



Remote Learning Plan



OAK
NATIONAL
ACADEMY



Seesaw

In order to ensure that learning is continued, irrespective of lockdown and self-isolation all Primary Schools within Acorn Education Trust will be following the remote learning plan, which builds on existing strong home/school links. This plan outlines our approach, whilst acknowledging each school has a detailed plan for remote learning which reflects the different platforms in each school. This plan outlines the remote learning opportunities whilst also recognising that some households have limited access to devices and would require hard-copies of work and resources.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in the 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](#) and the school's own business continuity plan.

Software and online platforms

Within all plans, teachers will set appropriate work in-line with the school's current curriculum and schemes that support the curriculum. This will be supplemented, as appropriate by a range of resources which are provided by Oak Academy, White Rose Maths and BBC Bitesize.

Whilst recognising each school is different, children may remain in contact with their Class teacher through MS Teams, ESchools, Zoom, Seesaw and the School's own website (to share successes and communications).

Oak Academy remote learning has been signed posted to all schools because of its high quality; encouraging 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 and are rooted in the mastery approach. Children are very used to seeing these resources. Schools who use Power Maths will be using the online modules to support remote learning.

Multiple platforms offer the ability to cover basic skills which include Professor assessor and TT Rockstars. These will all be utilised to support the acquisition and retention of basic core skills.

MS Teams and Zoom calls will support schools in offering face to face contact with their teachers and some online learning opportunities.

Private connections to the school website (only accessed with personal logins), Seesaw and Tapestry will remain a critical source of communication with families and has already proved to be invaluable. Teachers and parents will be able to message one another to share information and offer support.

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 all Acorn Education Trust Schools make 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):

- Private connections to the school website
- Tapestry
- Seesaw
- MS Teams
- TT Rockstars

Worksheets and Practical Resources

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will leave school with a pack of work and instructions about the use of any online platforms that the school uses or recommends. Children will have immediate opportunity to continue their learning.

The work packs should be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading, writing (with a visual prompt) and handwriting.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials (this might need to be delivered). In the case of whole cohort isolation, resources will be uploaded to the agreed school platform and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
<p>Using the school agreed platform, the Classteacher will upload work to allow parents to see the learning materials. The teacher will decide what materials are most appropriate for the individual child.</p> <p>If teaching input is required for core lessons, the teacher can either direct the parent to a relevant Oak National taught session or they could use MS Teams to check in with the pupil.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results</p> <p>If child is entitled to benefit-related FSM ensure food made available</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL</p> <p>If a child does not engage, the Classteacher is to call the parents to discuss obstacles and support.</p> <p>Children with SEND may require differentiated resources or additional scaffolding and support for work. If children with SEND are struggling, the teacher or TA may conduct a “check-in” via MS Teams.</p> <p>Class teachers should offer alternative ways to writing for recording work where relevant to children with SEND. Children should be encouraged to read.</p> <p>For children with SEND who are receiving Speech and Language or ELSA intervention in particular, this should take place via MS Teams.</p> <p>For children with SEND, a known adult from school should ring home at least once a week.</p>

A group of children are self-isolating because of a case of coronavirus in their class bubble	
Ongoing Support	Safeguarding/SEND
<p>Using the school agreed platform, the Classteacher will upload work to allow parents to see the learning materials.</p> <p>If teaching input is required for core lessons, the teacher can either direct the parent to a relevant Oak National taught session or they could use MS Teams to check in with the pupil.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results</p> <p>If child is entitled to benefit-related FSM ensure food made available</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL</p> <p>Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and support.</p> <p>Children with SEND may require differentiated resources or additional scaffolding and support for work. If children with SEND are struggling, the teacher or TA may conduct a “check-in” via MS Teams.</p> <p>Class teachers should offer alternative ways to writing for recording work where relevant to children with SEND. Children should be encouraged to read.</p> <p>For children with SEND who are receiving Speech and Language or ELSA intervention in particular, this should take place via MS Teams.</p> <p>For children with SEND, a known adult from school should ring home at least once a week.</p>

A whole bubble/cohort of children is isolating because of an outbreak of coronavirus	
Ongoing Support	Safeguarding/SEND
<p>Teachers will share a timetable of learning – this will consist of core subject lessons, a non-core lesson and a whole class reading session per day via the school’s agreed communication platform</p> <p>Teachers will schedule MS Teams sessions to support the remote learning arrangements</p> <p>Some live will be delivered through MS Teams and recorded lessons will be distributed through the school’s own platform.</p> <p>The Classteacher will share links to appropriate lessons from the school’s own curriculum, White Rose Maths or Oak National lessons through the school’s agreed communication platform. Teachers will then be accessible to children through Teams so that any issues can be addressed.</p> <p>For non-core lessons, resources will be shared through the school’s agreed communication platform 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 school’s own curriculum. Teachers will schedule Teams sessions to support those children needing additional input.</p> <p>Time will also be scheduled for the children to watch an online assembly delivered by the Headteacher/member of SLT. This will encourage children to keep working, celebrate successes and promote a togetherness.</p> <p>The schools will communicate how completed work should be shared (dependant on the school platform). Teachers can then review the work and feedback and queries can take place throughout the day.</p> <p>In the event of teachers becoming ill, if available, support staff will be required to ‘takeover’ or SLT will direct children to Oak Academy/ White Rose or BBC Bitesize.</p>	<p>Parents notified so they know to communicate test results</p> <p>If any children are entitled to benefit-related FSM ensure food made available</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL.</p> <p>Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family. This could then be followed up by calls from ELSA if there are pastoral issues.</p> <p>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.</p> <p>The SENDCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly. Some children with SEND may require some alternative resources to enable them to access the curriculum remotely. This will be planned as usual by the class teacher with support from the SENCO where needed.</p> <p>See above for children with SEND.</p>