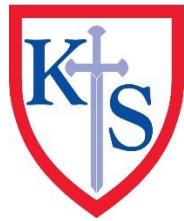


# Kingsland CE Primary School

## Remote Education Plan

January 2022



### Let your light shine

**“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16**

**Let your light shine** on our vision:

*As God's children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.*



# Kingsland CE Primary School

## Remote Education Plan

January 2022

### Part 1

#### What to do if there is a whole / part school closure due to Covid-19 ...

##### Rationale

The first part of this document is designed to support understanding of what pupils and parents can expect during any periods of school closure relating to Covid-19.

##### Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the second section of this document.

##### The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

##### What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In the event of a whole class / bubble / school closure, the following procedures will apply (as long as the class teacher is available), aimed to ensure FULL engagement with ALL children:

- ALL children will be expected to attend a Microsoft Office Teams meeting at 9am with their class – a register will be taken and the teacher will explain the learning for that day (a link to the meeting will be sent to the parent email address we have on our system – please check beforehand that your audio and visual are functioning on your device; downloading Microsoft Office Teams is not necessary – clicking on the link will take you directly to the meeting).
- Once the register has been completed, teachers will deliver an online lesson on Teams (this will be dependent on the day's learning).
- During the morning, ALL children will be expected to complete the set work for the day, which will be uploaded onto the school website (follow the Learning – Curriculum tab). The work will consist of English and maths activities. Class 1 work will be uploaded onto Tapestry (not the school website) for easy access.

- Teachers will also set work for the afternoon based on one other subject area which ALL children will be expected to complete. ALL children will be expected to read / share a book for 20 minutes each day.
- Once work is complete, ALL parents should send a photograph / scan of the work to the [teacher@kingslandengland.hereford.sch.uk](mailto:teacher@kingslandengland.hereford.sch.uk) email address so that teachers can continue to monitor the children's learning (one email only per child please). Parents of Class 1 children will continue to use Tapestry to communicate with Miss Corrick (instead of the teacher email address).
- During the day, teachers will upload work onto the school website for the following day's Teams meeting and learning – please ensure the correct work is being completed on the specified day.
- It is expected that ALL children take part in ALL the meetings and learning, unless they are poorly and would not normally be in school. If teachers are not well, children should use the Remote Learning Resources, as set out in the second part of this document.
- Links to online Worship Times will also be emailed out, which ALL children are expected to take part in each day.

A daily timetable will look like this:

- 9am: Teams register with class teacher, followed by online learning
- am: children work on set daily maths and English learning activities which will be on the school website (or Tapestry for Class 1 children)
- pm: children work on set daily activities based on one other subject area; children read / share books for 20 minutes; children take part in online worship; parents email photo of the completed work to the teacher email address (or Tapestry for Class 1 children) – photos should be sent before 3.30pm to ensure teachers have time to respond.
- During the day, teachers will upload work for the next day's learning, building on the previous day's learning.

We ask for understanding and flexibility whilst we ensure the systems are initiated smoothly, as well as problem-solving any technical issues.

### **Will my child be taught broadly the same curriculum as they would if they were in school?**

We will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may well need to make some adaptations in some subjects. For example, teachers will use a range of pre-recorded input in maths e.g. White Rose videos. There are some obvious challenges when teaching more practical aspects of the curriculum e.g. art, science, music due to the limited range of resources at home. In these circumstances, teachers will focus on key skills which will have the biggest impact on the children's learning.

### **Remote teaching and study time each day**

#### **How long can I expect work set by the school to take my child each day?**

As outlined above, children will work on maths and English activities in the mornings, and one other subject area for the afternoon. We expect a daily timetable to look like this:

Mornings:

- 9am Daily Teams meeting with register and input from the teacher

- 1 hour maths learning
- 1 hour English work (including spelling, grammar, reading comprehension, writing activities, handwriting)

Afternoons:

- Reading / sharing books for 20 minutes
- Learning in one other subject area (1 hour)
- Daily worship time / assembly

### **How will my child access any online remote education you are providing?**

Daily lessons will be delivered through Microsoft Teams. A link will be sent out to parents' email addresses before the first meeting. After that, future meetings can be accessed using the SAME Teams link. Parents should ensure the device that will be used is suitable to access these meetings.

Daily work will be uploaded to the school website under the Learning – Curriculum tab, and can be accessed through this link: <https://www.kingslandceprimary.com/curriculum/>

Once work is complete, ALL parents should send a photograph / scan of the work to the [teacher@kingslandengland.hereford.sch.uk](mailto:teacher@kingslandengland.hereford.sch.uk) email address so that teachers can continue to monitor the children's learning (one email only per child please). Parents in Class 1 will continue to use Tapestry to communicate with Miss Corrick (instead of the teacher email address).

The school has a very limited number of devices which can be loaned to pupils in most need. Please contact the school office immediately if a device is required.

Parents are reminded that a printer is not essential, as the work can be viewed on screen and work can be done in exercise books which will be sent home.

It is expected that ALL children will have access to an individual device, as outlined above.

As far as is practically possible, children will be issued with exercise books and other essential equipment to allow them to access the learning set.

### **How will my child be taught remotely?**

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

- live teaching (online lessons) via Microsoft Teams
- recorded teaching (e.g. White Rose maths hub, Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

### **Class 1 children**

Children in Class 1 will access a daily Microsoft Teams meeting with Miss Corrick at 9am. Daily work and learning activities will be uploaded onto Tapestry. For ease, feedback and communications will be conducted through Tapestry (not the teacher email address). Many of the learning activities will have a practical nature.

## **Engagement and feedback**

### **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

ALL children will be expected to attend a Microsoft Office Teams meeting at 9am with their class. ALL children are expected to complete the daily work.

Parents should:

- ensure their child is able to access the daily online meetings / lessons
- be present in the same room whilst their child is in the meetings / lessons
- establish a clear routine as described in the timetable above
- ensure their child completes all the work / learning set each day
- email the teacher email address before 3.30pm with photos / scans of their child's work so that teachers can give feedback

### **How will you check whether my child is engaging with their work and how will I be informed if there are concerns? How will you assess my child's work and progress?**

ALL children are expected to attend the daily online meetings / lessons at 9am. A register will be taken daily and parents will be contacted if children do not attend the sessions. This is in line with our normal safeguarding procedures.

Teachers will respond to the emails sent to the teacher email address, and will contact parents if an email is not sent. It is essential that teachers maintain awareness of the children's learning and achievements.

Class 1 parents will communicate with Miss Corrick through Tapestry.

## **Additional support for pupils with particular needs**

### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- children with established 1-1 TA provision will receive specifically adapted learning, specific to your child's needs
- teachers will provide the relevant support and challenge needed to ensure ALL children have access to the learning. Parents can communicate with teacher through the teacher email address ([teacher@kingslandengland.hereford.sch.uk](mailto:teacher@kingslandengland.hereford.sch.uk))

## **Communication**

Teachers can be contacted at [teacher@kingslandengland.hereford.sch.uk](mailto:teacher@kingslandengland.hereford.sch.uk)

The school office can be contacted at [admin@kingslandengland.hereford.sch.uk](mailto:admin@kingslandengland.hereford.sch.uk) or 01568 708436

## Part 2

### What to do if my child is individually self-isolating ...

#### Rationale

The second part of this document is designed to support understanding of what pupils and parents can expect during any periods of individual pupil isolation relating to Covid-19.

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

#### If my child is not in school because they are self-isolating, what are the school's remote education plans?

#### Provision and expectations

Government guidance for schooling gives clear expectations for remote learning provision which should be equivalent in length to the core teaching pupils would receive in school and should include recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

Minimum time expectations are:

KS1: 3 hours a day, with less for younger children

KS2: 4 hours a day

Teachers will endeavour to provide remote education as soon as reasonably practicable, which may be the next school day.

#### Daily expectations

With teachers teaching full classes all day, our remote learning offer will inevitably look different to the proposed provision in the event of a full school closure (as above).

Each day a child is self-isolating, they will be expected to follow the national **Oak Academy schedule** of learning for that day (for the child's particular year group). This can be found [here](#). Children should click on their year group's tab and complete all of the daily work for that day (with the exception of the maths lessons). Instead of completing the Oak Academy maths lesson, children will be directed by the teacher via email to a **White Rose maths** lesson / activity or a specific Oak Academy lesson, which is most relevant to what the rest of the class will be doing for that day. This will involve a video lesson and worksheet / activity to complete.

Children should submit their work daily to the [teacher@kingslandengland.hereford.sch.uk](mailto:teacher@kingslandengland.hereford.sch.uk) email address for their class teacher to assess and feedback on.

Children in Class 1 should also follow the daily **Oak Academy schedule** (not the maths) if self-isolating. The teacher will direct children to a **White Rose maths** lesson / activity or a specific Oak Academy lesson, which is most relevant to what the rest of the class will be doing for that day. Children should submit their work and comments via **Tapestry**, as normal.

*If a teacher is poorly and the whole class is self-isolating, these procedures should also be followed.*

Below is a list of resources (in addition to the Oak Academy lessons, as above) which are easily accessible to engage with at home:

## **Maths**

White Rose home learning resources can be found [here](#)

The [Oak National Academy](#) has numerous video lessons and [Twinkl](#) has lots of free resources

Key Instant Recall Facts (KIRFs) can be found [here](#) and [here](#)

'Hit the Button' link: <https://www.topmarks.co.uk/maths-games/hit-the-button>

Education City <https://www.educationcity.com/>

Times Tables Rock Stars: <https://trockstars.com/>

BBC Bitesize learning: <https://www.bbc.co.uk/bitesize/subjects/z826n39>

White Rose booklets: <https://whiterosemaths.com/resources/primary-resources/parent-workbooks/>

## **Phonics**

The [Oak National Academy](#) has numerous video lessons and [Twinkl](#) has lots of free resources

Resources to support these targets include:

- Phonics screening 2018 materials [here](#)
- Phonics screening 2019 materials [here](#)

Further websites to support learning:

- Phonics Play:
  - <https://www.phonicsplay.co.uk>
  - <https://www.phonicsplay.co.uk/resources/phase/4/buried-treasure>
  - <https://www.phonicsplay.co.uk/resources/phase/5/buried-treasure>
- Oxford Owl:
  - <https://home.oxfordowl.co.uk/reading/learn-to-read-phonics/>
- Education City
  - <https://www.educationcity.com/>
- Phonics Bloom
  - <https://www.phonicsbloom.com/>

## Reading

Children should read to an adult every day.

An adult should read to the children every day.

Recommended reading books can be found [here](#)

This is a great website to access a range of texts for your child to read: <https://home.oxfordowl.co.uk/reading/>

Many first chapters of books can be found on [www.lovereadings4kids.co.uk](http://www.lovereadings4kids.co.uk) (free to signup)

Please make use of the [Inference and question stem resources](#) to ensure understanding as well as fluency.

The [Oak National Academy](#) has numerous video lessons and [Twinkl](#) has lots of free resources

Education City: <https://www.educationcity.com/> has a whole range of learning activities

## Writing

Encourage your child to write for different purposes:

- shopping lists
- a daily diary entry
- a letter, postcard or e-mail to grandparents or friends
- birthday cards
- postcards
- a list of items they need to pack if going for a sleepover.

Use Pobble365 ([www.pobble365.com](http://www.pobble365.com)). There is a different picture for each day and each picture has 4 tasks that could be completed:

- 'Perfect Picture' which requires children to use their inference skills and imagination to draw something related to the picture given;
- 'Question Time' which poses questions to think about and discuss based on the picture;
- 'Story Starter' where children continue to write the short story using the starter given;
- 'Sick Sentences' where children need to improve the sentences given relating to the picture.

The [Oak National Academy](#) has numerous video lessons and [Twinkl](#) has lots of free resources

## Spellings

Spellings can also be practiced on Education City: <https://www.educationcity.com/>

[www.spellingframe.co.uk](http://www.spellingframe.co.uk) has different spelling rules to work on

[www.ictgames.com/littleBirdSpelling](http://www.ictgames.com/littleBirdSpelling) also has spelling activities

Below are lists of spelling words for different year groups:

## Year 1 Common Exception Words Checklist

Name \_\_\_\_\_ Date \_\_\_\_\_

	Read	Spell
a		
are		
ask		
be		
by		
come		
do		
friend		
full		
go		
has		
he		
here		
his		
house		
I		
is		
love		
me		
my		
no		
of		
one		

	Read	Spell
once		
our		
push		
pull		
put		
said		
say		
school		
she		
so		
some		
the		
there		
they		
to		
today		
was		
we		
were		
where		
you		
your		

Year 2 Common Exception Words for Reading and Spelling

door	father
floor	class
poor	grass
because	pass
find	plant
kind	path
mind	bath
behind	hour
child	move
children	prove
wild	improve
climb	sure
most	sugar
only	eye
both	could
old	should
cold	would
gold	who
hold	whole
told	any
every	many
everybody	clothes
even	busy
great	people
break	water
steak	again
pretty	half
beautiful	money
after	Mr
fast	Mrs
last	parents
past	Christmas

## Spellings and Writing

Children should practise writing and spelling these words:

### 100 High Frequency and Common Exception Words

a  
about  
all  
an  
and  
are  
as  
asked  
at  
back  
bath  
be  
beautiful  
behind  
big  
both  
break  
busy  
but  
by  
called  
came  
can  
child  
children  
Christmas  
class  
climb  
come  
could  
dad  
day  
do  
don't  
down  
even

everybody  
father  
find  
floor  
for  
from  
get  
go  
gold  
got  
grass  
had  
half  
have  
he  
help  
her  
here  
him  
his  
hold  
hour  
house  
I  
I'm  
if  
improve  
in  
into  
is  
it  
it's  
just  
kind  
like  
little  
look

looked  
made  
make  
me  
mind  
money  
move  
Mr  
Mrs  
mum  
my  
no  
not  
now  
of  
off  
old  
old  
on  
on  
one  
only  
out  
parents  
pass  
past  
people  
plant  
poor  
pretty  
prove  
put  
said  
saw  
see  
she  
should

so  
some  
steak  
sugar  
sure  
that  
the  
their  
them  
then  
there  
they  
this  
time  
to  
too  
up  
very  
was  
we  
went  
were  
what  
when  
whole  
wild  
will  
with  
you  
your

# 200 High Frequency Words

across  
after  
again  
air  
along  
am  
animals  
another  
any  
around  
away  
baby  
bad  
bear  
because  
bed  
been  
before  
began  
best  
better  
birds  
boat  
book  
box  
boy  
can't  
car  
cat  
clothes  
cold  
coming  
couldn't  
cried  
dark  
did  
didn't  
different  
dog  
door

dragon  
duck  
each  
eat  
eggs  
end  
even  
ever  
every  
everyone  
eyes  
fast  
feet  
fell  
find  
first  
fish  
floppy  
fly  
food  
found  
fox  
friends  
fun  
garden  
gave  
giant  
girl  
going  
gone  
good  
gran  
grandad  
great  
green  
grow  
hard  
has  
hat  
he's

head  
home  
horse  
hot  
how  
I'll  
I've  
inside  
its  
jumped  
keep  
key  
king  
know  
last  
laughed  
let  
let's  
liked  
live  
lived  
long  
looking  
looks  
lots  
magic  
man  
many  
may  
miss  
more  
morning  
most  
mother  
mouse  
much  
must  
narrator  
need  
never

new  
next  
night  
once  
only  
or  
other  
our  
over  
park  
place  
plants  
play  
please  
pulled  
queen  
rabbit  
ran  
really  
red  
right  
river  
room  
round  
run  
sat  
say  
school  
sea  
shouted  
sleep  
small  
snow  
something  
soon  
still  
stop  
stopped  
suddenly  
sun

take  
tea  
tell  
than  
that's  
there's  
these  
thing  
things  
think  
thought  
three  
through  
told  
took  
top  
town  
tree  
trees  
two  
under  
us  
use  
want  
wanted  
water  
way  
we're  
well  
where  
which  
white  
who  
why  
wind  
window  
wish  
work  
would  
yes

## Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

## Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	