking children about the different aspects of learning that they have been working on. They will ask parents about how their children

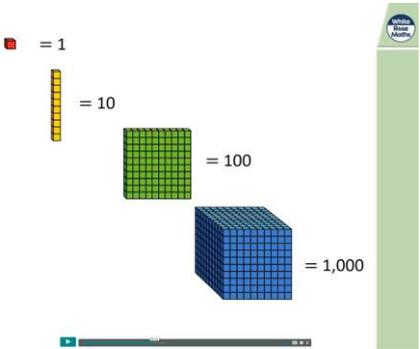
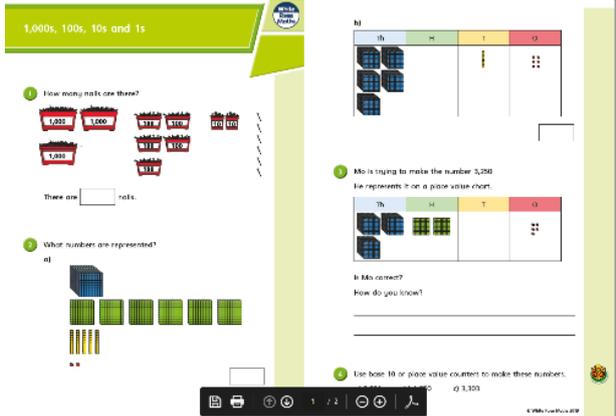
have engaged with the learning and if any additional support can be provided to support them or their children. In the meantime, you can continue to share your child's work via Class Dojo. We welcome feedback about the systems we have in place so that we can continue to review and refine them.

Throughout the time that children are learning at home, parents and children can contact school if they have any problems accessing home learning or if they have any concerns that they would like support with. Please contact us by calling the school office or emailing adminoffice@droxford.hants.sch.uk

Partial (One fixed Group) or Full Closure

In the event of a sudden, unexpected closure, the first two days of work will follow a simple, pre-planned format to allow teachers time to create home-learning specifically tailored to what they would have been doing in class.

In the event of a partial or full closure, where all members of the class are having to learn from home. Work will be set upon school closure and then at the beginning of every week that they are off. The following is an overview of our remote learning:

Subject	Plan
<p>Maths</p>	<p>We will follow the lesson videos on White Rose Hub. Video links for the individual lessons will be shared on the home learning page (general link below.) Teachers will set learning in line with what would have been covered in class.</p> <p>For example, if finding fractions of amounts is due to be covered in class then this unit should be set as home learning.</p> <p>Videos: https://whiterosemaths.com/homelearning/</p>  <p>To access worksheet resources: Worksheets will be emailed from the office to parents.</p> 

<p>English</p>	<p>Learning will follow what the children would have been doing in class but adapted to make it easier to follow at home. See the example below.</p> <div data-bbox="443 152 847 658" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Year 5/6 English Reading and Writing Home Learning Week 10 (WB 15th June)</p>  <p>If we were currently at school, we would be using the Alma short film as the main stimulus for our English at the moment. The children who are currently at school have already begun a unit of work centred around this clip. Eventually, we will all be writing a dual-perspective third-person narrative based on this film. Therefore, we have adapted the in-school planning so that this can be accessed from home and is similar to what is being completed by the children in school. The weeks' worth of English work has been split into tasks. Ideally, one task will be completed each day.</p> <p>Task 1: Can I plan my dual perspective narrative?</p> <p>a) Watch Alma again to remind yourself of the plot and main points. https://www.literacyshed.com/alma.html</p> <p>b) Think about what the purpose of your writing will be, who will read it (audience) and what genre the write will be (form)</p> <p>Purpose: Audience: Form:</p> <p>c) Read the WAGOLL of Alma written as a story. Whilst reading this, annotate any good vocab choices, techniques to build tension, use of sentence lengths/paragraph lengths for effect, use of punctuation for effect or anything else that you think is effective. You may notice that the dual perspective of the doll is written in a different colour in order to make it stand out.</p> <p>d) Using the plan provided, think about what can be seen, heard, smelt and touched for each event. Remember that we are going to have a couple of points in our stories whereby the doll actually tells the story from its point of view.</p> <p>e) After you've planned the main parts of the story, add to your planning grids</p> </div> <p>In order to back up teaching- short explanation videos may be posted on Class Dojo. If the learning depends on extracts of class texts, these will be shared. There will be a range of reading, writing and grammar tasks. Grammar may be taught via the following website: https://www.bbc.co.uk/bitesize/primary or https://teachers.thenational.academy/subjects/english-grammar/key-stages/key-stage-2 These may also be used for reading and writing lessons on these websites too.</p>
<p>Foundation subjects (eg Geography, Science, History etc)</p>	<p>For every week of home learning, 2 foundation subjects should be set. These will follow planning that would have been taught in class. Lessons that allow for home learning adaptation.</p> <div data-bbox="443 1256 1114 1713" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Can I understand about the use of fossil fuels across the world?</p> <p style="font-size: small;">This week we are looking at fossil fuels and energy consumers and producers. If you are unsure what a fossil fuel is, have a look at this website https://www.bbc.co.uk/1/health/science/2019/05/energy-fossil-fuels.shtml. Have a go at the tasks below. Do not look at Task 2 until this is complete.</p>  <p style="font-size: x-small;">Task 1. Use the map above and the key to predict which countries in the world use the most energy. If you aren't sure which countries are which, use the atlas to look them up. Feel free to change the colours on the key if you don't have those colours at home.</p> </div>
<p>PDL (Personal Development Learning)</p>	<p>An aspect of PDL will be set. This may be in the form of online learning or learning set from the teacher.</p>
<p>Spellings</p>	<p>Weekly spellings to be set as normal</p>
<p>Timestable booklets</p>	<p>To be completed if they are at home with the children and TT Rockstars also to be used.</p>

Home learning pages:

Home learning sheets will be updated and posted on the home learning tab of the website. Bear in mind that these may be shortened if children are sent home mid week.

Home Learning Weekly Tasks - tick off each task when completed		
Look at our suggested weekly timetable if needed		
Week beginning: 29 th June	YFARS 5 & 6	Completed
Maths		
White Rose Hub Online Lessons: the worksheets and answers should have been emailed to you along with this checklist. If you do not have them, please email the adminoffice@droxford.hants.sch.uk		
The instruction videos are still free to access: https://whilerosemaths.com/homelearning/		
White Rose Hub Lesson 1		
White Rose Hub Lesson 2		
White Rose Hub Lesson 3		
White Rose Hub Lesson 4		
20mins on 11 Rockstars (or similar)		
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Times Tables Booklets (1 column)		
Times Tables Booklets (1 column)		
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Arithmetic Task		
Maths Extension Task (optional)		
English		
English Reading and Writing Project: See separate task sheet. If we were currently at school, we would be using the incredible cycling abilities of Dantry Mac-Skill as the main stimulus for our English lessons. We have adapted the in-school planning so that this can be accessed from home and is similar to what is being completed by the children in school. The weeks' worth of English work has been split into tasks. Ideally, one task will be completed each day but this is not compulsory, as always, complete what is feasible and realistic.		
Reading (and note down what you have read)		
Reading (and note down what you have read)		
Reading (and note down what you have read)		
Reading (and note down what you have read)		
Spelling – practise weekly spellings for 20 minutes		
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Other subjects		
RE		
This week, you will be looking at trees as a symbol. Discuss the tree artwork provided and get creative by making your own tree piece.		
Science		
Continuing with our topic of States of Matter, you will be learning about the water cycle this week! Read/watch the information provided and complete the tasks set out on the sheet! Fancy a challenge? Try building your own model water cycle! Remember to send pictures to your teachers!		
Year 6 Only – please remember to complete your Leavers Comments and email back to school ASAP.		
Enrichment		
Choose one activity from the Enrichment Tab on the School Website and complete!		
The activity I have chosen this week is:		



ClassDojo

Class Dojo:

This app can help support home learning as teachers can post short teaching videos to explain some of the tasks or technicalities of the work set. Work can be shared directly with teachers via the app and good examples can also be shared on the class feed. Award points can also be given to children and these may be able to be set up to match our skills for learning and values.

Website:

The home learning page of the website will be updated to reflect home learning. Parents should check this tab for all home learning.

Individual needs:

To meet the needs of all learners, work will be varied and differentiated where appropriate. Our SENCo (Mrs Greenwood) is contactable via the school office.

As with many new initiatives, there is likely to be lots of learning for us to do as a school team to ensure that all aspects of remote learning smoothly and result in the best outcomes for our children. If there are glitches early on with the technology, please share these with us and we will do our best to resolve these as soon as possible.

Whilst we hope we will not have to teach too many children in this way, it is looking increasingly likely that a class/bubble may be asked to learn from home at some point in the next couple of terms. Initially this will be a strange experience for children and staff alike but I am also certain that it will be a great adventure that everyone will respond positively to and that there will be elements of this practice that we maintain in the future for the benefit of our children.

Home Learning Top Tips for Parents and Carers

Parents are not teachers and as such we are expecting pupils to be able to complete the work that is set for them at stages independently. Children will love to share with their families what they are doing and if you would like to share any work with us please feel free to take pictures and send them on Class Dojo. Please do not use Class Dojo to post messages unless sharing work due to school closures.

Establishing routines is really important, draw up a plan with your child(ren) for each day so that they can see what work they will be completing when. Children react well to structured routines but these will look different for individual children. Not all of our children can sit and maintain focus on their learning for an hour at a time. You know your children better than anyone else so build in physical and mental breaks to help them with their learning. A suggested timetable (which you could adapt) was sent out via a weekly newsletter during lockdown and can be viewed below.

Supporting home learning routines Planning the day



Consistent routines are important for behaviour and wellbeing in school and our routines at home have changed significantly. Routines support behaviour and you will be finding a new rhythm with your family. You could share this checklist with your child. Talk to them to help them plan their new routines.

The importance of simple approaches as part of a regular routine is key recommendation 4 of the EEF's guidance report [Improving Behaviour in Schools](#)

	M	T	W	T	F
I woke up at a good time.	<input type="checkbox"/>				
I did some exercise.	<input type="checkbox"/>				
I had regular meals and drank water.	<input type="checkbox"/>				
I enjoyed some reading in a quiet space.	<input type="checkbox"/>				
I practised a maths skill.	<input type="checkbox"/>				
I completed some school work at my work space. I chunked it so I had some breaks too.	<input type="checkbox"/>				
I talked to my family about my day and how I am feeling. I asked them about their day.	<input type="checkbox"/>				
I helped with a household job and talked to my family while I did it.	<input type="checkbox"/>				
I contacted my friends.	<input type="checkbox"/>				
I spent some time on my creative hobby.	<input type="checkbox"/>				
My parent/carer told me what I did well.	<input type="checkbox"/>				
My goal:	<input type="checkbox"/>				
My goal:	<input type="checkbox"/>				



We hope we won't have to enact this plan. However we feel it is important to be cautious whilst informing all concerned of the school's intention for education off site.

Thank you for your continued support.
 Matthew Dampier Jenny Smith
 Headteacher Deputy Headteacher