Remote Learning Plan for Christ Church

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| **Scenario** | **Expectations where a whole class and their teacher need to isolate or in the event of a full lockdown** | **Expectations if children need to isolate due to a positive test in their household or through ‘track and trace’** | **If children are isolating whilst waiting for test results** |
| English, Math expectations and other subjects expectations | On Microsoft teams:Teachers will provide a time table of the weekTeachers will provide recorded video sessions with input and work to be completed.Teachers will then be available, live, for children to speak to on Teams and be supported throughout the day at set times.Teacher will provide this for 3 lessons per day, as well as other activities such as reading, handwriting, spellings. Children will submit work to their teacher via Teams and the teacher will assess it.Whilst lessons will usually be recorded (or be links to alternative teaching videos) and then live support as described, teachers may organise some lessons being live if they feel this will work better.No need for families to print resources*Typical day:**9-9.30 Handwriting/spelling activity**9.30-10.30 English - Start with a video or live lesson, children then do activity**10.45 Phonics or spelling session**11.15-12.15 Mathematics - Start with a video or live lesson, children then do activity**Afternoon – other subject assignments**2-3pm teacher available on teams for a check in regarding work and class story.* | In this scenario teachers will provide the following:* Via parentmail a time table of the week
* In English a unit of work with resources and related tasks that will cover curriculum content for their year group.
* In math resources for the current objectives, along with links to video teaching materials.
* In other subjects the work will link to the skills needed for the age group. These sessions in all subjects may include links to other resources and online learning to support the teaching.
* No need for families to print resources
* All work to be feedback to staff via Teams
 | Teachers will have prepared a pack containing 2 days worth of work which can be found on the school website immediately for families who have a child isolating whilst waiting for a test result. |
| How are we ensuring families can access the work | Classteacher would check with families that they can access the work. Where this is not possible, the school will attempt to support with technology. If families do not have access to the internet, a pack will be provided. Teachers should have a pack of work ready for these families so that they can have 2 weeks of age appropriate work in this scenario. | Classteacher would check with families that they can access the work. Where this is not possible, the school will attempt to support with technology. If families do not have access to the internet, a pack will be provided. Teachers should have a pack of work ready for these families so that they can have 2 weeks of age appropriate work in this scenario. | If families do not have technology then they can collect a pack of printed work or have it delivered. |
| How will we support pupils with SEND | Where children have additional needs, that would normally be supported by a teaching assistant in school e.g. ECHP/top up funding:Where appropriate we will provide additional support from support staff remotely. | Where children have additional needs, that would normally be supported by a teaching assistant, e.g. EHCP/top up funding:Where appropriate we will provide additional support from support staff remotely.  | Where children have additional needs, that would normally be supported by a teaching assistant, e.g. EHCP/top up funding:Where appropriate we will provide additional support from support staff remotely.  |
| How will we support the Early Years | This will be done in a similar way as above, with appropriate learning and tasks provided by EYFS staff. Packs of work will also be provided – named for children, which can be collected from school.Daily timetable will be provided on teams where parents can provide photos/evidence of work for feedback. Phonics, number and story time sessions will be provided live or recorded. | This will be done in a similar way as above, with appropriate learning and tasks provided by EYFS staff. Packs of work will also be provided – named for children which can be collected from school.Daily timetable will be provided on teams where parents can provide photos/evidence of work for feedback.  | This will be done in a similar way as above, with appropriate learning and tasks provided by EYFS staff. Packs of work will also be provided – named for children which can be collected from school.Daily timetable will be provided on teams where parents can provide photos/evidence of work for feedback.  |
| How are we ensuring sequential learning? | The work that is provided on Teams should be the same learning objectives that are in class and should be in place from day 1 of isolation. | On returning to school children invited to a session where staff will ensure that they have understood the key objectives the class were working on whilst the child was isolating.If children have not grasped these concepts, they are supported with additional sessions or other work for home until we can evidence they have them so that they can access work that follows on. | Work set in these days will be on objectives that will support all learning e.g. spag, arithmetic/ On return teacher/support staff will work with children to ensure catch up on missed learning. |
| How will this be delivered if the regular teacher is ill? | Another member of teaching staff would pick up this work | Another member of teaching staff would pick up this work | Another member of teaching staff would pick up this work. |
| How are we able to feedback to pupils? | Teachers will feedback via teams both verbally in sessions and through written feedback. | Staff (not necessarily teacher) will speak to pupil or parent (by teams or telephone) at start of absence once confirmed to explain work and another time to discuss misconceptions. Understanding checked on return to school as described above.  | Work will be checked on return to school. |
| How do we ensure that pupils are provided with frequent, clear explanations of new content? | Teachers will provide recorded video sessions with input and work to be completed. Teacher will then be available, live, for children to speak to on Teams and be supported throughout the day.  | Staff (not necessarily teacher) will speak to pupil at the start of absence once confirmed to explain work and one other time to discuss misconceptions.  | Work will be short notice and pupils will be able to access either independently or with adult explanation.  |