



**Beverley Minster**  
C.E. Primary School

# Coronavirus Remote Learning Plan

**'Encourage one another and build each other up'**

**1 Thessalonians 5:11**

To ensure the continuity of learning for our pupils in the event of lock down or self isolation, Beverley Minster Primary School has developed the following plan. This plan offers remote learning while also acknowledging that some households have limited access to devices and will require hard-copies of work and resources.

The plan will be applied in the following circumstances

1. An individual or group self isolating because of a positive test in the household.
2. Whole bubble or cohort are self isolating because of an outbreak of coronavirus.

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

**In the event of any form of isolation and loss of learning caused by Coronavirus (COVID-19), parents must understand that engagement in home learning is compulsory, as is the expectation that Beverley Minster CE Primary School makes that provision available and accessible to all. If children, however, are too ill to attend then they should not be expected to engage in home learning.**

### Software and online platforms

Class teachers will set appropriate work in line with the Year group curriculum expectations, primarily supplemented by Oak Academy, Maths No Problem and White Rose Maths.

Children will remain in contact with their Class Teacher through Google Classroom, Marvellous Me ( to share successes) and telephone.

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. Class teachers are to use the lessons in the classroom so children are familiar with the platform.

Maths No Problem and/or White Rose Maths will be used as they are matched to our current maths curriculum model and worksheets will be posted for the children to work through in conjunction with direction from the teacher and/or taught sessions. Children are very used to seeing these resources. Spelling Shed, Maths Shed, Lexia, Reading Plus, My Maths, Purple Mash and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills.

Marvellous Me will remain in use as the communication element has already proved to be positive. Teachers will be able to message parents to children's work on an individual basis. The @beverleyminsterprimary Twitter feed will offer the chance for teachers to celebrate children's work and maintain our school community. Use of Marvellous Me will be in-line with the Marvellous Me Usage Policy.

In preparation for home-learning, parents and children have been provided with logins and passwords for the following platforms that they will be using.

- Google Classroom
- Spelling and Maths Shed
- TT Rockstars
- My Maths
- Purple Mash
- Reading Plus - Year 4-6 / Lexia (if appropriate)

## 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. 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 alongside an exercise book to record their work in (this might need to be delivered). In the case of whole cohort isolation, resources will be uploaded to Google Classrooms and priority children, with no access to an IT device, will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.



**Individual pupils or a small group needs to isolate because someone in their household is symptomatic or tests positive**

**Ongoing Support**

Using google classroom the teacher will upload worksheets and videos the day before to allow parents to see the learning prior to supporting their child. (Programs such as purple mash for guided reading, spelling shed, reading plus must be set for the child to complete through Google classroom.)

Teaching input is required for core lessons. The teacher can also direct the parent to the relevant resource e.g. Oak Academy, My Maths/White Rose Maths resource through a Google slide show with audio clips.

To support teaching and learning, the class teacher will upload a Google slide presentation with audio clips attached to each slide. The slides should introduce the lesson, objective and outcomes of the lesson. This teaching should enable the children to complete the set tasks and independent work. The teacher could choose to record a video clip and upload it to support teaching.

Foundation subjects - Google slide presentations, resources and independent tasks will be uploaded to Google Classroom. Staff must be appreciative of the resources children have at home when planning subjects such as art. E.g focus on art appreciation or tasks that they could complete with limited resources.

The class teacher will complete a phonecall to parents on day 2 to inform them that work is being set. The teacher or TA will also complete a phonecall in the second week.

The class teacher is to mark work and communicate with pupils regarding feedback on Google Classroom. The class teacher may not be readily available during the day but will respond as soon as possible to any questions the child may have through Google classroom.

Collective worship to be uploaded to Google Classroom weekly.  
Class teacher to issue Marvellous Me and maintain positive contact with the child and parent.

**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 [office@beverleyminsterprimary.co.uk](mailto:office@beverleyminsterprimary.co.uk)

If a child is entitled to benefit-related FSM ensure food is made available through school catering service. This will be available to collect or be delivered. Alternatively, vouchers will continue to be made available via Wonde.

If child is vulnerable in any way, the DSL (Rachel Smalley) or the DDSL (Rachel Hatter) will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL or one of the DDSL (record on CPOMS).

If a child does not engage, the class teacher is to call the parents to discuss obstacles and support. If class teachers are unsuccessful in making contact, Mrs Hatter(Headteacher) will make a home visit.

This could then be followed up by calls from Mrs Roberts (ELSA)/ Mrs Smith (ELSA) if there are pastoral issues.

Where children would normally receive additional support from external SEND agencies, the SENDCO (Mrs Rhodes) will facilitate contact and if necessary arrange meetings via Ms Teams.

Any Annual Reviews and Statutory work will also take place via Microsoft Teams, telephone and email contact.

SENDCO (Mrs Rhodes) to make regular contact (via email and telephone) with parents of EHCP pupils isolating.

The SENDCO will support class teachers with setting appropriate work and or using Oak Academy SEND lessons as and when required.

Foundation Stage - The Home Learning will be posted on Google Classroom. Parents will be provided with guidance on the learning focus for the week and also additional home learning activities that can be completed at home.

Parents will be requested to post any photographs of learning on the Google Classroom page which the teacher will then respond to and comment on.

**A class of children are self-isolating because of a case of coronavirus in their class bubble**

**Ongoing Support**

Teachers will record a welcome introduction to the day for the class. In this video the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning for the day – this will consist of core subject lessons, a non-core lesson, reading/guided reading and a whole class reading session per day.

Using google classroom, the teacher will upload worksheets and videos the day before to allow parents to see the learning prior to supporting their child. The teacher will decide what materials are most appropriate for the children and individual children.

(Programs such as purple mash for guided reading, spelling shed, preading plus will be set for the child to complete through Google classroom).

Teaching input is required for core lessons. The teacher can also direct the parent to the relevant resource e.g. Oak Academy, My Maths/White Rose Maths resource through a Google slide show with audio clips.

To support teaching and learning, the class teacher will upload a video recording of the teaching of the main teaching points for core lessons or/and a Google slide presentation with audio clips attached to each slide. The slides should introduce the lesson, objective and outcomes of the lesson. This teaching should enable the children to complete the set tasks and independent work.

Foundation subjects Google slide presentations and resources will be uploaded to Google Classroom. Teachers will be mindful of the resources children have at home when planning subjects such as art. E.g focus on art appreciation or tasks that they could complete with limited resources.

Story time to be recorded for the end of the day.

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SENDCO (Mrs Rhodes) to make regular contact (via email and telephone) with parents of EHCP pupils isolating.

The SENDCO will support class teachers with setting appropriate work and or using Oak Academy SEND lessons as and when required.

Parents will receive a well-being phonecall to support in the first and second week from the teacher or TA.

The class teacher is to mark work and communicate with pupils regarding feedback on Google Classroom.

Completed work should be photographed and/or uploaded to Google Classrooms. 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 Google Classrooms.

The class teacher will be available during the day and will respond as soon as possible to any questions the child may have through Google classroom.

If the child or parent requires further support a telephone meeting can be arranged by the parent emailing the office on [office@beverleyminsterprimary.co.uk](mailto:office@beverleyminsterprimary.co.uk)

Collective worship will be uploaded to Google Classroom weekly.

Class teacher to issue Marvellous Me's and maintain positive contact with the child.

Foundation Stage -the Foundation teacher will post videos throughout the day following the timetable below.

Parents will be requested to upload any photographs of work of pupils achievements to the google classroom page.

The Foundation teacher will be available to respond to any questions about learning during the day through Google Classroom.

***In the event of teachers becoming ill, support staff (HLTAs supported by SLT) will be required to 'takeover' the Google Classroom account with resources being identified by the other phase teachers.***



### KS1 and KS2 Suggested Timetable

(A broad and balanced curriculum must be provided over the week)

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00am	Maths	Maths	Maths	Maths	Maths
10.10am	Break	Break	Break	Break	Break
10.30am	English	English	English	English	English
12-1.10pm	Lunch	Lunch	Lunch	Lunch	Lunch
1.10pm	Science	RE	Enquiry Geog or History	Computing	Physical
2.00pm	Reading Independent or guided	Reading Independent or guided	Reading Independent or guided	Reading Independent or guided	Art or DT or Music
2.30pm	Story time	Story time	Story time	Story time	Story time

### EYFS Suggested Timetable

9.00-9.10am	<b>Phonics</b> - teacher to post video and set phonics related tasks e.g find three objects that begin with 's'/ watch a phonics clip and sing along with the song.
10.00-10.10am	<b>Maths</b> - teacher to post video and set maths related task independent tasks e.g. can you find and count 5 socks? What else can you count 5 of?
11am	<b>Story time</b> - teacher to post a video of her reading a story and set a task related to the story e.g. can you paint a picture of the Hungry Caterpillar?
12-1.00pm	<b>Lunch</b>
1.00pm -	<b>Let's explore</b> - Teacher to post a video setting four challenges related to the morning's work e.g can you draw 5 things the Hungry Caterpillar ate? Can you build a tower with 5 blocks? Etc.
2.00pm	<b>Story time</b> - Teacher to post a video of her reading a story.

