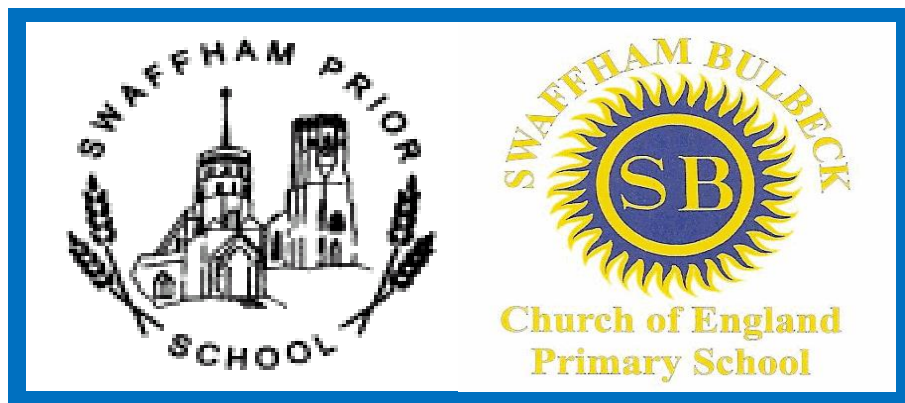


Swaffham Primaries Partnership



Swaffham Bulbeck CE Primary School

Swaffham Prior CE Primary School

**Remote Learning Curriculum
Plan**

January 2021

The purpose of this document is to ensure that a rigorous curriculum will be in place quickly in the event of partial or complete shutdown of the school. This document will comprise an outline of expectations for staff and parents in order to ensure there is a strong contingency plan in place for remote education provision that is consistent across the school. It will be a working document which will be reviewed and adapted as necessary.

The aim of these contingency plans is to:

- ensure a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school’s curriculum expectations
- select the online tools that will be consistently used across the 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
- work with families to deliver a broad and ambitious curriculum for younger pupils and some pupils with SEND may not be able to access remote education without adult support

Teachers will prepare their weekly plans to teach in school with the awareness that at any point this may need to be sent out to families so that children can learn at home. There are three levels of planning:

Level One A few children in the class are in isolation awaiting test results etc.	Weekly Learning Plans for Maths, English, Foundation Subjects (standard template provided). Write brief plans include LOs and possibly success criteria, main teaching points with examples, vocabulary and resources. Upload to website before the start of the week.	Resources uploaded to Class Dojo daily eg Powerpoints, worksheets, video links especially White Rose Maths etc. Use the create activities function on portfolios to upload. Short input talking through a key lesson, address misconceptions. 3 videos per week only – Monday, Tuesday, Thursday
Level Two – short term 14 days Teacher and bubble are well and isolating	As above	As above plus Videos – 1 video per day teaching input Read a story once a week / have a sing song / assembly and upload to Dojo
Level Three – long term	As above	As above plus A minimum of one daily ‘live’ lesson

	Purpose	Frequency
Communication		
Class Dojo	Daily morning message with timetable and links for the day General forum for sharing information and from class teachers, office and school leaders. Used for messages / assemblies / sharing work / videos / lesson links / reading stories / singing / private messages to parents etc. Posting links to Loom videos and Zoom calls Giving feedback to pupils via portfolios	Daily communication from class teacher as well as other staff members
School Website	Weekly plans uploaded onto individual class pages	Weekly
Phone Calls	Safe and Well Calls to specific families Follow up where an issue needs to be discussed	Weekly Ad hoc basis
Zoom	Daily English or Maths Lessons Opportunity to interact with children and their teachers and raise morale. Explain / review tasks set. Share work. Discuss any issues that have arisen.	Every class, daily in a long term lockdown
Delivery of lessons		
Weekly plans uploaded onto website	Central public place that is accessible to all.	Weekly by Monday morning
Loom Videos made by teachers or a recognised educational provider i.e White Rose	Teachers teach the lesson input. Links put on Class Pages of Class Dojo	One video recorded daily
Zoom	Teaching Review of concepts and opportunity to share work, play games, share stories etc.	Daily
Online Apps	For example: Times Table Rock Stars, Tapestry	Ad hoc basis
Nationally recognised materials	Bite size Oak Academy White Rose Maths	Selected to meet the Learning Objectives
Feedback		
Portfolios – Class Dojo	Teachers & Support staff comment on work submitted – both encouragement and next steps	Daily
Resources		
Printed materials inclu reading books / worksheets / lesson plans	Where parents have difficulty in accessing online resources or printing materials, families can have them delivered or collect from the school porch on a weekly basis. Reading books can be changed weekly	Weekly

Suggested Timetable

Our planned timetable focuses first on core learning and then foundation subjects including RE and PSHE. Where a teacher is unwell, a member of SLT will support the 'bubble' in making provision online for that class.

The minimum expectation is that children complete the daily tasks. Some families will require a more bespoke curriculum and teachers are asked to consider who these children might be and to be compassionate and understanding when setting tasks.

We would like all of our children at home to be able to access a full curriculum but are aware that for some parents, juggling schooling at home can be extremely difficult. This timetable represents ideal timings for the most key areas of learning rather than a complete transfer from school to home with no acknowledgement of parents' or carers' individual circumstances.

Daily		
	KS1	KS2
Phonics	15 mins	
Spelling / GPS	15 mins	15 Minutes
Handwriting	Daily	Daily
Reading	15 minutes	20 minutes
English	Daily lessons	Daily lessons
Maths	Daily lessons	Daily lessons
Weekly		
Science	1 lesson each week	1 extended lesson each week
History / Geography	1 lesson each week	1 lesson each week
RE	1 lesson each week	1 lesson each week
Art or DT	1 lesson each week	1 lesson each week
Computing or Music	1 lesson each week	1 lesson each week
PSHE	1 lesson each week	1 lesson each week
PE	2 lessons each week	2 lessons each week
French		1 lesson each week

General resources for use for core subjects:

In the first instance, teachers will continue by adapting their current unit of work - referring to the appropriate long term plans for each subject.

Subject	KS1	KS2
Phonics	Phonics input plus activity/reading or writing shared via Dojo and in home learning pack on website	
Spelling	Input or video and resources shared via Dojo	Input or video and resources shared via Dojo
Reading	Levelled and independent reading books Reading Comprehension worksheets	Levelled and independent reading books Reading Comprehension worksheets
English	Use of Dojo to share resources for continuation of current unit of work. Literacy Shed Teacher input	Use of Dojo to share resources for continuation of current unit of work. Literacy Shed Teacher input
Maths	White Rose Premium Resources NCETM lesson videos teacher input	White Rose Premium Resources NCETM lesson videos teacher input TT Rockstars
Science	Continuation of current unit supported by teacher inputs, videos, Oak Academy & BBC Clips and activities	Continuation of current unit supported by teacher inputs, videos, Oak Academy & BBC Clips and activities
Humanities	Continuation of current unit supported by teacher inputs, videos, Oak Academy & BBC Clips and activities	Continuation of current unit supported by teacher inputs, videos, Oak Academy & BBC Clips and activities
RE	Continuation of current unit: Understanding Christianity supported by teacher inputs, videos, Oak Academy BBC Clips Twinkl Oak Academy	Continuation of current unit: Understanding Christianity supported by teacher inputs, videos, Oak Academy BBC Clips Twinkl Oak Academy
Creative	Continuation of current unit in either Art/DT/Music with support from Twinkl The Oak Academy BBC Sounds	Continuation of current unit in either Art/DT/Music with support from Twinkl The Oak Academy BBC Sounds
Computing	Continuation of current unit Continuation of current unit supported by teacher inputs, videos, Oak Academy & BBC Clips and activities	Continuation of current unit Continuation of current unit supported by teacher inputs, videos, Oak Academy & BBC Clips and activities
PSCHE	Whole school mental health and wellbeing activities to be set	Whole school mental health and wellbeing activities to be set

Other suggestions for all areas of the curriculum can be found at:

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/online-science-pe-wellbeing-and-send-resources-for-home-education>

EYFS

Subject	Reception Resources	Reception Timings
Literacy Phonics	Teacher input plus activity/reading or writing shared via Dojo and in home learning pack on website	15 minutes daily
Literacy Reading	Sharing a book with an adult	5-10 minutes daily
Communication and language Literacy Writing/ Mark making or Fine-motor skills	Dojo to share activity task and/or teacher video. Twinkl	10 minutes daily
Mathematics	White Rose Premium Resources Numberblocks and NCETM slides Twinkl	10 minutes daily
Expressive arts and design	Continuation of current theme: Dojo to share theme based activity task and/or teacher video Twinkl	
Understanding the world	Continuation of current theme: Dojo to share theme based activity task and/or teacher video Twinkl	
Physical development	Boogie beebies Cosmic Kids yoga Andy's animals Dough Disco	60 minutes daily gross motor 10 minutes daily fine motor
Personal, social and emotional development	Carry out small household tasks to develop self-esteem, resilience and confidence.	
Learning through free play	Play is a really important part of how children learn so ensure you allow some time to play. This may be based on the current theme or any free play. Continuation of current theme: Dojo to share theme based activity task and/or teacher video	At least 2 hours each day

Assessing Pupil Progress

Teachers will use the following approaches to assess and support pupils:

- use the portfolio feature of Class Dojo to monitor work, give feedback and suggest next steps
- address misconceptions by providing additional input
- have conversations with pupils on Class Dojo and Zoom
- have contact with parents to support assessment and gain an insight into the level of support pupils are needing in order to complete tasks
- be clear about the level of support or independence a task should require