

## Summercourt Remote Learning Plan



### **What 'remote learning' can I expect from Summercourt Academy?**

We aim to implement remote learning from your child's second day of absence if it is Covid-19 related.

**EYFS/Class 1 content will be delivered through Tapestry**

**KS1/KS2 (Class 2, 3 and 4) content will be delivered through Google Classroom**

Please ensure that you have a login for the above so you can access learning for your child/ren.

In addition to school content provided, the government's Oak Academy online lessons can be used for remote learning for every year group, covering a wide range of curriculum objectives.

<https://www.thenational.academy/>

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Summercourt Academy has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and may require hard-copies of work and resources.

This plan will be applied in the following instances:

1. An individual is self-isolating because of symptoms or a positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in a bubble;
3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus.

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

### **Learning platforms**

Within all plans, teachers will set appropriate work to support our current curriculum, primarily supplemented by a range of resources provided by Literacy Shed, BBC bitesize and White Rose Maths for KS1 and KS2.

Children will remain in contact with their Class teacher through Tapestry and Google Classroom (to share successes and communicate). Google Classroom can be accessed through our school website login link. (See the green icon above).

White Rose Maths resources will be used as they are matched to our current maths curriculum model and calculation policy. Our calculation policy is available on the school website and within google classroom. Children are very used to seeing these resources.

In mathematics, TT Rockstars, Top Marks and Maths frame will all be utilised to support the acquisition and retention of basic core skills for KS1 and KS2.

### Remote Learning Class 1

Tapestry will be used in Class 1 to communicate with parents and set appropriate learning activities. Parents will receive notifications on their Tapestry app to direct them to any new learning opportunities (this may be via a 'Memo' or an 'Activity' on the web version of Tapestry). We encourage parents to upload their own observations linked to Home Learning activities. Teachers will respond to these to support learning at home and provide support and encouragement to your child.

Whilst waiting for any Home Learning to be uploaded / set via Tapestry, (this may take 24 hours from the point of initial isolation) we would encourage all parents to support their child by:

- \*Reading home reading book
- \*Practising daily handwriting / spelling sheet (in child's yellow homework folder)
- \*Reviewing and practising sounds learnt so far (these would be in the sounds in the yellow homework folder)
- \*Practising simple counting activities (counting steps, counting cups, counting claps etc)

### Remote Learning Class 2, 3 and 4

Circumstance	Remote Learning												
Day One of Self-Isolation	<p>On Day One of your child not being in school, please use your child’s login and the internet to access a variety of websites for general work. Here is a suggested timetable:</p> <table><tr><td><b>Maths</b></td><td>30-60 minutes</td><td>TT Rockstars / White Rose Maths / Oak Academy - <a href="https://classroom.thenational.academy/schedule-by-year">https://classroom.thenational.academy/schedule-by-year</a></td></tr><tr><td><b>English Writing</b></td><td>30-60 minutes</td><td>Choose an activity from Pobble 365 – an image with creative writing ideas to use <a href="https://www.pobble365.com/">https://www.pobble365.com/</a> / Oak Academy</td></tr><tr><td><b>English Reading</b></td><td>30-60 minutes</td><td>Read your school reading book or read an online story using the researchify link - <a href="https://researchify.co.uk/">https://researchify.co.uk/</a> / Oak Academy</td></tr><tr><td><b>Topic</b></td><td>30-90 minutes</td><td>Oak Academy – pick a subject of interest for your year group</td></tr></table> <p><b>Please make use of the following apps: TT Rockstars, Accelerated Reader– and websites too:</b></p> <p><a href="#">Oak Academy</a> <a href="#">Pobble 365</a> <a href="#">Researchify for Reading</a> <a href="#">White Rose Maths</a> <a href="#">BBC Bitesize</a> <a href="#">Oxford Owl</a></p>	<b>Maths</b>	30-60 minutes	TT Rockstars / White Rose Maths / Oak Academy - <a href="https://classroom.thenational.academy/schedule-by-year">https://classroom.thenational.academy/schedule-by-year</a>	<b>English Writing</b>	30-60 minutes	Choose an activity from Pobble 365 – an image with creative writing ideas to use <a href="https://www.pobble365.com/">https://www.pobble365.com/</a> / Oak Academy	<b>English Reading</b>	30-60 minutes	Read your school reading book or read an online story using the researchify link - <a href="https://researchify.co.uk/">https://researchify.co.uk/</a> / Oak Academy	<b>Topic</b>	30-90 minutes	Oak Academy – pick a subject of interest for your year group
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<p>My child is absent because they are awaiting test results and our household is required to self-isolate.</p> <p>The rest of their school bubble are attending school and being taught as normal.</p> <p>The rest of their school bubble are attending school and being taught as normal, so the teacher will not be able to respond to work or queries until the end of the day.</p>	<ul style="list-style-type: none"> <li>• <b>Maths</b> uploaded to Google Classroom / Tapestry, following on or, if possible, mirroring the maths being covered in the classroom at that time. This may be a combination of white rose maths videos (the scheme used to support lessons in school), the PowerPoints shared in the classroom and resources/worksheets used in the classroom.</li> <li>• <b>English</b> uploaded to Google Classroom / Tapestry following the sequence of learning happening in the classroom. The quantity will be dependent on age/year of your child. Some/all of these will be 'handed in' to your child's class teacher on Google Classroom for marking. English tasks will consist of Reading/Phonics, Writing, Spelling and Grammar activities in line with the class timetable.</li> <li>• <b>Phonics for EYFS and KS1</b> to work on the sounds your child will be missing.</li> <li>• <b>Project/Science task(s)</b> following the lessons being covered in class that week. This may be the screens from the lesson being uploaded onto Google Classroom/ Tapestry along with resources / worksheets. If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g. maps and atlases) then alternative 'topic' learning will be set on google classroom which may make use of the Government's 'Oak Academy' lessons.</li> </ul>
<p>My child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.</p> <p>We enter another 'lockdown' with total school closure.</p>	<p>As above and in addition:</p> <ul style="list-style-type: none"> <li>• <b>PowerPoint Learning/Support (When necessary)</b>– this will look different depending on the age of the children. This will be a short PowerPoint/Video delivered by the class teacher.</li> <li>• <b>1:1 support</b> if your child receives 1:1 support, and they are isolating, a more bespoke programme of support will be set up. This may include phone calls with your child's 1:1 support TA. They will usually be expected to still complete the learning set on google classroom.</li> <li>• <b>Feedback</b> will be more bespoke to individuals to identify any misconceptions and address these.</li> <li>• <b>Arbor Class Text Message weekly</b></li> <li>• <b>Arbor Email: Home Learning Overview containing learning ideas</b></li> <li>• <b>Staff will timetable a phone call to each family, during any bubble closure support the learning.</b></li> </ul> <p>Teachers will also share an overview of home learning – this will consist of core subject lessons, a STEAM curriculum, project activities, mindful activities and additional learning assigned to folders on Google Classroom.</p> <p>Completed work should be shared and uploaded to Google Classroom (this could be a photograph). Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using Tapestry or Google Classroom.</p>

**In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Summercourt Academy makes that provision available and accessible to all. However, if children themselves are too ill to engage then they should not be expected to complete any home learning.**

**Pupil needs to isolate because someone in their household is symptomatic or tests positive.**  
**A group of children are self-isolating because of a case of coronavirus in their class bubble.**  
**A whole bubble/cohort of children is isolating because of an outbreak of coronavirus.**

Ongoing Support  
Safeguarding/SEND

School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to [hello@summercourtacademy.org](mailto:hello@summercourtacademy.org) or the school office via telephone.

*If child is entitled to benefit-related FSM ensure a food voucher is made available.*

If child is vulnerable in any way, the DSL or DDSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL/DDSL (record on Arbor with further info in My Concern if necessary).

If a child does not engage, the Class teacher is to call the parents to discuss obstacles and support.

Those not engaging with home learning are to receive a phone call from the class teacher in the first instance and then a member of SLT to discuss the obstacles and the support needed by the family. This could then be followed up by further calls if there are pastoral issues.

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 Lead teacher & SENDCo will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.