

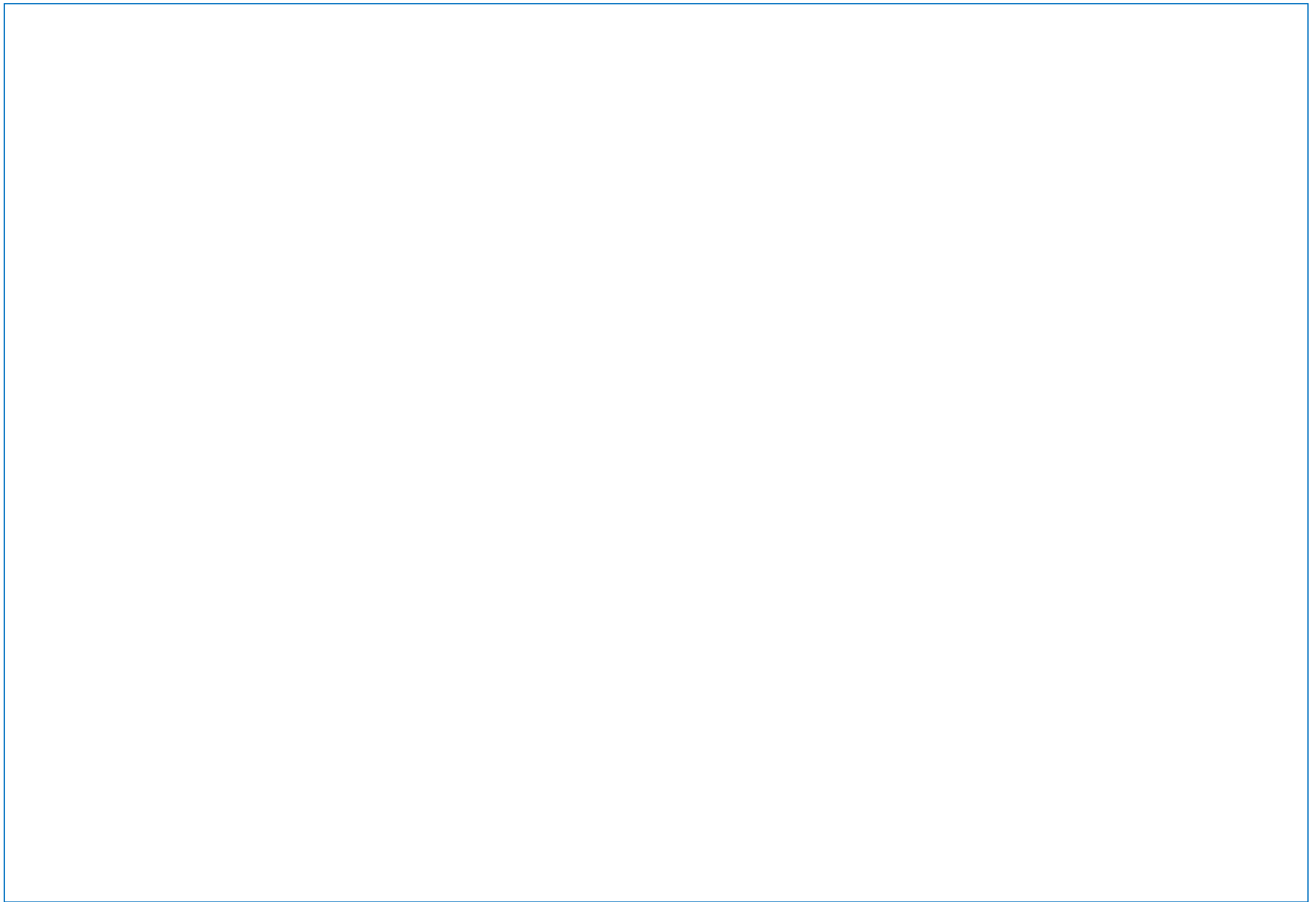


celtic cross
education



In the event that Grampound Road C of E School will close or that children are sent home with suspected symptoms due to Covid-19, this contingency plan has been devised through consultation with staff, children and parents using the government guidance and will be shared with Children, parents, staff and SMC. The focus of remote learning has now moved from wellbeing to more of fulfilling curriculum age expectations. Our class teachers will need to work with our parents to share the expectations to ensure full engagement.

Children who are unwell and sent home are not expected to do home learning until they feel well enough or are well enough to return to school following our school policies. Children who are sent home with suspected Covid-19 and have to self-isolate for 10 days will be expected to complete home learning when their symptoms improve and parents will need to contact class teachers at the appropriate time. Government Expectations Remote education support “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, we expect schools to have the capacity to offer immediate remote education. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.”



PRE-SCHOOL

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What assignments will be set so that pupils have meaningful and ambitious work each day in different subjects?	Who will post these assignments? How frequently will these assignments be posted?	How will you provide clear explanations of new content?	How will you cater for pupils who cannot access remote learning? Who will prepare the resources?	What is the expectation on how regularly teachers will check work? How will this be done?
<p>Short listening and attention based activity.</p> <p>Short number themed activity.</p> <p>Topic related activity including one for the other areas of the curriculum.</p> <p>PE daily activity.</p>	<p>Daily posts on class dojo from the class teacher.</p>	<p>Activities could be;</p> <p>A video link.</p> <p>A pre-recorded video by a staff member.</p> <p>A photo with brief explanation. Step by step instructions. Websites for ideas.</p>	<p>Teacher and support staff assigned key children to check in with through class dojo messages, Tapestry or phone pupils.</p>	<p>Responses to activities posted should be uploaded to Tapestry.</p> <p>T/TA check and respond through comments to activities daily.</p>

Reception

What assignments will be set so that pupils have meaningful and ambitious work each day in different subjects?	Who will post these assignments? How frequently will these assignments be posted?	How will you provide clear explanations of new content?	How will you cater for pupils who cannot access remote learning? Who will prepare the resources?	What is the expectation on how regularly teachers will check work? How will this be done?
<p>Daily phonics activity linked to RWI.</p> <p>Daily maths activity focus on number with some SSM.</p> <p>Topic activity.</p> <p>Weekly RE activity.</p> <p>Daily PE activity.</p>	<p>Teacher or TA daily posts on class dojo.</p>	<p>Activities could be;</p> <p>A video link.</p> <p>A pre-recorded video by a staff member.</p> <p>A photo with brief explanation Step by step instructions.</p> <p>Websites for ideas.</p> <p>Photos with explanation.</p> <p>Power points.</p> <p>Exercise book with instructions and worksheets.</p>	<p>Teacher and support staff assigned key children to check in with through class dojo messages or phone class.</p> <p>Exercise book with instructions and worksheets.</p>	<p>Responses to activities posted should be uploaded onto Tapestry or class dojo.</p> <p>T/TA check respond through comments to activities daily.</p>

Years 1 & 2

What assignments will be set so that pupils have meaningful and ambitious work each day in different subjects?	Who will post these assignments? How frequently will these assignments be posted?	How will you provide clear explanations of new content?	How will you cater for pupils who cannot access remote learning? Who will prepare the resources?	What is the expectation on how regularly teachers will check work? How will this be done?
<p>SE will post a daily maths, phonics and writing activity. Children will be expected to read daily, sharing a story with an adult.</p> <p>PSHE, Topic and PE activities will be posted as appropriate to mirror what is happening in school/ planned for the half term following the weekly planning grid for Trevoise class.</p> <p>Power Maths practice books to be sent home.</p>	<p>Resources will be created during PPA time and over the weekend by SE. These will be shared on Dojo and posted daily during the week in a pdf format.</p> <p>The activities will mirror what is happening in class and resources will be familiar. E.g. Power Maths and Purple Mash.</p>	<p>Accelerated reader- children will have logins to access quizzes from home.</p> <p>RWi online resources – online reading books will be accessible online and links posted for children to access.</p> <p>Spelling shed spellings.</p> <p>Power Maths books to be sent home for children to follow.</p> <p>Share answers at the end of the lesson/ day for parents to access. Feedback from parents if there is a problem with the lesson/ child has struggled, parents can send photos of the work for SE to mark.</p> <p>Purple Mash</p>	<p>Hard copies of activities and resources can be printed and made available- this will be managed by SE and collection of resources arranged via class Dojo. MM to support where appropriate.</p>	<p>Children will share work via Dojo and on their portfolio- SE to give parents guidance on how to do this so that photos etc. are uploaded onto this rather than sent in a message.</p> <p>Purple Mash- children will complete activities set and save them into their own folder. SE to mark PM work once a week and feedback.</p>

		<p>Videod input for some lessons, at least once a week.</p> <p>Website links embedded into PDF files shared daily on Dojo so children can click the link to be taken directly to the site.</p> <p>Photos with brief explanation and step by step instructions with photos.</p> <p>Narrated PowerPoints for some content?</p> <p>Shared screen on Teams for children to follow?</p>		
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Year 3 & 4

What assignments will be set so that pupils have meaningful and ambitious work each day in different subjects?	Who will post these assignments? How frequently will these assignments be posted?	How will you provide clear explanations of new content?	How will you cater for pupils who cannot access remote learning? Who will prepare the resources?	What is the expectation on how regularly teachers will check work? How will this be done?
<p>SH will post a daily maths, spelling, grammar and writing activity. Children will be required to read daily, sharing a story with an adult.</p> <p>Literacy –plans and resources will follow the classroom activities/topics.</p> <p>Maths – Power Maths Practice book will be sent home. Teaching slides will be uploaded.</p> <p>Topic and PE activities will be posted as appropriate to mirror what is happening in school.</p> <p>Collective Worship/ PSHE uploaded weekly. Celebration Assembly videoed.</p>	<p>Resources will be created during PPA time and over the weekend by SH. These will be shared on Class Dojo and posted daily during the week.</p> <p>The activities will mirror what is happening in class and resources will be familiar e.g. Power Maths and Purple Mash.</p>	<p>Accelerated Reader</p> <p>Purple Mash</p> <p>TT Rockstars</p> <p>Spag.com</p> <p>Spelling Shed</p> <p>Pie Corbett Talk for Writing units</p> <p>Videoed input for some lessons - particularly Maths and Literacy.</p> <p>Website links embedded into PDF files shared daily on Dojo so children can click the link to be taken directly to the site.</p> <p>Photos with brief explanation.</p> <p>Step by step instructions with photos.</p> <p>Narrated PowerPoints and Shared Screens for some content.</p>	<p>Hard copies of activities and resources can be printed and made available - this will be managed by SH and collection of resources arranged via Class Dojo.</p>	<p>Children will share work via Dojo and on their portfolio - SH to give parents guidance on how to do this so that photos etc. are uploaded onto this rather than sent in a message. SH to mark twice a week.</p> <p>Purple Mash - children will complete 2Dos set and save them into their own folder. SH to mark work on a Tuesday and Thursday and feedback.</p> <p>Power Maths – SH will upload answers daily. If there are errors or misconceptions, encourage parents to get in contact via Class Dojo.</p>

Years 5 & 6

What assignments will be set so that pupils have meaningful and ambitious work each day in different subjects?	Who will post these assignments? How frequently will these assignments be posted?	How will you provide clear explanations of new content? -	How will you cater for pupils who cannot access remote learning? Who will prepare the resources?	What is the expectation on how regularly teachers will check work? How will this be done?
<p>English: Weekly activities set on SPAG.com and spelling set weekly using Spelling Shed. Literacy work will be set daily according to the skills being taught in class</p> <p>Maths: Daily activities set covering times table recall, arithmetic fluency, reasoning and problem solving skills being taught in class</p> <p>Reading: Children will be required to read daily, sharing a story with an adult</p> <p>Topic: Daily PE activity, research project work and worksheets or quizzes on topics covered when and where appropriate</p>	<p>Resources to create during PPA time and over the weekend by DS. These will be shared on Dojo and posted daily during the week</p> <p>The activities will mirror what is happening in class and resources will be familiar. E.g. Power Maths and Purple Mash</p>	<p>Accelerated Reader</p> <p>Purple Mash</p> <p>Power Maths, Testbase and Third Space Learning resources</p> <p>Video input for some lessons- particularly Maths ad Topic</p> <p>Website links embedded into PDF or PowerPoint files and shared daily on Dojo so children can click the link to be taken directly to the site</p> <p>Step by step instructions with photos</p> <p>Narrated PowerPoints for some content</p> <p>Shared screen on Teams for children to follow</p> <p>If a child is struggling to grasp a particular concept, communication through Class Dojo to help with further instruction</p>	<p>Hard copies of activities and resources can be printed and made available - this will be managed by DS and collection of resources arranged via Class Dojo</p>	<p>Children will share work via Dojo and on their portfolio - DS to give parents guidance on how to do this so that photos etc. are uploaded onto this rather than sent in a message. Work will be marked every Tuesday and Thursday. For Power Maths – answers can be provided for parents to mark</p> <p>Purple Mash - children will complete 2Dos set and save them into their own folder. DS to review work on a Tuesday and Thursday</p> <p>If work is returned to the school office, it will be quarantined for 72 hours before DS will feedback during the following Tuesday or Thursday</p>

Suggested remote learning timetable

	9.00-9.30	9.30-10.30	10.30-11.00	11.00-12.00	1.00-2.00
Monday	Physical Activity	Writing	Reading	Maths	Science
Tuesday	Physical Activity	Writing	Reading	Maths	Topic
Wednesday	Physical Activity	Writing	Reading	Maths	Topic
Thursday	Physical Activity	Writing	Reading	Maths	Topic
Friday	Physical Activity	Writing	Reading	Maths	RE

Needs to be daily deliberate practice of:

Times tables, number bonds, spelling rules, handwriting and storytelling.

Collective Worships will be uploaded to Dojo.

Practice SATS papers will be provided as and when required.