Delamere Remote Education Plan - September 2020

Individual basis

If a child is self-isolating, then they will be provided with work directly from the class teacher's email through their google classroom account. This will be similar to what the other children in class are working on.
Where there is significant new learning taking place that requires teacher input the child who is self-isolating will be directed to a video, power point or relevant website to help.

Class basis/ Whole school basis

Teachers will provide a weekly timetable with a summary of each lesson that will take place.

All resources will be made available on the Google Classroom.

The expectation of lessons will be:
● Daily Numeracy lesson
● Daily Literacy lesson
● Daily phonics lesson (Foundation Stage and Key Stage 1)
● Each day there will be a lesson for one of the foundation subjects (science, history, geography, music, computing, art)
Example timetable

All live lesson inputs will also be recorded and added to Google classroom. After the initial input on zoom children will be able to access support via class email.

9.00 am Daily registration – via Zoom and quick input to our SODA activity
9.30am Live teaching of Maths or literacy (phonics)activity - resources will be available on Google classroom.
11.00am Live teaching of Maths or literacy (phonics)activity- resources will be available on Google classroom
1.00pm Afternoon registration – followed by explanation (teaching session and a run through of the afternoon activities) which could include-Topic, Science, RE, PE, Outdoor skills, Art, DT, ICT, Spanish or French, Music and CARE

We will be teaching the same curriculum remotely as we do in school. However, we have needed to make some adaptations in some subjects- for example in PE and Art we will be unable to teach skills that require specialist equipment.

Study Time Each Day

Hatchmere (R) - 3 live teaching sessions plus optional activities and story time (a minimum ofc3 hours)

Oakmere and Sandymere (yr1 and 2)- 4 live teaching sessions plus optional activities (a minimum of 3 hours)

Blakemere, Nunsmere, Pickmere, Linmere (yrs3-6) 4 live teaching sessions plus optional activities and class reader (a minimum of 4 hours)

Content for maths

The school uses a mixture of schemes including but not limited to White Rose, Rising stars, NCETM. In the event of the closure of a full or partial closure then the teacher will place the relevant contents on google classroom

Content for Phonics
The school uses a mixture of letters and sounds and phonics play. In the event of a full or partial closure then teachers will use a combination of live lessons, recorded phonics videos or point the children in the direction of a video or website for the children to use at home.

Content for English
In the event of a full or partial closure, teachers will use a combination of recorded videos, upload a power point or point children in the direction of a website to support learning.

The school follows the National Curriculum guidance which links to the Twinkl spelling scheme. This will continue each week
with teachers providing the Twinkl spelling resources for the spelling pattern. There will be a spelling test set using Purple Mash each week.

Content for Other Subjects
As well as English and Maths, there will be a lesson provided for one other subject each day. This will follow the same planning that is followed in school. Some videos and resources from the Oak Academy units maybe be used where these are available. Where they are not available
teachers will make a video to teach the objective and then set learning tasks for the children to complete and submit.

Contact with Teachers
In the event of a full or partial closure, teachers will hold four daily live sessions- all of which will be recorded and available on the child's Google classroom.
The purpose of these will be for the class to all be in contact together as a class, for the teacher to summarise the learning for that lesson and for
children to share work that they have done.

Access to Technology at Home

A survey has been carried out
to find out about access to technology across school. This will help inform school
as to children that may need provision altering to suit their access to
technology or to look at which children may be eligible for new technology that
is made available by the Department for Education.

We are in a position to provide laptops where a need is identified- Parents
simply contact school and once an acceptable Use agreement has been signed a
device will be issued.

If a family is struggling with Internet connection then a dongle can be sourced
with preloaded - prepaid data,

Communicating plans to parents including 'how to' guides of using different technology

A section will be created on the school website containing information about
each of the different online learning platforms that we use to ensure that parents
 are able to support their child to access each site.

Logins to Online Learning Platforms

The school subscribes to a number of online learning resources which can be
accessed at home. It is essential that children and parents have access to all the
relevant login details from the start of the school
year so that they are immediately available in the event of a closure of self-
isolation.
The login details will be written into children's planners.
Login details that will be included are:
● 	Google classroom
● 	Purple Mash
● 	My Maths
● 	Times Tables Rockstars (KS2)

Printed Resources

Children all have access to a google classroom account where work can be
completed online. If parents are struggling with this then answers can be typed
into an email and sent back to the teacher using the class email. We will print and
deliver packs of any worksheets on a weekly basis for any children who are
unable to access these online.

Engagement, Marking and Assessment

We will expect all children in school to engage with either the live or recorded
lessons. attendance to all sessions will be recorded and any gaps will be followed
up via a phone call or email. Any sustained non- attendance will be reported to

SLT and followed up - this may result in individuals being asked to attend school to ensure engagement.

In the event of a prolonged shut down, staff will set quizzes and simple tests after each learning unit to track progress.
All work submitted via Google classroom, email or directly to school. It will be reviewed and any gaps in learning will be addressed by the class teacher or Teaching assistant.

Additional support for pupils with particular needs.

Any child with an ECHP or additional funding will be classes as vulnerable and invited to attend school.
All children who receive interventions will continued to be supported by staff.
1;1 or small group sessions will be put in place to ensure that these children continue to receive additional support.

DEFINITIONS OF VULNERABLE CHILDREN

Vulnerable children and young people include those who:

• are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
• have an education, health and care (EHC) plan
• have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:

▪ *children and young people on the edge of receiving support from children's social care services*
▪ *adopted children, those at risk of becoming NEET ('not in employment, education or training')*
▪ *those living in temporary accommodation, those who are young carers*
▪ *those who may have difficulty engaging with remote education at home (for example due to lack of devices or quiet space to study)*
▪ *others at the provider and local authority's discretion*