



Online/Remote Learning Plan

Why?

- To support children and families who are not able to return to school due to COVID-19 illness or need to quarantine.
- To outline our approach for pupils that cannot attend school as a result of government guidance or the closure of a class bubble.
- To outline our expectations for pupils that will not be attending school due to self-isolation (i.e. through Test and Trace) but that are otherwise fit and healthy.
- To outline expectations for staff who are fit and healthy and able to continue supporting with the teaching, marking and planning for pupils whilst working from home due to self-isolation/being identified as a close contact via Test and Trace.

When?

A half termly plan sets out the overview for that half term and is posted on our Teams page. Work for the week in English, Maths and other subjects will be uploaded to the Teams online learning site for each year group by Friday evening (for the following week's provision).

How?

Teachers plan weekly lessons that are relevant to the curriculum focus for that year group and supply resources to support tasks for home learners. Teachers ensure this is done weekly as part of their usual year group planning and is loaded onto the relevant Teams pages every Friday evening (for the following week's provision).

Specifically:

- A year group weekly timetable, containing all website links needed to access home learning resources along with clear information about the learning for that week. This will include reference to daily tasks for relevant subjects and will give information on what should be done in that lesson. Friday will be generic activities in English linked to reading and an arithmetic paper / questions in Maths; PSHE on Friday will be a free choice activity linked to action for happiness calendar.
- Example timetable:

Online Learning Weekly Timetable Year 4 week beginning 14.10.20			
Monday	<p>Maths – see power point</p> <p>Use bridging to next 10 to add and subtract.</p> <ul style="list-style-type: none"> • Practise your arithmetic questions • Practise number bonds to 10 • Think about which are easy to do mentally • Use a number line and split the numbers to help you get to the next 10 	English	<p>English – see power point</p> <p>Make a story map using pictures</p> <ul style="list-style-type: none"> • Look at the pictures from the book. • How else could he have caught the star? • Think of three ways and add them to the story map – write on under the pictures to show what is happening.
Tuesday	<p>Use bridging to next 10 and 100 to add and subtract.</p> <ul style="list-style-type: none"> • Practise your arithmetic questions • Think about which are easy to do mentally • Use a number line and split the numbers to help you get to the next 10 or 100 		<p>Collect descriptions</p> <ul style="list-style-type: none"> • Look at the pictures and think about what he can see and hear • Think of as many adjectives as you can • Use the headings to organise the things you think he can see and hear
Wednesday	<p>Add 2 4 digit numbers without exchanging</p> <ul style="list-style-type: none"> • Practise your arithmetic questions • Look at counters which represent numbers • Have a go together to solve the next few questions • Do the independent task and see if you can do it on your own 		<p>Write a setting description</p> <ul style="list-style-type: none"> • Look at the WAGOLL for some ideas of what your description should look like • Use the headings to organise your ideas
Thursday	<p>Add 2 4 digit numbers by exchanging</p> <ul style="list-style-type: none"> • Practise your arithmetic questions • Have a go together to solve the next few questions • Do the independent task and see if you can do it on your own 		<p>Write the rest of the story</p> <ul style="list-style-type: none"> • Use your story map and the ideas from yesterday to write the next part of your story
Friday	<p>Answer arithmetic questions Everyone weekly?</p> <ul style="list-style-type: none"> • Have a go at the arithmetic paper and see how many you get right • Look at the ones you got wrong – can you see where you made the mistake? • Make a list of the ones you were unsure how to calculate and send to your teacher 		<p>Write a book review – everyone weekly?</p> <ul style="list-style-type: none"> • Over the week read a book and on Friday write a review • What was the best bit? • What did you like about it? • Was there anything you didn't like? • What age would it be best for?
		Lunchtime	<p>Wider curriculum</p> <p>Topic</p> <p>DT use levers and linkages</p> <p>Add a moving part to your picture</p> <ul style="list-style-type: none"> • Look at the gears and draw a labelled diagram of the lever or linkage you are going to do. • Make a moving part and add to your picture <p>PE – provide a selection of activities</p> <p>Dance – Make up a dance routine to a favourite song</p> <p>Running – see how many times to can run around the garden in 5 minutes</p> <p>Skipping – teach yourself to skip and add different steps in</p> <p>Ball skills – see how many times you can bounce a ball on a bat</p> <p>Science</p> <p>Sort animals into invertebrates and vertebrates</p> <p>https://www.bbc.com/1/learning-zone/science/sorting-animals</p> <ul style="list-style-type: none"> • Ask students to put species pictures into groups based on similarities and differences and discuss—see if pupils can identify the main vertebrate groups—mammals, reptiles, birds & fish • If needed, prompt with key features such as fur, feathers, scales etc. • Introduce that all animals can be split into the two most basic groups—those with backbone (vertebrates) and those without back bones (invertebrates) • Sort pictures! <p>Topic</p> <p>History</p> <p>Friday – PSHE</p> <p>Activity from Action for Happiness calendar</p>

- A daily file with lessons for that day - Monday, Tuesday, Wednesday, Thursday, Friday

In each daily file there should be;

- Teaching activities for English, Maths and curriculum - a mixture of online resources and teacher led resources (videos, notebooks, PowerPoints or voice overs should provide specific guidance to enable the child to access the learning). If using smart notebook please save as a PDF to enable parents to open them. If a bubble is in school, "live lessons" will be paused as the children are attending school. For the small number of children that are not in school, they will access relevant videos via the links provided in the timetable above.
- Worksheets to accompany lessons if necessary

Feedback - Teachers will respond promptly, *within reason*, to requests for support from families at home. Work completed and sent back to school will be reviewed regularly and feedback given. This will usually be **at the end of the school day** if the rest of class are in school and will be done via Teams. Staff and parents should communicate with teachers through their child's Teams account.

If a Year group bubble is sent home;

If a year group bubble is sent home to self-isolate then then class resources will be loaded to their class team site. Teachers working from home will introduce maths and English lessons through 2 x 30 minute video calls ("live lessons") and set tasks to complete at home, which they will timetable and invite their class to Monday-Thursday, if not symptomatic/ill. If symptomatic/ill, other teachers from their year group will take it in turns to take these sessions to introduce Maths and English lessons to the children and set tasks. Teachers will then support remotely through teams for any children who require support during usual school hours.

Who?

- Staff will add these weekly files / resources to their year groups Teams online learning group by Friday evening for the following week.
- Staff will monitor online engagement and report any concerns to the DSL team/SLT.
- Laptops and WIFI will be offered to families that require support to access online/remote learning via admin team.
- Admin can print out weekly planning/learning activities for children who cannot be in school and cannot access Teams.
- Admin send out an e-mail directing parents to use the school website for the 1st day's learning activities and then teams for their child's year group on Teams for after the first day (as soon as the school has been told the child is self-isolating).
- Teachers have set up a file for the child in their Year group online learning group page where completed work can be uploaded for the teacher to review.
- It will be the responsibility of families to print/use these resources at home (or contact the school to ask for a 'paper pack')
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school.
- Senior Leaders will ensure that support is given promptly when required.
- Senior leaders have provided extra time within PPA to help with this provision.
- Staff working from home will support children with their online learning through teams calls and support the other teachers in their year group planning.



Online/Remote Learning Plan

Useful Resources:

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/english-resources>

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/list-of-online-maths-resources-for-home-education-during-coronavirus-outbreak>

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/online-science-pe-wellbeing-and-send-resources-for-home-education>

LLPS Online Safety Policy (see school website)

Information Security Policy (see school website)

Data Protection Policy (see school website)

Privacy Notice (see school website)

LLPS Child Protection and Safeguarding Policy (see school website)

Positive Mental Health and Wellbeing page (see school website)

Staff Code of Conduct (Behaviour Policy)

LLPS Behaviour Policy (see school website)

GDPR:

Our lawful basis for processing information: processing that is directly linked to the provision of education can be justified as under our duty to fulfil a **public task**. Therefore, from a GDPR perspective, we will not need to obtain consent from parents or students before processing their data for the purposes of remote education. However, if we are required to share any special category data, we will need a second justification for this. If this is the case, please contact our DPO to discuss why you will need to share the data.

Keeping children safe online: This is where our safeguarding obligations meet our data protection obligations. We should only share the data that is considered necessary to allow us to achieve the required purpose.

We also will monitor the privacy settings of our online learning Teams system.

Staff working remotely

Staff will not usually access personal information for their class when working from home. Staff should be able to access the school's online learning platform in a secure way through teams.

For staff who do need to access personal information they will have this set up through their school laptop.

Some secure methods would include:

- Accessing a secure cloud-based system
- Using a VPN connection
- Utilising the use of Multi factor authentication
- Ensuring staff have access to use a secure (encrypted) device.

Staff must adhere to the GDPR training they have received to ensure they are implementing this in their home. E.g. ensuring any paper documents are kept secure and disposed of in a secure manner. Keeping their computer screens locked when unattended, the importance of using secure methods of communication (such as using their school email address for communications).