

Culcheth Primary School Home Learning Contingency Plan

This plan is written to offer guidance as to possible practises and resources which are available where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home. The expectations is that we are working towards providing remote education that includes:

- setting assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- Providing frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation of how regularly teachers will check work.
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

Further guidance is available at <https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education>.

Home learning when school remains open/ child's usual class still attends, but a child is absent because of self-isolation requirement

Lessons will be set from the Oak Academy online learning materials. Where possible, we will keep home learning in line with what the rest of the class will be learning in school. BBC bite size, White Rose videos or similar may also be used to supplement teaching.

There may be some adult support and intervention required for children to fully access the lessons and there may be follow up activities to complete following the online lesson.

In addition to this specific work will be set using MyMaths, IDL MATHs or Mathsletics/ Mathseeds. This work can be targeted to individual children and matched with the learning that the rest of the class will follow.

TT Rockstars will also be set as a daily activity to develop fluency in multiplication and related division.

Children will also be asked to read daily using the online programme that they follow – Lexia, IDL, ReadingPlus or Oxford Reading Buddies.

Whole Class Lockdown

EYFS and Year 1 and Y2

In Reception and Year 1/2, the work required for the day/week will be outlined via Class Dojo and/or through Google classroom. This will enable the teachers to communicate with parents and set work either through the Class Story or Student Portfolio sections. Teachers will be able to record videos or upload documents where necessary. The children can then either complete the work interactively or submit a photograph to their portfolio. (Guidance as to how to do this can be found at <https://www.youtube.com/watch?v=oufecIODPuo&feature=youtu.be>)

In Reception, depending on uptake from parents, the children could submit evidence of their learning via the Tapestry App. Teachers will be able to offer feedback through the comments section. Expected lessons will be:

- Daily phonics lesson;
- Daily English lesson;
- Daily Maths lesson;
- Daily reading activity;
- Daily Handwriting lessons;
- Weekly topic lessons (there is no set amount of lessons due to the open-ended nature of these lessons).

Year 3 – Year 6

During these years, lessons will be delivered using the Google Classroom learning platform. Using this, teachers will be able to set lessons which the children will complete, where possible, using the Google Education suite of Apps (Google Slides, Docs, Forms and Jamboard). This will enable the teachers to provide feedback directly to the student and where possible give them a *score* for their work. In addition to this, the children could use Padlet, Book Creator or Kahoot to complete tasks. Teachers will be able to upload lesson explanation videos or links to other websites to explain the lesson objectives to the children. Expected lessons will be:

- Daily maths lesson;
- Daily English lesson;
- Daily topic lesson;
- 1 hour of reading activities per week (Lexia, Oxford Reading Buddy, Reading Plus and Home Reading books)
- Weekly spelling activity

Tutorials of how to use Google Classroom can be found at <https://teachercenter.withgoogle.com/first-day-trainings/welcome-to-classroom>.

Expectations of teachers (unless unwell)

If the whole class has to be away from school, teachers will;

- Be mindful that some children may not have an adult at home that is available to support them with their learning and so will also provide work that the child should be able to access independently. It is recognised that this is much more difficult with younger children.

- Keep a register of engagement from children
- Monitor Google Classroom throughout the usual school day to answer any questions.
- Mark all work submitted within a given time frame.
- Provide daily contact to explain the learning for the day through Google Meet or Zoom. For those that do not have internet access, this will be done via telephone.
- Provide a wellbeing check with the class at least once a week.
- Monitor SEND children.
- Contact parents if there is no work submitted to see if there are any problems.

Expectations of parents

We appreciate that supporting your child at home can be very challenging, especially if you have to work yourself or have very young children. However, we hope that parents will;

- Provide their child with a device to use to access the remote learning. They should contact school if they need to borrow a device (these are limited).
- Support their child whenever they can to access the learning provided.
- Ensure that a minimum amount of work is done each day. This should be some maths, some English and reading. If the given class work is not submitted, please contact the teacher to let them know what work has been done at home.
- Let the school know if there are any problems accessing the learning.
- Request paper copies of work if you do not have internet access.