



Cross Farm Infant Academy

Contingency Plan Remote Learning September 2020

Aims

- To provide high quality remote learning
- To provide a broad and balanced curriculum remotely that reflects the learning in the classroom
- To provide a range of resources to support remote learning
- To provide support from teachers and LSAs for parents and carers remotely

Introduction

Throughout 2020 Cross Farm has provided remote learning which has been well received by the parent community. This has consisted of a weekly overview of each curriculum area which is built around a topic. Staff will link this to our schemes of work to ensure continued coverage to ensure we have a broad and balanced curriculum.

Moving forward we will be utilising more online learning platforms to support if we are required to provide remote learning and we will develop our weekly overviews to include daily lessons that link to the wealth of online videos and support for parents.

Support for children without access to internet and technology at home

For children who do not have access to internet and technology at home we will ask families and will plan how to support them best when we have discussed their individual situations and arrange suitable support.

What 'remote learning' can I expect from Cross Farm Infant Academy?

This information is to be used as a general guide and parents can expect further details of remote learning for their child as and when it is required. There are 4 stages outlined below.

Planned learning with follow-up activities will take, broadly, 3 hours each day. DO plan this flexibly around your day at home.

In order to ensure that children are catching up on missed learning from March-July 2020, much of this learning will be **NEW** learning. If you are able to help, the following are proven ways you can do this to have the greatest impact on learning and progress:

- DO talk to your child about what they know already relating to the new learning
- DO encourage them to be independent - children learn most through their mistakes
- DO replay short video clips to help children understand an input
- If you can find time, DO talk to your child during the day about what they found challenging and what helped them with their work - **it will make a big difference**
- DO keep learning sessions in short manageable chunks
- DO stop and start again if something is proving a challenge or they need thinking time
- DO allow your child to copy modelled examples before having a go on their own
- If your child has remote contact with friends, DO let them chat about their learning (supervising social media carefully of course!)

How we will communicate with you:

- Our primary platform to support remote learning is Tapestry. Everything can be accessed through links on this platform. Where appropriate, there will be short recorded inputs from class teachers available each day.

At Stage 1

- Feedback on your child's learning will be given on their return to school

At Stages 2-4

- Please ensure that you check the platform each day.
- Feedback on your child's learning will be provided via Tapestry
- Feedback will take a number of different forms; we may provide you with answers for self-marking; we may acknowledge with a *smiley face or like*; we may ask you to choose key pieces for in-depth feedback *once or twice a week*; we may not give direct feedback but adapt the following day's learning in light of our assessment
- Participation and learning on My Maths (KS1) will continue to be monitored
- Daily Check Ins through Microsoft Teams for children who are accessing Remote Learning with their class teachers to enable feedback and questions.
- A Year group assembly will be as part of the daily Check Ins each week.
- At Stages 3 and 4, there will be short recorded inputs from class teachers available each day and as appropriate at Stage 2.
- MyMaths and Collins Ebooks are available for families to access at all times.

Circumstance	Remote learning
<p>Stage 1: My child is absent because they are absent from school. They may be awaiting test results/required to isolate. The rest of their school bubble are attending school and being taught as normal.</p> <p>This becomes a Stage 2 from the third day of absence</p>	<ul style="list-style-type: none">• 'Get-going' work is provided – this will be revisionary/quiz-type or relate to website learning this can be found on our website. It will be daily Maths (may include Maths Skills Checks) Reading, Spelling and topic-related learning. If they are feeling well enough, time for exercise should also be allocated.

<p>or on receipt of a positive test result</p>	
<p>Stage 2: My child is absent because they, another sibling or household member have had a positive test result OR Imposed self-isolation.</p> <p>The rest of their school bubble <i>may</i> be attending school and being taught as normal.</p>	<ul style="list-style-type: none"> • All learning and feedback will be sent via Tapestry for all year groups. • Maths lessons (50 mins) following on/mirroring the maths being covered in the classroom at that time. This may be based on White Rose maths videos (the scheme used in school), the screens shared in the classroom and resources/worksheets used in the classroom. <i>Answers will be provided for self-marking at home/ returned learning will be marked by the teacher</i> • English tasks for KS1 (50 Mins) following the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child. Some/all of these will be 'handed in' to your child's class teacher for marking. • Phonics sessions/tasks for EYFS and KS1 (20 mins) to work on the sounds your child will be missing • Topic task(s) from 1 or 2 subject areas (1hr) following the lessons being covered in class that week. This may be the screens from the lesson being uploaded along with resources / worksheets (if appropriate i.e. if the resources required for the lessons are already at home). 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 which may make use of the Government's 'Oak Academy' lessons or other online link. • Daily reading at home in line with normal expectations and physical exercise should be built in • Being Active (10 – 30 mins) – we will share some fun active videos and ideas to help break up the day with movement
<p>Stage 3: My child's whole bubble is not permitted to attend school because they, or other members of their bubble, have tested positive for Covid-19.</p>	<ul style="list-style-type: none"> • All learning and feedback will be shared via Tapestry. <p>Reception - Presentation Available Here - Reception Remote Learning Overview</p> <ul style="list-style-type: none"> • Reading (15 mins) – please read with your child for 15 minutes every day. We will be sending out a link to a new online reading book selection for children in Reception. • Phonics (20 mins) – we will be sharing learning and resources to continue our phonics programme. • Literacy (50 mins) – we will share a range of activities to complete with a literacy focus with your child. • Maths (50 mins) – we will share a range of activities to complete with a maths focus with your child. • Foundation Subjects (1hr) (Science, Geography, History, RE, PSHE, Computing etc.) – we will be sharing a range of activities and resources to cover the other areas of the curriculum. • Being Active (10 – 30 mins) – we will share some fun active videos and ideas to help break up the day with movement. <p>Year 1 - Presentation Available Here - Year 1 Remote Learning Overview</p> <ul style="list-style-type: none"> • Reading (15 mins) – please read with your child for 15 minutes every day. We will be sending out a link to a new online reading book selection for children in Reception. • Phonics (20 mins) – we will be sharing learning and resources to continue our phonics programme. • Literacy (50 mins) – we will share a range of activities to complete with a literacy focus with your child. • Maths (50 mins) – we will share a range of activities to complete with a maths focus with your child. • Foundation Subjects (1hr) (Science, Geography, History, RE, PSHE, Computing etc.) – we will be sharing a range of activities and resources to cover the other areas of the curriculum. • Being Active (10 – 30 mins) – we will share some fun active videos and ideas to help break up the day with movement. <p>Year 2 - Presentation Available Here - Year 2 Remote Learning Overview</p> <ul style="list-style-type: none"> • Reading (15 mins) – please read with your child for 15 minutes every day. We will be sending out a link to a new online reading book selection for children in Reception.

	<ul style="list-style-type: none"> • Phonics/SPAG/Handwriting (20 mins) – we will be sharing learning and resources to continue our phonics programme, practise SPAG and develop handwriting. • Literacy (50 mins) – we will share a range of activities to complete with a literacy focus with your child. • Maths (50 mins) – we will share a range of activities to complete with a maths focus with your child. • Foundation Subjects (1hr) (Science, Geography, History, RE, PSHE, Computing etc.) – we will be sharing a range of activities and resources to cover the other areas of the curriculum. • Being Active (10 – 30 mins) – we will share some fun active videos and ideas to help break up the day with movement.
<p style="text-align: center;">Stage 4 We enter another 'lockdown' with total school closure.</p>	<p style="text-align: center;">As Stage 3 but with a key-worker and vulnerable provision (dependent upon government guidance).</p>

Appendix

KS1 Remote Learning Template

Day	Phonics	English	Maths	Foundation Subjects	Spelling
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

EYFS Remote Learning Template – Each Activity will be linked to an EYFS area of learning

Day	Phonics	Activity 1	Activity 2	Activity 3	Activity 4
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					