

Spalding Parish Church of England Day School

*At the heart of our diverse community, striving for excellence,
enabling all to achieve their highest potential.*



Remote Learning Plan

October 2020

Spalding Parish Church of England Day School
Remote Learning Plan

Government Expectations:

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on [Remote Education Support](#).

In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils.

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. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. 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.

In developing these contingency plans, we expect schools to:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to curriculum expectations;
- Give access to high quality remote education resources;
- Select online tools that will be consistently used across school in order to allow interaction, assessment and feedback and make sure staff are trained in their use;
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, we expect schools to:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;
- Teach 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;
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources orvideos;
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on 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.

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, e.g. where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

Any questions or queries in relation to any aspect of this policy or our remote learning provision should be referred to the school in the first instance via feedback@spaldingparish.lincs.sch.uk.

Introduction and background

Our remote education provision has been guided by recent research published by the Education Endowment Foundation (EEF) entitled 'Best evidence on supporting students to learn remotely'. This research was funded by The EdTech Hub – as part of the partnership between the EdTech Hub and the Education Endowment Foundation and has been published as a global public good – to support the global response to the education impacts of COVID-19.

In terms of key findings and implications, the evidence found that teaching quality is more important than how lessons are delivered. Ensuring the elements of effective teaching are present - for example clear explanations, scaffolding and feedback - is more important than how or when they are provided. There was no discernible difference between teaching in real time ('synchronous teaching') and alternatives ('asynchronous teaching'). For example, teachers might explain a new idea live or in a pre-recorded video or narrated Sway. But what matters most is whether the explanation builds clearly on students' prior learning or how students' understanding is subsequently assessed.

Having said this, multiple reviews also highlight the importance of peer interaction during remote learning, as a way of fostering a sense of community and as a way to motivate students and improve outcomes.

Across the studies reviewed, a range of strategies to support peer interaction were explored, including peer marking and feedback, questioning, sharing models of good work, and opportunities for live discussions of content.

In an article entitled 'Teaching synchronously? Asynchronously? Which is really better?' educationalist, Erika Sanborne, writes:

"Synchronous teaching allows students to see and interact with one another and with you, to give and receive real-time feedback on their ideas, to brainstorm and collaborate with peers, to ask questions of you as a lesson is being shared, and to be reminded that we are community members, separated physically but not in spirit. With real solidarity, synchronous classes can remind all of us that we are not alone even as we negotiate our changed landscape amidst the novelty that is physical isolation."

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Spalding Parish Church of England Day School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging 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 symptoms or a positive test within the household, a close contact with a positive test or as a result of quarantine due to travel;
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;
4. School provision is restricted to Critical Worker and Vulnerable pupils only.

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

We will use a combination of the following approaches to teach students remotely:

- Synchronous teaching (online lessons)
- Asynchronous teaching (recorded teaching e.g. Oak National Academy Lessons, video/ audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Resources and reading books students have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

There will be a balance between synchronous and asynchronous learning. For example, a teacher may deliver 15/20 minutes of synchronous teaching in which they explain a topic or concept and prepare students for independent practice which is then completed asynchronously in the remaining lesson time. Alternatively, a teacher may deliver a whole live lesson followed by a non-synchronous lesson where students work independently.

Zhao et al. (2005) found evidence that a combination of asynchronous and synchronous learning was most beneficial to outcomes. A balanced approach also helps to minimise the fatigue that results from too much continuous video conferencing.

Regardless of the method of delivery, all work set by staff will be consistent with the principles identified by the EEF; namely:

- Ensuring students receive clear explanations;
- Supporting growth in confidence with new material through scaffolded practice;
- Application of new knowledge or skills; and,
- Enabling students to receive feedback on how to progress.

We will teach the same curriculum remotely as we do in school wherever possible and appropriate. The work set will be in line with that delivered during normal school days/weeks/terms.

Software and online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources including those provided by White Rose Maths, Talk for Writing materials and, to a lesser degree, Oak Academy.

Children will remain in contact with their class teacher through MS Teams to share successes and communications.

TT Rockstars will also be utilised to support the acquisition and retention of basic core skills.

MS Teams will support school in offering online learning with the opportunity for the children to communicate with their teacher through both feedback, the collaboration facility and live video. Often this will be used so children can 'drop-in' to receive further support after accessing resources. Pupils will be expected to submit their work via MS Teams.

Year Group emails will remain in use as a source of communication. Teachers and parents will be able to email 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 Spalding Parish Church of England Day School makes 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):

- MS Teams
- TT Rockstars

Timetable

Teachers will provide a weekly timetable with an overview of lessons each day. The expectation of lessons will be:

- Daily Maths lesson
- Daily English lesson
- Daily Phonics lesson (Foundation Stage and Key Stage 1)
- Daily Reading
- Each day there will be a lesson for one of the foundation subjects (Science, History, Geography, Music, Computing, Art, DT, PSHE, RE, PE)

The curriculum delivered via remote learning will also reflect the Recovery Curriculum currently in place in school with curriculum areas adapted to reflect this. Curriculum planning will also reflect this. This will evolve over the course of the year to ensure we are meeting pupils needs at any point in time. Curriculum resources will also vary depending on the focus.

Content for Maths

The White Rose Maths scheme is followed across school and White Rose Maths are publishing home learning videos and resources that link to the same sequence of lessons being used in school. These materials will be shared using MS Teams.

Content for Phonics

Teachers will either share the daily Monster Phonics resources or record a video of the daily phonics lesson for children to watch at home with relevant activities.

Content for English

Materials to support with the English curriculum, e.g. Talk for Writing materials will be shared via MS Teams. Teachers may also record video inputs for children to watch to support work undertaken.

Content for Other Subjects

As well as English and Maths, there will be a lesson provided for one other subject each day. This will follow the same schemes that are being followed in school.

Contact with Teachers

In the event of a full or partial closure, teachers will hold daily class live sessions on Microsoft Teams. The purpose of these will be for the class to all be in contact together as a class, for the teacher to summarise the learning for that day and for children to share work that they have done. Timings for the sessions for each class will be staggered to support families with access to only one device.

Access to Technology at Home

A survey will be carried out in Term 1 to find out about access to technology across school. This will help inform school as to children that may need provision altering to suit their access to technology or to look at which children may be eligible for new technology that is made available by the Department for Education. This record will be maintained and updated, for example on completion of the isolating questionnaires (Appendix D and E).

A number of netbooks have been identified and allocated for the purpose of home learning and these have been set up for this purpose by Ark, our ICT provider. An agreement has been put together to ensure all are clear about technology loans (Appendix H). Further resources, including dongles, will be funded out of the Catch Up funding as required. In the case of Pupil Premium pupils, resources may be provided using PP funding or, where relevant, an application made via 'Get Help with Technology'.

Communicating plans to parents including 'how to' guides of using different technology

A section will be created on the school website containing information about each of the different online learning platforms that we use to ensure that parents are able to support their child to access each site. This will also include the Home School agreement for 'Keeping All Safe in the Online Classroom'. This document has also been sent out to all parents/carers as a paper copy.

Logins to Online Learning Platforms

The school subscribes to a number of online learning resources which can be accessed at home. It is essential that children and parents have access to all the relevant login details from the start of the school year so that they are immediately available in the event of a closure of self-isolation. The login details will be stuck into children's Reading Rambles.

Login details that will be included are:

- Microsoft Teams
- Mathletics
- Numbots (FS and KS1)
- Times Tables Rockstars (KS2)

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, a pack of work and their own stationery pack will be provided. Children will have immediate opportunity to continue their learning.

The work packs will 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.

Staff CPD

It is essential that all teachers are confident in all aspects of this Remote Education Plan. Therefore, during the Autumn Term CPD will be provided on the following:

- Use of MS Team, in particular uploading files, using the Class Notebook, and adding and marking assignments
- How to create and upload teaching videos
- The content of this policy so that teachers are aware of expectations
- Use of alternative resources to share materials, e.g. Microsoft Sway

A checklist (Appendix F) has also been put together covering a range of skills that may be needed when utilising MS Teams for remote learning. Teaching staff need to ensure they have completed all aspects on the checklist, asking for support from SLT or colleagues where required. A further document (Appendix G) reminds staff about online etiquette both when leading an online session but also participating in one. This should be adhered to by all staff members.

Monitoring Engagement with Remote Education

It is important that children engage with the remote education provided so that they don't fall back with their learning, however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or limited access to technology amongst other factors.

Communication is essential and we would ask that if there are circumstances that mean a child cannot engage at least partially with the remote education that their parent contacts the teacher. We can then work together to find a means of providing remote education that works for that family's circumstances.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials alongside their class stationery pack (this might need to be delivered). In the case of whole cohort isolation, resources will be uploaded to MS Teams and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources. The attached flow charts in the appendices will also be used as a scaffold for remote learning.

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
<p>Using MS Teams, the class teacher will upload learning and resources between 3pm-5pm the day before to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the individual child. The curriculum taught remotely will be the same as the curriculum taught in school.</p> <p>If teaching input is required for core lessons, the teacher will either direct the parent to a relevant Oak National taught session or upload recorded content to MS Teams for access through the app e.g. video clips, use of Sways. Only the class teacher and modelling area will be viewable on screen. Resources for non-core lessons will be uploaded to MS Teams.</p> <p>Work can then be uploaded each day to MS Teams for feedback from either the class teacher or, in their absence, a TA.</p>	<p>School office to contact parents re key information (Appendix A), encourage parents to book a test and ensure that parents know to communicate test results to feedback@spaldingparish.lincs.sch.uk.</p> <p>If child is entitled to benefit-related FSM ensure food made available through the school kitchen.</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 (record on CPOMS).</p> <p>If a child does not engage, the class teacher is to call the parents to discuss obstacles and support.</p>

A group of children are self-isolating because of a case of coronavirus in their class bubble	
Ongoing Support	Safeguarding/SEND
<p>Using MS Teams the class teacher will upload learning and resources between 3pm-5pm the day before to allow parents to see the learning materials prior to supporting their child/ren. The curriculum taught remotely will be the same as the curriculum taught in school.</p> <p>If teaching input is required for core lessons, the teacher will either direct the parent to a relevant Oak National taught session or upload recorded content to MS Teams for access through the app. Only the class teacher and modelling area will be viewable on screen. Resources for non-core lessons will be uploaded to MS Teams.</p> <p>Work can then be uploaded each day to MS Teams for feedback from either the class teacher or, in their absence, a TA. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Children that need additional support following feedback may be supported by a Teams meeting. Information will be used to support teacher assessment judgements.</p>	<p>SLT/school office to contact parents re key information (Appendix B), encourage parents to book a test and ensure that parents know to communicate test results to feedback@spaldingparish.lincs.sch.uk.</p> <p>If children are entitled to benefit-related FSM ensure food made available through the school kitchen.</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 (record on CPOMS).</p> <p>Those not engaging with home learning are to receive a phone call from Class Teacher in first instance then a member of SLT to discuss the obstacles and the support needed by the family.</p>

A whole bubble/cohort of children is isolating because of an outbreak of coronavirus	
Ongoing Support	Safeguarding/SEND
<p>Teachers will schedule a MS Teams meeting with the children and parents for the following day (after isolation). In this meeting the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning – this will consist of core subject lessons, a non-core lesson and a whole class reading session per day.</p> <p>Using MS Teams, the class teacher will upload learning and resources between 3pm-5pm the day before to allow parents to see the learning materials prior to supporting their child/ren. Teaching assistants will be able to support the class teacher in identifying resources. PPA will be covered by teaching assistants in the phase who will support pupils during an afternoon non-core lesson (or make use of the Oak National Academy materials).</p> <p>The class teacher will share links to appropriate lessons from White Rose Maths or Oak National lessons through MS Teams. Any direct recorded input will also be shared this way to allow pupils to access as required. Teachers will then be accessible to children through Teams so that any issues or re-teaching can be delivered live. Teaching assistants will also access the Teams live lessons so that they can support children in breakout rooms should this be required.</p> <p>For non-core lessons, resources will be uploaded to MS Teams and where possible web-links to appropriate support materials will be shared. This may be through Oak National using lessons that link to the SPCEDS curriculum. Teachers may schedule an afternoon Teams meeting to support those children needing additional input. There will be an additional end of day Teams meeting so that the class teacher or TA can complete the reading for pleasure session. A live session will also be delivered on a Wednesday – Wellbeing Wednesday - with a clear focus on Personal, Social and Health Education (PSHE) and well being.</p> <p>Time will also be scheduled for the children to participate in Collective Worship over the week. This will encourage children to keep working, celebrate successes and promote a togetherness.</p> <p>Completed work should be photographed and uploaded to MS Teams on a daily basis. 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 Teams. Children that need additional support following feedback may be supported by a Teams meeting. Information will be used to support teacher assessment judgements.</p> <p>In the event of teachers becoming ill, support staff will be required to 'takeover' the MS Teams account with resources being identified by the other Phase teachers.</p>	<p>SLT/school office to contact parents re key information (Appendix C), encourage parents to book a test and ensure that parents know to communicate test results to feedback@spaldingparish.lincs.sch.uk.</p> <p>If any children are entitled to benefit-related FSM ensure food made available through the school kitchen.</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 (record on CPOMS).</p> <p>Those not engaging with home learning are to receive a phone call from Class Teacher in first instance then a member of SLT to discuss the obstacles and the support needed by the family. This could then be followed up by calls from SENCo/SEMH TA 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 resources, e.g. Oak Academy SEND lessons, with teachers who will disseminate accordingly.</p>

School provision is restricted to Critical Worker and Vulnerable pupils only	
Ongoing Support	Safeguarding/SEND
<p>Teachers will share a timetable of learning on a weekly basis – this will consist of core subject lessons, a non-core lesson and a whole class reading session per day. This will include 3 ‘live’ MS Teams sessions each day (Maths, English and one other).</p> <p>Using MS Teams, the class teacher will upload learning and resources prior to 9am to allow parents to see the learning materials prior to supporting their child/ren. A wide range of resources will be utilised to support including Microsoft Sway, Microsoft Forms and Microsoft Stream. Teaching assistants will be able to support the class teacher in identifying resources. PPA will be covered by teaching assistants in the Phase who will support pupils during an afternoon non-core lesson (or make use of the Oak National Academy materials).</p> <p>The class teacher may also share links to appropriate lessons from White Rose Maths or Oak National lessons through MS Teams. Any direct recorded input will also be shared this way to allow pupils to access as required. Teachers will then be accessible to children through Teams either following their session or later that day so that any issues or re-teaching can be delivered live. Teaching assistants will also access the Teams live lessons so that they can support children in breakout rooms should this be required.</p> <p>For non-core lessons, resources will be uploaded to MS Teams and where possible web-links to appropriate support materials will be shared. This may be through Oak National using lessons that link to the SPCEDS curriculum. Teachers may schedule additional Teams meetings to support those children needing additional input or keep them on at the end of a ‘live’ session. TAs may also undertake intervention with the pupils.</p> <p>Time will also be scheduled for the children to participate in Collective Worship over the week. This will encourage children to keep working, celebrate successes and promote a togetherness.</p> <p>Completed work should be photographed and uploaded to MS Teams on a daily basis or completed in assignments or Class Notebook (both within MS Teams). 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 Teams. Children that need additional support following feedback may be supported by a Teams meeting led by the Class Teacher or TA. Information will be used to support teacher assessment judgements.</p> <p>In the event of teachers becoming ill, support staff will be required to ‘takeover’ the MS Teams account with resources being identified by the other Phase teachers.</p>	<p>SLT/school office to contact parents re key information (Appendix C) where relevant for any pupils in school, encourage parents to book a test and ensure that parents know to communicate test results to feedback@spaldingparish.lincs.sch.uk.</p> <p>If any children are entitled to benefit-related FSM ensure food made available through the school kitchen or vouchers where appropriate.</p> <p>SLT will undertake weekly checks on pupils engaging with their learning and identify key actions to address where relevant.</p> <p>If any child is vulnerable in any way and not in school, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).</p> <p>Those not engaging with home learning are to receive a phone call from Class Teacher in first instance then a member of SLT to discuss the obstacles and the support needed by the family. This could then be followed up by calls from SENCo/SEMH TA 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 resources, e.g. Oak Academy SEND lessons, with teachers who will disseminate accordingly.</p>

Overview of Learning/Timetable: Term 3

Early Years Foundation Stage (to cover approximately 2-3 hours learning per day)

Subject	Theme: Frozen Superheroes	Theme: Chinese New Year	Oak National Academy Materials	Other Teaching Resources
Communication & Language	Speaking and listening opportunities Vocabulary development	Speaking and listening opportunities Vocabulary development		Monster Phonics, stories and singing Teacher made videos
Physical Development	Fine motor-Dough Disco - Squiggle Whilst You Wiggle Gross motor-Master basic movements/Personal Fitness Challenge – balance/throwing/catching/running/jumping			Cosmic Kids Yoga, Andy's Wild Workouts, Imove Teacher made videos
Personal, Social & Emotional Development	Staying Safe and being healthy	Staying safe and being healthy	Staying Safe	SCARF resources Wellbeing Wednesday
Literacy	Phonics Character speech bubbles	Phonics Sentence writing about CNY		Teacher made videos Monster Phonics
Mathematics	Early Number skills, accurate counting Number sentences Classifying, matching, ordering, comparing	Early Number skills, accurate counting Number sentences Pattern and early number	Early Maths Experiences Pattern and Early Number Numbers within 10	Teacher made videos
Understanding the World	The Arctic and animals that live there	What is it like in China? How do people celebrate?	Celebrations	Smartboards/PPTs/ video clips
Expressive Arts and Design	Singing, role play, craft linked to topic Drawing opportunities	Craft-Chinese lanterns and topic themed craft activities	Out and About (Music)	Teacher made videos/photos sent to inspire craft at home

Example Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
	Maths Phonics RE Communication and Language	Maths Phonics Expressive Art and Design	Maths Phonics Wellbeing Wednesday/PSED PE	Maths Phonics Physical Development Communication and Language	Maths Phonics Understanding of the World Communication and Language

Key Stage 1 Learning (to cover approximately 3 hours learning per day)

Year 1

Subject	Theme/Unit	Oak National Academy Materials	Other Teaching Resources
History			
Geography	United Kingdom		Smartboard/Powerpoint
Science	Animals including humans		Smartboard/Powerpoints
Computing	Internet Safety and Computing		Smartboard/Powerpoint
Music	The Four Seasons		Smartboard PDF
DT			
Art	Kandinsky and London Underground Art		Smartboard PDF
PSHE	Keeping Myself Safe		SCARF Powerpoint
PE	Boccia		PDF
RE	God		LAS Unit – Smartboard PDF

Year 2

Subject	Theme/Unit	Oak National Academy Materials	Other Teaching Resources
History			
Geography	Contrasting locations		SWAY/ PDF/ PowerPoint
Science	Living Things and Their Habitats		SWAY/ PDF/ PowerPoint
Computing	Digital Photography		SWAY/ PDF/ PowerPoint
Music	Music Notation and Rhythm	Music Lessons - Pulse	
DT	Cooking and Nutrition		SWAY/ PDF/ PowerPoint
Art			
PSHE	Wellbeing Wednesday		SWAY/ PDF
PE	Virtually Boccia		SWAY/ PDF/ PowerPoint
RE	Being Human- Islam		LAS compulsory unit SWAY/ PDF/ PowerPoint

Example Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Maths English Phonics Science	Maths English Phonics History or Geography	Maths English Phonics Wellbeing Wednesday	Maths English Phonics/ Guided Reading RE	Maths English Phonics/ Guided Reading Music/PE
Example Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2	Maths English Phonics Science	Maths English Phonics History or Geography	Maths English Phonics Wellbeing Wednesday	Maths English Phonics Computing	Maths English Phonics MFL/Art or DT

Lower Key Stage 2 (to cover approximately 4 hours learning per day)

Year 3

Subject	Theme/Unit	Oak National Academy Materials	Other Teaching Resources
History	Pre – History: Stone Age to Iron Age		SWAY/PDF/Powerpoint
Geography			
Science	Animals - including humans		SWAY/PDF/Powerpoint
Computing	Computer Science (Course C)		Code.org
Music	Theory of Music		PDF/Powerpoint/SWAY
DT			
Art	Art in Nature - sketching		PowerPoint/Sway
PSHE	Keeping myself safe		SCARF
PE	Boccia		PDF
RE	Islam		PDF/Powerpoint/SWAY

Year 4

Subject	Theme/Unit	Oak National Academy Materials	Other Teaching Resources
History	Anglo-Saxons		PPTs
Geography			
Science	Electricity		PPTs
Computing	Audio Editing		NCCE Website / PPTs
Music	The stave – Reading music		PPTs
DT			
Art	Anglo-Saxon Art		PPTs
PSHE	Keeping Myself Safe		SCARF- PPT
PE	Boccia		PDF
RE	Community - Hinduism		LAS Unit - PPTs

Example Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Maths English Reading PE	Maths English Reading RE	Maths English Reading Wellbeing Wednesday	Maths English Reading Science	Maths English Reading PSHCE - SCARF
Example Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2	Maths English Reading PE	Maths English Reading Computing	Maths English Reading Wellbeing Wednesday	Maths English Reading Science	Maths English Reading PSHCE - SCARF

Upper Key Stage 2 (to cover approximately 4 hours learning per day)

Year 5

Subject	Theme/Unit	Oak National Academy Materials	Other Teaching Resources
History	Ancient Egypt		Sway/Smartboard (PDF)
Geography			
Science	Materials		ASE - PowerPoint
Computing	Vector Drawing		Code.org website
Music	The Stave – Reading Music		Smartboard (PDF)
DT			
Art	Egyptian Art		Smartboard (PDF)
PSHE	Rights and Responsibility		SCARF - PowerPoint
PE	Virtually Boccia		PDF
RE	Being Human - Hinduism		LAS Additional Unit – Smartboard PDF/Sway

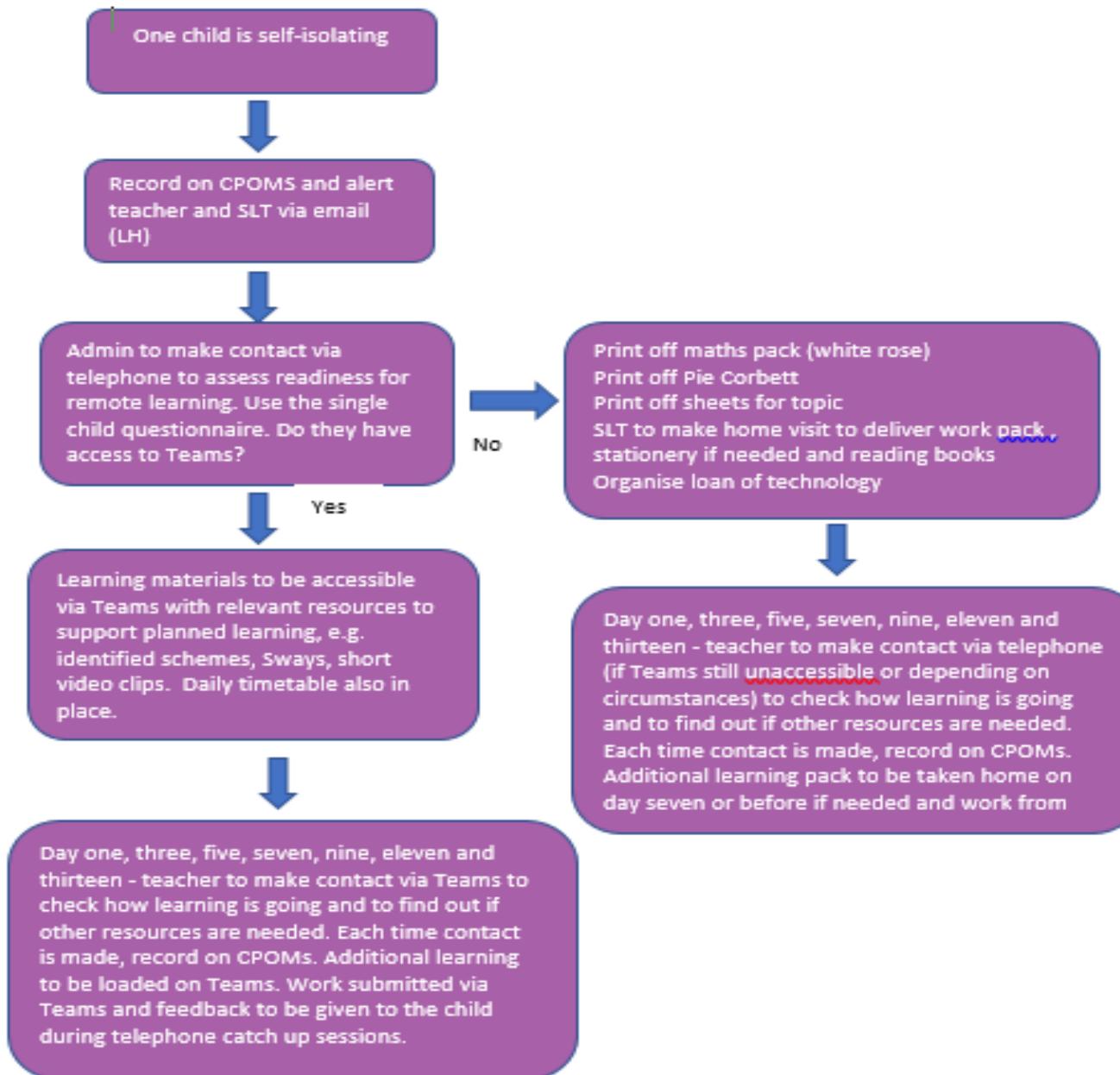
Year 6

Subject	Theme/Unit	Oak National Academy Materials	Other Teaching Resources
History	WW1		Smartboard (PDF)/PowerPoint/Sway
Geography	Zones		Smartboard (PDF)/Sway
Science	Electricity		Smartboard (PDF)/Sway
Computing	Coding		Code.org website
Music	The stave – Reading music		Smartboard (PDF)
DT	Cooking and Nutrition		Grab and Go – Food a fact of Life/ Sway
Art			
PSHE	Keeping Myself Safe		SCARF - PowerPoint
PE	Boccia		PDF
RE	God - What does it mean if God is loving and holy?		LAS Unit Smartboard PDF / Sway

Example Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Maths English Reading Science	Maths English Reading History or Geography	Maths English Reading Wellbeing Wednesday-Live	Maths English Reading RE	Maths English Reading Music/PE
Example Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
Week 2	Maths English Reading Science	Maths English Reading History or Geography	Maths English Reading Wellbeing Wednesday-Live	Maths English Reading Computing	Maths English Reading MfL/Art or DT

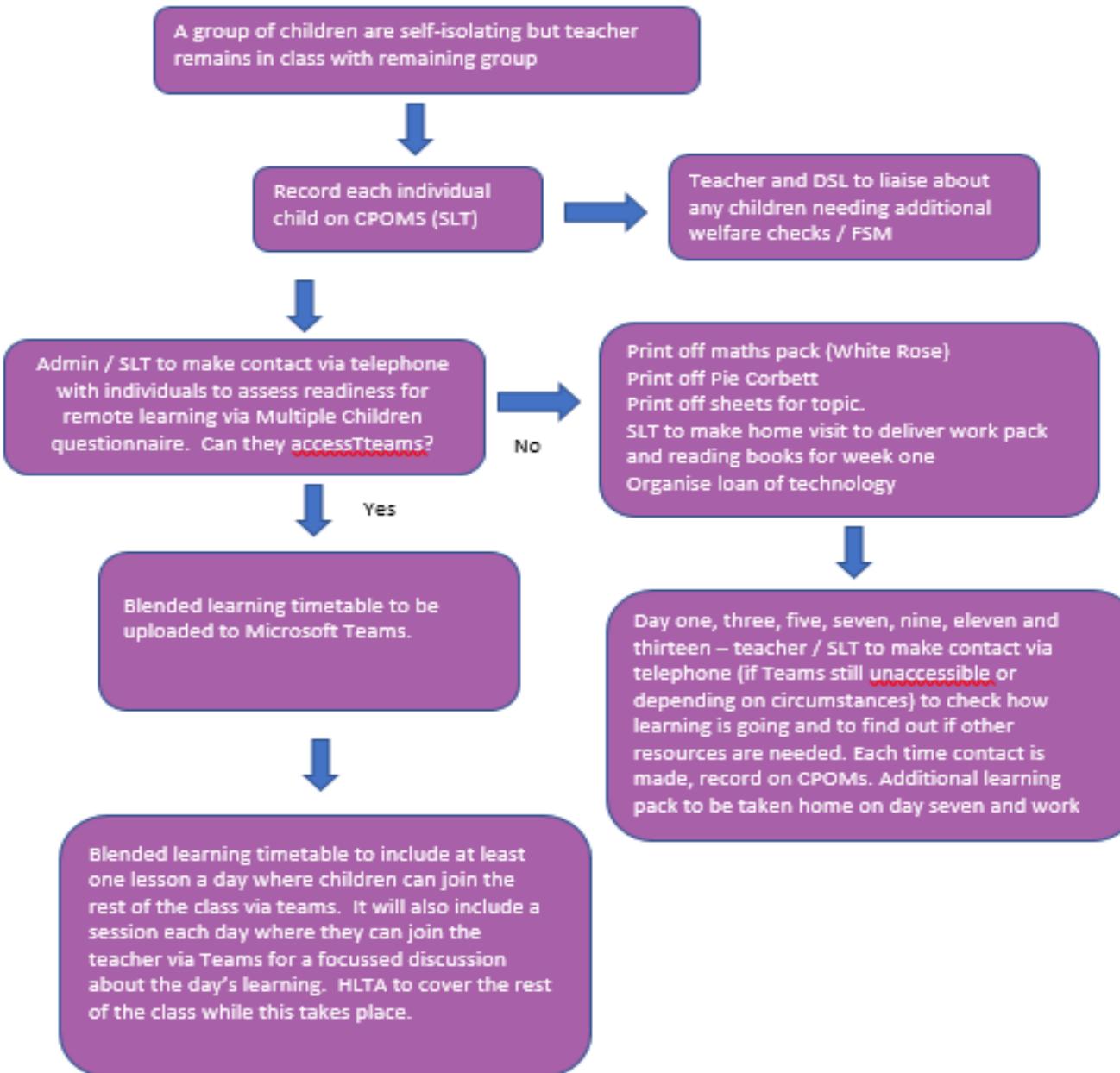
Appendix A

Remote Learning Flow Chart: Spalding Parish Church of England Day School



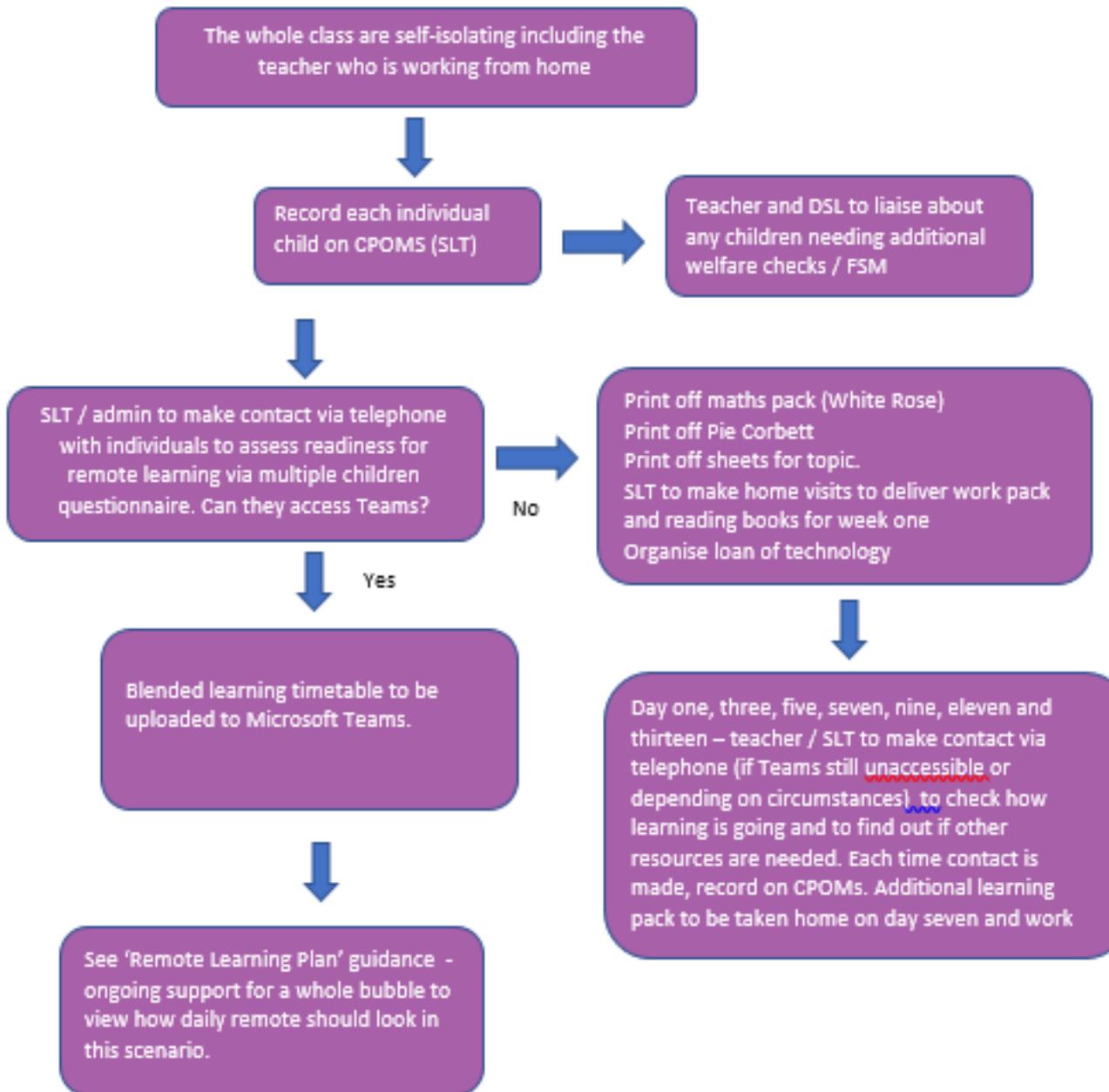
Appendix B

Remote Learning Flow Chart: Spalding Parish Church of England Day School



Appendix C

Remote Learning Flow Chart: Spalding Parish Church of England Day School



Appendix D

Questionnaire for single child isolating: Spalding Parish Church of England Day School

To be completed via telephone at earliest opportunity or face to face on collection of the child.

Name of child _____ **Class** _____ **Date isolation begins** _____ **Completed by** _____

What is the reason for isolation?	
Does your child have COVID symptoms?	
Have you booked a test if they have symptoms?	
Is your child well enough to undertake remote learning?	
Does your child have access to wifi?	
What device does your child have access to? Laptop? Phone? Ipad? Is it a shared device?	
How often can they use this device?	
Have you accessed Teams with your child at home? Do they know their login?	
Does your child qualify for Free School Meals? If so, will they require food from school?	
Does your child have a workspace and equipment? Stationery? Paper?	
Does your child have a current reading book at home?	

At the end of the call / discussion, inform the parent that the class teacher will be in contact to discuss how the learning will be delivered by the end of the school day.

Appendix E

Questionnaire for multiple children isolating: Spalding Parish Church of England Day School

To be completed via telephone at earliest opportunity or face to face on collection of the child.

Name of child _____ **Class** _____ **Date isolation begins** _____ **Completed by** _____

What is the reason for isolation?	
Does your child have COVID symptoms?	
Have you booked a test if they have symptoms?	
Is your child well enough to undertake remote learning?	
Does your child have access to wifi?	
What device does your child have access to? Laptop? Phone? Ipad? Is it a shared device?	
How often can they use this device?	
Have you accessed Teams with your child at home? Do they know their login?	
Does your child qualify for Free School Meals? If so, will they require food from school?	
Does your child have a workspace and equipment? Stationery? Paper?	
Does your child have a current reading book at home?	

At end of the call/discussion, inform parent that the class teacher/member of SLT will be in contact to discuss how the learning will be delivered by end of the school day.

Appendix F

Remote Learning Checklist for staff: Spalding Parish Church of England Day School

In order to prepare yourself and your children for remote learning, please complete this checklist:



- Make a list of children who say they have no device at home or not access to internet.
- Load your lesson resources onto Teams each week (boards, Sways, PowerPoints, worksheets etc.)
- Ensure all MS Teams log ins and any other log ins are stuck into children's Reading Rambles.
- Get all the children to log on to Teams in lesson time and show them how to use it.
- Teach a short lesson via Teams from outside your classroom (with your TA in class!)
- Set all homework on Teams.
- Record a short teaching session and load onto Teams.
- Create a short quiz to review learning and ask children to complete it via Teams, giving feedback.
- Have a paper pack of learning ready for the week to send home if a child with no technology needs to isolate.
- Teach a lesson using Oak Academy.
- Teach a lesson using the White Rose videos.

Well done!

Appendix G

Online Meeting Etiquette: Spalding Parish Church of England Day School

Before the meeting	
	Test all your technology (including camera/video, Wi-Fi, and screen sharing if you are the host or presenter).
	Practice speaking to the camera and not the screen. Our tendency is to look at the person on the screen, but you should look at the camera when you speak so the audience feels like you're talking directly to them.
If you are hosting	
	Review your agenda and presentation.
	Before and/or after the meeting; Including a few minutes of friendly interaction before diving into a meeting can really build the necessary rapport for a successful session—and keep the team engaged when the conversation jumps to learning.
	Adjust your work setup so that you face a window or are exposed to plenty of light. Make sure your background is professional and work appropriate!
	If you have one or more guests, introduce or welcome everyone at the start of the meeting/session.
If you are participating – think about professional conduct	
	Speak Up Upon Entry When you enter a small meeting (around 2 to 5 people) announce yourself when you join. Just make sure not to interrupt someone mid-sentence.
	Camera on unless asked not to Start with your camera turned on and sound muted unless you are asked otherwise.
	Be Attentive Have your phone on silent and do not use it when people are presenting.
	Don't Type in the Background Leave your keyboard alone unless you want to ask questions and make comments silently if desired using the "Chat" feature. In this case make sure your microphone is muted.
	Be Respectful – Raise Your Hand Don't interrupt other people when they're speaking (or attempt to speak over them) If you want to speak, physically raise your hand or use the "raise hand" feature that is available in the participant panel.
	Mute Yourself Mute your microphone when you're not talking. This will help eliminate any feedback or background noise that can be heard in your environment.
	Don't Multitask Don't work on other tasks (like checking or sending emails) during the virtual meeting, it may be tempting to check your inbox or carry on a side conversation during a dull moment in a meeting, but don't do it. Do not work on your computer or complete other tasks like marking. You might miss out on key information or an opportunity to give input. It is very visible and distracting onscreen.
	Stay Seated and Stay Present If you're using your webcam, use attentive body language: sit up straight, don't make big extraneous movements, and don't let your eyes wander too much.

Appendix H

Device loan agreement for pupils: Spalding Parish Church of England Day School

1. This agreement is between:

- 1) Spalding Parish Church of England Day School ("the school")
- 2) Name of parent and their address ("the parent" and "I")

This agreement governs the use and care of devices assigned to the parent's child (the "pupil"). This agreement covers the period from the date the device is issued through to the return date of the device to the school. All issued equipment shall remain the sole property of the school and is governed by the school's policies.

- 1) The school is lending the pupil a laptop ("the equipment") for the purpose of completing home learning as a result of self-isolation.
2. This agreement sets the conditions for taking a laptop ("the equipment") owned by Spalding Parish Church of England Day School home.

I confirm that I have read the terms and conditions set out in the agreement and my signature at the end of this agreement confirms that I and the pupil will adhere to the terms of loan.

2. Damage/Loss

By signing this agreement I agree to take full responsibility for the loan equipment issued to the pupil and I have read or heard this agreement read aloud and understand the conditions of the agreement.

I understand that I and the pupil are responsible for the equipment at all times whether on the school's property or not.

If the equipment is damaged, lost or stolen, I will immediately inform the school admin team by telephone (01775722333) or via email office@spaldingparish.lincs.sch.uk, and I acknowledge that I am responsible for the reasonable costs requested by the school to repair or replace the equipment. If the equipment is stolen, I will also immediately inform the police.

I agree to keep the equipment in good condition and to return it to the school on their demand from the school in the same condition. I will not leave the equipment unsupervised in unsecured areas.

I will make sure my child takes the following measures to protect the device:

- Keep the device in a secure place when not in use
- Don't leave the device in a car or on show at home
- Don't eat or drink around the device
- Don't lend the device to siblings or friends
- Don't leave the equipment unsupervised in unsecured areas

3. Unacceptable Use

I am aware that the school monitors the pupil's activity on this device.

I agree that my child will not carry out any activity that constitutes 'unacceptable use'.

This includes, but is not limited to the following:

- Using ICT or the internet to bully or harass someone else, or to promote unlawful discrimination
- Any illegal conduct, or statements which are deemed to be advocating illegal activity
- Activity which defames or disparages the school, or risks bringing the school into disrepute
- Causing intentional damage to ICT facilities or materials
- Using inappropriate or offensive language

I accept that the school may take action, in line with our behaviour policy if the pupil engages in any of the above **at any time**.

4. Personal Use

I agree that the pupil will only use this device for educational purposes and not for personal use and will not loan the equipment to any other person.

5. Data Protection

I agree to take the following measures to keep the data on the device protected.

- Keep the equipment password-protected - strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Make sure my child locks the equipment if it's left inactive for a period of time
- Do not share the equipment among family or friends
- Update antivirus and anti-spyware software as required
- Install the latest updates to operating systems, as prompted

6. Return Date

I will return the device in its original condition to the main office within 7 days of being requested to do so.

I will ensure the return of the equipment to the school if the pupil no longer attends the school.

7. Consent

If parents are collecting the equipment, request a signed copy of this form and insert:

By signing this form, I confirm that I have read and agree to the terms and conditions set out above.

Child's Name:	Parent's Name:	Parent's Signature:
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Or, if you cannot get a signed physical copy, insert:

By signing this form, I confirm that I have read and agree to the terms and conditions set out above.

Please sign by typing your name and your child's name.

Child's Name:	Parent's Name:	School Signature:
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