



Remote Learning Curriculum Plan 20 – 21

The purpose of this document is to ensure that a rigorous curriculum will be in place quickly in the event of partial or complete shutdown of the school and also for pupils needing to self-isolate. This document will comprise an outline of expectations for staff and parents in order to ensure there is a strong contingency plan in place for remote education provision that is consistent across the school. It will be a working document which will be reviewed and adapted as necessary.

The aim of these contingency plans is to:

- ensure 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
- 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
- provide printed resources for pupils who do not have suitable online access
- work with families to deliver a broad and ambitious curriculum for younger pupils and some pupils with SEND may not be able to access remote education without adult support

Teachers will prepare their weekly plans to teach in school with the awareness that at any point this may be need to be sent out to families so that children can learn at home.

	Purpose	Frequency
Communication		
Class Dojo	General forum for sharing information and from class teachers and school leaders. Used for messages / assemblies / sharing work from school and from home / videos / lesson links (where teachers want to keep the link private) / reading stories etc. Weekly learning grids uploaded to portfolios for individual pupils who are self-isolating.	Daily communication from class teacher as well as other staff members
School Website	For bubbles and whole school closure home learning packs uploaded onto individual class home learning pages.	Weekly learning packs with lesson links
Phone Calls	Safe and Well Calls to families. Follow up where an issue needs to be discussed	Weekly for individual pupils self-isolating. Fortnightly for whole school closure. Ad hoc basis for follow up.
Email	Sims Pay and admin email used to send out official communications to all / individual families Teachers use their school email addresses to communicate with families.	Ad hoc basis
Zoom	Opportunity for individual children who are self-isolating to catch-up with friends and teacher. Zoom meetings offered to parents if there is a whole school closure.	Once in self-isolation period Fortnightly if needed

Animoto	Used to create videos to share with pupils and parents. These include assemblies. In whole school lockdown message videos for classes will be created so children can send messages to their friends. These are then shared via a link on Zoom.	Ad hoc basis
Delivery of lessons		
Learning grids	Home learning packs uploaded onto individual class home learning pages on website and on class page/ portfolios on Class Dojo.	Weekly (Fortnightly for bubble or whole school closure)
Videos	Teachers teach the lesson input. Links put on Class Pages of Class Dojo	One video recorded daily for bubble or whole school closure
Online Apps	Bug Club phonics (Activelearn) Go Noodle Oxford Owl Letter join Espresso Purple mash	Ad hoc basis
Nationally recognised materials	Bite size Oak Academy White Rose Maths Letters and Sounds youtube channel	Selected to meet the learning intentions
Feedback		
Portfolios – Class Dojo	Teachers & Support staff comment on work submitted – both encouragement and next steps	Daily
Resources		
Printed materials including reading books / worksheets / lesson plans	Where parents have difficulty in accessing online resources or printing materials, families can have them delivered or collect from the school porch on a weekly basis.	Weekly

Suggested Timetable

Our planned timetable focuses first on core learning and then foundation subjects including RE and PSHE. Where a teacher is unwell, a member of SLT will support the other class teacher in the 'bubble' in making provision online for that class.

The minimum expectation is that children complete the daily tasks. Some families will require a more bespoke curriculum and teachers are asked to consider who these children might be and to be compassionate and understanding when setting tasks.

We would like all of our children at home to be able to access a full curriculum but are aware that for some parents, juggling schooling at home can be extremely difficult. This timetable represents ideal timings for the most key areas of learning rather than a complete transfer from school to home with no acknowledgement of parents' or carers' individual circumstances.

General resources for use for core subjects:

In the first instance, teachers will continue by adapting their current unit of work - referring to the appropriate long term plans for each subject.

KS1		
Core:		
Phonics & spelling	20 minutes	Phonics grid supplemented with Letters &

		Sounds materials. Supported by teacher input shared via Dojo and in home learning page on website
Reading	15 minutes	School books Set online books Books from home
English	30 minutes	Use of Dojo to share resources for continuation of current unit of work. Supported by teacher input shared via Dojo (not daily).
Maths	30 Minutes	Use of Dojo to share resources for continuation of current unit of work. Supported by teacher input shared via Dojo (not daily).
Foundation:		
Science	1 hour per week	Continuation of current unit supported by The Oak National Academy and BBC Science Clips
Humanities	45 minutes per week	Continuation of current unit supported by The Oak National Academy and BBC Bite size
RE	30 minutes per week	Continuation of current unit supported by The Oak National Academy and BBC Bite size
Creative	1 hour per week	Continuation of current unit supported by The Oak National Academy, BBC Bite size, Charanga resources.
Computing	30 minutes per week	Continuation of current unit supported by resources from Switched on ICT
PSHE	30 minutes per week	Resources linked to wellbeing as well as PSHE unit. These include mindfulness activities and Cosmic kids
PE	1 hour per week	Use of Go Noodle, Joe Wicks and PE challenges set by teacher.

EYFS		
Subject	Reception Timings	Reception Resources
Literacy Phonics	15 minutes daily	Phonics grid supplemented with Letters & Sounds materials. Supported by teacher input shared via Dojo and in home learning page on website
Literacy Reading	5-10 minutes daily	Sharing a book with an adult Reading : School books Set online books
Communication and language Literacy Writing/ Mark making or Fine-motor skills	20 minutes daily	Dojo to share activity task and/or teacher video.
Mathematics	20 minutes daily	Dojo to share activity task and/or teacher video.
Expressive arts and design	30 minutes per week	Continuation of current theme: Dojo to share theme based activity task and/or teacher video
Understanding the world	30 minutes per week	Continuation of current theme: Dojo to share theme based activity task and/or teacher video

Physical development	20 minutes daily gross motor 10 minutes daily fine motor	Boogie beebies Cosmic Kids yoga Andy's animals Dough Disco
Personal, social and emotional development	10 minutes daily	Carry out small household tasks to develop self-esteem, resilience and confidence.
Learning through free play	At least 2 hours each day	Play is a really important part of how children learn so ensure you allow some time to play. This may be based on the current theme or any free play.