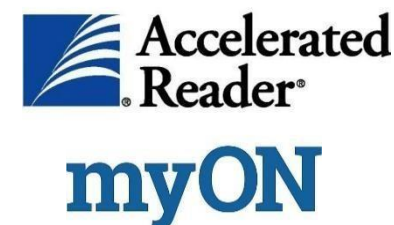


The Isaac Newton Primary School Remote Learning Plan



OAK
NATIONAL
ACADEMY



Isaac Newton Primary School has developed the following plan, in the event the school has been forced to close for more than 48 hours. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

Software and online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy and White Rose Maths.

Children will remain in contact with their Class Teacher through MS Teams. There will be a number of 'drop-in' sessions throughout the day and these will usually be scheduled after each subject. Children will be able to attend all of these 'drop-ins' but where devices at home are limited, a child could, for example, attend one or two of the sessions where they can then ask any questions or receive support. For safeguarding reasons, teachers will not be able to begin live sessions until there are **at least** three pupils or another adult present. Pupils will have to wait in the 'lobby' on MS Teams until this is the case and the teacher will allow them into the live session. Teaching Assistants will also be present during live sessions when possible. The teacher may, on occasion, organise small group sessions (3 or more pupils) with the teacher or teaching assistant to provide specific feedback to selected children- these will be scheduled at a different time within the day and the children will be notified of this through MS Teams. Teaching Assistants will be provided with a school device (Ipad/tablet) should they not have access to an appropriate device at home.

MS Teams will be used to share and celebrate work as well as being an ongoing tool for communication between teachers, pupils and parents.

Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support.

White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources. TT Rockstars will also be utilised to support the acquisition and retention of multiplication tables in Key Stage Two.

To support with reading, children will be taught phonics through the Read Write Inc (RWI) online portal. This is accessible via a computer, laptop, tablet or smart phone. Teachers will be responsible for allocating the correct books to children depending on their reading level. Children in KS2 will also be allowed to take their reading book home as normal. Should they finish this book whilst they are in isolation they will still be able to access an online book via MyOn if they do not have access to other books at home.

Children will be expected to complete quizzes once they have finished reading their book(s). KS2 children complete their quiz through 'Accelerated Reader'. All links will be available via MS Teams.

MS Teams will support school in offering true online learning with the opportunity for the children to communicate with their teacher through live video. Often this will be used so children can 'drop-in' to receive further support after accessing the Oak Academy resources. MS Teams also has a messaging function. Teachers and parents will be able to message one another to share information and offer support. The class teacher will also be able to use the chat function to send messages to the class as a whole.

In the event of any form of prolonged school closure, parents must understand that engagement in home learning is compulsory, as is the expectation that Isaac Newton Primary School makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

In preparation for home-learning, parents and children need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- MS Teams;
- TT Rockstars (Years 3-6);
- MyOn;
- Accelerated Reader (Years 3- 6);
- RWI (EYFS- Year 2).

All parents will receive a letter detailing their child's logins as well as further instructions regarding how to access remote learning. Lists will also be supplied to class teachers.

Hardware

The school has purchased a number of dongles which will be used to provide internet access to any families who are without this. In the event of another pandemic where pupils, groups or bubbles go into isolation, the school will look to provide devices from school (e.g laptops or tablets) to those who do not have access to a suitable device at home. We have however, made sure that our remote provision can be accessed using any device including a smart phone.

It will be the responsibility of Parents/ Carers to inform the school if they do not have the ability to access remote learning so suitable arrangements can be made. The school may also become aware of this when following up on those pupils who have not accessed the work that has been set for them remotely. This will be monitored via MS Teams. In the event of a pupil being loaned IT hardware (e.g. laptop, tablet or dongle), then the school will ask the Parent/ Carer to sign an 'Acceptable Use Agreement' (see appendix 1).

Remote Learning

The initial response to any school closure will be to provide children with home learning materials alongside a class stationery pack on their last day in school. This measure will afford teachers a short time to prepare their remote learning resources which will be uploaded to MS Teams. Should there not be time to action the above then the school will seek to upload learning resources as soon as possible and deliver stationary packs to those pupils most in need.

A whole class/cohort of children are not able to attend school	
Ongoing Support	Safeguarding/SEND
Teachers will schedule an MS Teams meeting with the children and parents for the following day (after a school closure). In this meeting the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning – this will consist of core subject lessons (reading/phonics, writing and maths) and a foundation subject lesson. Timetables will also include a dedicated slot for children to complete individual reading (as would be the case in school) and to quiz accordingly. Timetables will be made available on MS Teams so children and parents know what is expected and when they can contact the teacher.	If child is entitled to benefit-related FSM the school will ensure that supermarket vouchers or a food parcel are provided. Teachers will continue to report any concerns using CPOMS, ensuring that the DSLs are notified. If child is vulnerable in any way, the DSL will

Links to any of the school's paid online resources will be made available on MS Teams. Parents will also be provided with a letter which details their child's login and password for each of the online resources.

The Class Teacher will share links to appropriate lessons from White Rose Maths or Oak National Academy on MS Teams. Teachers will then be accessible to children through the Teams chat function so that any issues can be resolved. Live 'drop in' sessions will be available throughout the day for children to communicate with their teacher and receive support, feedback or re-teaching as appropriate. Teaching assistants will also access the Teams live sessions so that they can support children in breakout rooms should this be required. Teachers can schedule specific 'live sessions' if required to support pupils, including deploying a teaching assistant to run these. Children will be invited to these through MS Teams and full attendance will be expected.

For non-core lessons, resources will be uploaded to MS Teams and where possible web-links to appropriate support materials will be shared. This will often be through Oak National using lessons that link to the Isaac Newton curriculum. There will be an additional end of day Teams meeting so that the Class Teacher can read their class story.

Teachers will upload links to weekly assemblies by Mr Milner. This will encourage children to keep working, celebrate successes and promote a togetherness.

Completed work can be photographed and uploaded to MS Teams. Teachers can then review the work completed and ensure that the following day's teaching addresses misconceptions etc- this could be done via messages, the class notebook or 'live sessions'.

Feedback and queries can take place throughout the day using the chat function on MS Teams. Those children in need of additional support following feedback are to be directed to a specific Teams meeting with attendance expected.

In the event of teachers becoming ill, a member of the Senior Leadership Team will take over the running of the MS Team. This will mean a reduction in the number of live sessions but will mean that they will be available to answer questions/ queries, provide ongoing feedback and monitor attendance. If capacity in school does not allow for this then Mr Hearn will take over the responsibility for uploading work and resources as if it were a pupil or group of pupils isolating (see above scenarios).

ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (recorded on CPOMS).

Those not engaging with home learning are to receive a phone call from a member of SMT to discuss the obstacles and the support needed by the family. Mr Milner, Mrs Moorcroft or Mrs Gray or Mr Richards will be alerted to this by the class teacher. Should the class teacher wish to call themselves (as in above scenarios) then this is also acceptable.

Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Teams as long as the agencies engage.

The SENDCO will provide resources for children with EHCPs to support their learning at home- these resources will be based on their EHCP targets. Teachers will provide differentiated work via MS Teams for children with SEND as they would do within the classroom normally.

PPA time will be built into class remote learning timetables. SLT to ensure, when designing timetables, that teachers have the equivalent of 10% non-contact time in blocks during the week. This can be spread out over a number of days.	
Should a child not have access to a suitable device or the internet then their parent will need to contact school immediately. The school will then seek to loan the child a device and/ or provide them with a dongle for internet access.	

In the event of a prolonged closure, where school is partially open, teachers will be expected to manage both remote learning and the supervision/ direction of teaching assistants to lead vulnerable/ critical worker classes. Year group teachers will work on a rota basis in school to help reduce the workload associated with this. The remote curriculum and curriculum provided to vulnerable/ critical workers classes will be in-line, so additional workload should remain at a minimum. Children in school will be able to access Teams and the remote learning however this will need to be supplemented with some additional activities related to their learning to last the entirety of the school day. The teacher will ensure that teaching assistants have everything that they need each day (e.g. resources, timetables, instructions, planning) as if they were covering a class under normal circumstances. Teachers will also be on hand to support with any technical difficulties, queries, issues with behaviour or safeguarding.

Appendix 1

Make and Model of Device:

Serial Number:

Technology acceptable use agreement – [add pupil name]

The Isaac Newton Primary School understands the benefits technology can have on enhancing the curriculum and pupils’ learning; however, we must ensure that pupils respect school property and use technology safely and appropriately. To achieve this, we have created this acceptable use agreement which outlines clear expectations of pupils when using technology that is provided by the school.

The device shall remain the sole property of the school and is governed by the school’s policies.

The school is providing a device for the sole purpose of accessing education at home.

By signing this agreement, you agree to take full responsibility for the equipment issued and have read or heard this agreement (read aloud) understanding the conditions.

Please read this document carefully and sign below to accept that you agree to the terms outlined above:

Damage/loss of equipment.

I understand that I am responsible for the equipment at all times.

If the equipment is damaged, lost or stolen I will immediately inform the school and I acknowledge that I am responsible for full replacement costs. If the equipment is stolen, I will also immediately inform the police.

I agree to keep the equipment in good condition and return it to the school on demand in the same condition.

I will not leave the equipment unsupervised in unsecured areas at any time.

This agreement sets the conditions for a pupil taking the equipment home.

I confirm that I have read the terms and conditions set out in the agreement and my signature at the end confirms I agree to these terms.

Using the device at home

- I will only use the device which the school has given me permission to use for educational purposes.
- I will only use the approved email account that has been provided to me by the IT Lead.
- I will not store or use any personal data relating to a pupil or staff member for non-school related activities. If I have any queries about storing or using personal data, I will speak to the IT Lead.
- I will delete any chain letters, spam, and other emails from unknown senders without opening them.
- I will ensure that I get permission from my teacher before accessing learning materials, e.g. source documents, from unapproved sources.
- I will only use the internet for personal use.
- I will not share my passwords, e.g. to my school email address, with anyone.
- I will not install any software onto school ICT systems unless instructed to do so by my teacher.
- I will adhere to the e-safety guidelines I have been taught.
- I will only use the device supplied to me by the school to:
 - Complete homework and coursework, and to prepare for lessons and exams.
 - Undertake revision and research.

- I will not use the school's ICT facilities to access, download, upload, send, receive, view or display any of the following:
 - Illegal material
 - Any content that could constitute a threat, bullying or harassment, or anything negative about other persons or the school
 - Content relating to a person's sexual orientation, gender assignment, religion, race, disability or age
 - Online gambling
 - Content which may adversely affect the reputation of any organisation (including the school) or person, whether or not they are known to be true or false
 - Any sexually explicit content
 - Any personal data or information

Social media

- I will not use the school owned device to access personal social networking platforms.
- I will not communicate or attempt to communicate with any staff members over personal social networking platforms.
- I will not accept or send 'friend requests' from/to any staff members over personal social networking platforms.
- I will ensure that I apply the necessary privacy settings to any social networking sites.
- I will not publish any comments or posts about the school on any social networking platforms which may affect the school's reputation.
- I will not post or upload any defamatory, objectionable, copyright infringing or private material, including images and videos of pupils, staff or parents, on any online website.

I will not post any material online that:

- Is offensive.
- Is private or sensitive.
- Infringes copyright laws.
- Damages the school's reputation.
- Is an image or video of any staff, parent or nonconsenting pupil.

Reporting misuse

- I will ensure that I report any misuse or breaches of this agreement by pupils or staff members to the Head Teacher.
- I understand that as I am using this device at home and therefore, there will be limited or no filtering in place as I will be using my home broadband not the schools, so I will follow the above rules.
- I understand that the Head Teacher may decide to take action against me in accordance with the school's policies if I breach this agreement.

I acknowledge that I have read and understood this agreement, and ensure that I will abide by each principle.

Name of Parent/Carer:	
Signed:	
Name of Pupil	
Date:	
Staff:	
Signed:	
Date:	

When returning the item:

Date Returned	
Signed by staff member	
Make and Model	
Serial Number	

Suggested Remote Learning Timetables (in the event of a prolonged closure)

EYFS (Classes 1 and 2)

		Activity	Pupil	Teacher
A.M	9.00-9.30			Work Uploaded onto Microsoft Teams
	9.30-9.50	Phonics	Watch Twinkl video on You Tube.	Teacher available for any questions/queries on chat.
	9.50-10.05	Reading	Share reading book with an adult.	
	10:10-10:30	Breaktime		
	10.30-11.00	Literacy	Watch video and complete activity.	Teacher available for any questions/queries on chat.
	11.00-11.30	Teacher available on Microsoft teams. (Whole Class)		
	1130-12.00	Teacher PPA		
P.M	1.00-1.30	Maths	Watch video on White Rose Maths and complete activity.	Teacher available for any questions/queries on chat.
	1.30-2.00	Teacher available on Microsoft teams. (Small groups)		

2.00-2.30	Topic/PSHE/Music	Watch video and complete activity on Oak National Academy	Teacher available for any questions/queries on chat.
2:30-3.00	Class Storytime on Microsoft Teams with Teacher		

(Classes)

Year 1 and 2, 3, 4, 5, 6)

	9.00-10.00	10.30-11.00	11.00-12.00	1.00-1.45	2.00 – 3.00	3.00-3.20
Mon	Literacy (Teacher available via Chat 9.15-9.35)	LIVE CLASS SESSION	Numeracy (Teacher available via Chat 11.30-11.50)	Phonics and Reading LIVE GROUP SESSION (30 mins)	Foundation Subjects (Teacher available via Chat 2.15-2.35)	LIVE Story and questions
Tues	Literacy (Teacher available via Chat 9.15-9.35)	LIVE CLASS SESSION	Numeracy (Teacher available via Chat 11.30-11.50)	Phonics and Reading LIVE GROUP SESSION (30 mins)	Foundation Subjects (Teacher available via Chat 2.15-2.35)	LIVE Story and questions
Wed	Literacy (Teacher available via Chat 9.15-9.35)	LIVE CLASS SESSION	Numeracy (Teacher available 11.30-11.50)	Phonics and Reading LIVE GROUP SESSION (30 mins)	Foundation Subjects (Teacher available via Chat 2.15-2.35)	LIVE Story and questions
Thurs	Literacy (Teacher available via Chat 9.15-9.35)	LIVE CLASS SESSION	Numeracy (Teacher available 11.30-11.50)	Phonics and Reading LIVE GROUP SESSION (30 mins)	Foundation Subjects (Teacher available via Chat 2.15-2.35)	LIVE Story and questions
Fri	Literacy (Teacher available via Chat 9.15-9.35)	LIVE CLASS SESSION	Numeracy (Teacher available 11.30-11.50)	Phonics and Reading LIVE GROUP SESSION (30 mins)	Foundation Subjects (Teacher available via Chat 2.15-2.35)	LIVE Story and questions

(Classes)

Year 3 and 4 7, 8, 9, and 10)

	9:00-10:00am	10:30-11:00am	11:00-12:00pm	1:00-1:30pm	1:30-2:00pm	2:00-3:00pm	3:00-3:30pm
Monday	Literacy Teacher available via Chat 9:30-9:50am	Live Class Session	Maths Teacher available via Chat 11:30-11:50am	Reading Accelerated Reader	Live Group Session	Foundation Subjects Teacher available via Chat 2:25-2:45pm	Live Story and Questions
Tuesday	Literacy Teacher available via Chat 9:30-9:50am	Live Class Session	Maths Teacher available via Chat 11:30-11:50am	Reading Accelerated Reader	Live Group Session	Foundation Subjects Teacher available via Chat 2:25-2:45pm	Live Story and Questions
Wednesday	Literacy Teacher available via Chat 9:30-9:50am	Live Class Session	Maths Teacher available via Chat 11:30-11:50am	Reading Accelerated Reader	Live Group Session	Foundation Subjects Teacher available via Chat 2:25-2:45pm	Live Story and Questions
Thursday	Literacy Teacher available via Chat 9:30-9:50am	Live Class Session	Maths Teacher available via Chat 11:30-11:50am	Reading Accelerated Reader	Live Group Session	Foundation Subjects Teacher available via Chat 2:25-2:45pm	Live Story and Questions
Friday	Literacy Teacher available via Chat 9:30-9:50am	Live Class Session	Maths Teacher available via Chat 11:30-11:50am	Reading Accelerated Reader	Live Group Session	Foundation Subjects Teacher available via Chat 2:25-2:45pm	Live Story and Questions

(Classes)

Year 5 and 6 11, 12, 13, and 14)

	9.00-10.00	10.20-11.00 Group Live Session-once a week with each group-one group per day	11.30-12.30	1.30-1.50	1.50-2.10	2.15-3.00	3.00-3.30
Mon	Literacy (Teacher available via chat 9.30-10.00)	Grammar (Group Live Session 10.30-11.00)	Numeracy (Teacher available via chat 12.00-12.30)	AR Reading (independent Reading-quiz and other MYON books)	Whole Class Session Live	Foundation Subject (Teacher available 2.30-3.00)	Mrs Pask assembly And Whole Class Session Live
Tues	Literacy (Teacher available via chat 9.30-10.00)	Grammar (Group Live Session 10.30-11.00)	Numeracy (Teacher available via chat 12.00-12.30)	AR Reading (independent Reading-quiz and other MYON books)	Whole Class Session Live	Foundation Subject (Teacher available 2.30-3.00)	Story read by teacher And Whole Class Session Live
Wed	Literacy (Teacher available via chat 9.30-10.00)	Grammar (Group Live Session 10.30-11.00)	Numeracy (Teacher available via chat 12.00-12.30)	AR Reading (independent Reading-quiz and other MYON books)	Whole Class Session Live	Foundation Subject (Teacher available 2.30-3.00)	Story read by teacher And Whole Class Session Live
Thurs	Literacy (Teacher available via chat 9.30-10.00)	Grammar (Group Live Session 10.30-11.00)	Numeracy (Teacher available via chat 12.00-12.30)	AR Reading (independent Reading-quiz and other MYON books)	Whole Class Session Live	Foundation Subject (Teacher available 2.30-3.00)	Story read by teacher And Whole Class Session Live

(Classes)

Fri	Literacy (Teacher available via chat 9.30-10.00)	Grammar (Group Live Session 10.30-11.00)	Numeracy (Teacher available via chat 12.00-12.30)	AR Reading (independent Reading-quiz and other MYON books)	Whole Class Session Live	Foundation Subject (Teacher available 2.30-3.00)	Headteacher Assembly And Whole Class Session Live
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Appendix 2

Evidence of remote learning engagement Individuals not engaging or submitting work daily	
How are these pupils tracked?	<u>3 Tiered Approach</u> Daily monitoring 1. Teachers – monitoring lists for each class in live sessions/work submitted. This is sent to SMT every Thursday 2. SMT to make a list of those with little or no engagement 3. Calls made to parents of the children in (2) by David, Emma, Craig and Robyn. .

<p>What are the next steps?</p> <p>Note: Actions taken with parents/carers should be recorded on CPOMS under the following two tabs:</p> <ul style="list-style-type: none"> - Home issues/parenting issues - Parental contact 	<p><u>STEP 1</u> Check with CT, DHT, AHT and Office Admin to see if any messages regarding children not able to access the home learning.</p> <p><i>Consideration must be given to certain circumstances where the child may be unable to work which are considered acceptable by the Headteacher.</i></p> <p><u>STEP 2</u> Phone call from Mr Richards, Mrs Locke or office staff. There will initially be a phone call used to touch base and act as a signpost to Microsoft teams.</p> <p><u>Questions such as the following should be used:</u> <i>Do you have the technology at your disposal (including internet)?</i> <i>Do you understand what is being set?</i> <i>Do you need support with a particular aspect?</i> <i>What do you agree to complete the work tomorrow?</i></p> <p>Agree a time to monitor the work sent in tomorrow OR agree actions and set timescales (i.e. collect device and get set up). Make a note of date/phone call and notes of meeting as record of engagement. If no improvement next day OR after agreed action timescales, move to step 3.</p> <p><u>STEP 3</u> It may be that this pupil becomes vulnerable by not engaging with the work and therefore must come into school according to guidance. This should be communicated to the parent and a response recorded on CPOMS. If this is not appropriate, step 4.</p> <p><u>STEP 4</u> A letter to be sent out to inform the parent that lack of engagement not only widens the gap of attainment but damages their future chances in life and will also make it more difficult for us to bridge the gap in coming weeks, months and years. In some circumstances this may become a safeguarding issue and step 5 would be implemented.</p> <p><u>STEP 5</u> Raise concerns in line with safeguarding procedures.</p>
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