



# **Contingency Plan for Remote Learning**

2020-2021

<p><b><u>Aim</u></b></p>	<p><b>During any partial/complete closure we will;</b></p> <ul style="list-style-type: none"> <li>• Provide high quality remote learning for all children</li> <li>• Ensure children remain engaged in their learning</li> <li>• Provide a broad and balanced curriculum remotely, which as far as possible reflects the learning in the classroom</li> <li>• Provide a range of resources to support remote learning</li> <li>• Offer support from teachers and LSAs for parents and carers</li> <li>• Maintain effective communication with children and families</li> </ul> <p><b>Young children learn through first hand experiences, active learning and collaboration with their peers. We acknowledge that replicating these learning experiences within the home may be challenging for families.</b></p>
<p><b><u>Introduction</u></b></p>	<p>Throughout 2020 Sandringham Infant and Nursery Academy has provided remote learning which has been well received by our families. This consisted of weekly Maths and English learning, supplemented with learning from the wider curriculum based around a topic. Early Years activities were also based around a topic and Early Years Learning goals. All learning throughout the school was planned with the needs and interests of the children in mind. Moving forward into the new academic year 2020-2021, we intend to build on this good practise. Teachers will ensure that remote learning mirrors our current schemes of work, ensuring continued coverage and the provision of a broad and balanced curriculum. We aim to provide support for any families who do not have full access to IT. Resources will be provided either remotely or physically to ensure that all children have what they need to undertake learning tasks.</p> <p>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. In order to support your children at home the following strategies will have the greatest impact on learning and progress:</p> <p>Talk to your child about what they know already relating to the new learning  Encourage them to be independent - children learn most through their mistakes  Replay any short video clips to help children understand an input or learning task  Keep learning sessions in short manageable chunks  Do pause and start again at another time if something is proving a challenge  Be kind to yourselves and be mindful that young children learn through first hand experiences, active learning and collaboration with their peers</p>
<p><b><u>Stages of response to remote learning situations</u></b></p>	<p>Remote learning for all children will be accessed through our online platform TAPESTRY. This is already used by all Nursery and Reception parents and will be extended to all children in Year 1 and 2 during a period of closure. Parents of children who have attended our Nursery or Reception will already be familiar with this platform as a method of accessing and recording learning. Everything can be accessed through this platform. Where appropriate, there will be short recorded inputs from class teachers available each day.</p> <p><u>There are 4 stages of remote learning scenarios;</u></p>

	<p><b><u>Stage 1</u></b> Feedback on your child's learning will be given on their return to school</p> <p><b><u>Stages 2-4</u></b></p> <ul style="list-style-type: none"> <li>• Please ensure that you check the Tapestry platform each day</li> <li>• Feedback on your child's learning will be provided via Tapestry</li> <li>• Feedback will take a number of different forms; we may acknowledge with a smiley face or similar; we may choose key pieces of learning for in-depth feedback once or twice a week or we may not give direct feedback but adapt the following day's learning in light of our assessments</li> <li>• Participation and learning on Mathletics (Key stage 1) will continue to be monitored</li> <li>• We aim to contact you and your child by telephone or email on a weekly basis where possible and, in some cases, more frequently.</li> </ul> <p><b>At Stages 3 and 4</b> there will be short recorded inputs from class teachers available each day and as appropriate at Stage 2.</p>
<p><b><u>Stage 1</u></b></p>	<p><b>My child is absent from school because they may be awaiting test results / required to isolate. The rest of their school bubble are still attending school and being taught as normal.</b></p> <p><b>This becomes a Stage 2 from the third day of absence or on receipt of a positive test result.</b></p> <p>'Get-going' learning is provided - this may be revisionary/quiz-type or relate to website learning sent via email. This will be daily Maths, Reading, Spelling/Phonics and topic-related learning. This will be adjusted for children in Reception and Nursery because learning in Early Years is topic based.</p> <p>If they are feeling well enough, time for exercise should also be included for all children in their day.</p>
<p><b><u>Stage 2</u></b></p>	<p><b>My child is absent because they, another sibling or household member- have had a positive test result OR imposed self-isolation. The rest of their school bubble may still be attending school and being taught as normal.</b></p> <p><b>Maths learning</b> sent via email will be following on from or mirroring the maths being covered in the classroom at that time. This may be based on White Rose maths (the scheme used in school) or the resources/worksheets used in the classroom.</p> <p><b>English learning</b> will also follow the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child.</p> <p><b>Phonics sessions/activities for EYFS (Reception and Nursery) and KS1 (Year 1 and 2)</b> to work on the sounds being covered in school</p> <p><b>Spellings</b> linked to those being learnt in class or keywords/common exception words</p>

	<p><b>Topic learning</b> following the lessons being covered in class that week. 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 another online link.</p> <p><b>Reading at home</b> in line with normal expectations</p> <p><b>Enjoying some form of physical activity</b></p> <p>This will be adjusted for children in <b>Reception and Nursery</b> because learning in Early Years is topic based.</p>
<p><b><u>Stage 3</u></b></p>	<p><b>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.</b></p> <p><b>Maths learning</b> uploaded to Tapestry following on from learning that had been planned for the class at that time. This may be a combination of White Rose maths videos (the scheme used in school) or resources/worksheets used in the classroom.</p> <p><b>English learning</b> uploaded to Tapestry following the sequence of learning planned for 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 either by uploading a photo or on return to school. Depending on the year group this may include spelling, grammar, writing and reading.</p> <p><b>Topic learning from 1 or 2 subject areas</b> will be uploaded via Tapestry for children to complete and hand in virtually. This will be lessons your child would have had in class this term which can be most easily adapted to remote learning. They may be supplemented with links to online learning, including Oak Academy resources.</p> <p><b>1:1 support</b> If your child receives 1:1 support a more bespoke programme of support will be provided. Children will usually be expected to complete the learning set via Tapestry.</p> <p><b>Reading at home</b> in line with normal expectations</p> <p><b>Enjoying some form of physical activity</b></p> <p>Video recorded learning sessions will not be facilitated by your child's class teacher if the teacher is unwell during bubble closure.</p> <p>Learning activities for <b>Reception and Nursery</b> children will continue to be topic based and mirror the learning which would have been happening in the classroom.</p>
<p><b><u>Stage 4</u></b></p>	<p>As per Stage 3 but with a key-worker and vulnerable provision (dependent upon government guidance).</p>

	<p>In the event of a national lockdown or localised lockdown the school will remain open for vulnerable children and the children with 2 key worker parents where possible. Any further key worker spaces will be provided as staffing allows.</p>
<p><b><u>Responsibilities for parents</u></b></p>	<ul style="list-style-type: none"> <li>• Log on to Tapestry each day and support children to complete the learning set by their teachers</li> <li>• Upload learning where possible onto Tapestry in the form of a photograph / video/ comment on how they have managed the tasks</li> <li>• Watch the class story time each day</li> <li>• Use online resources such as White Rose, Phonics play etc (see below) and any other resources provided by the school</li> <li>• Set a clear routine with your child using the timetable and the daily learning</li> <li>• Reading all communications sent from the school to ensure you are fully aware and up to date with news</li> <li>• Liaising with school staff and seek support on behalf of your child when needed, with their class teacher via email</li> <li>• Ensure courtesy and politeness to any member of staff within any communication</li> <li>• Providing IT access for learning offered for your children and communicate with the school with any issues for this access</li> <li>• Support your children by uploading pictures/videos/comments of completed work for assessment and feedback</li> <li>• Monitor children's access to the internet ensuring that they are safe at all times</li> </ul>
<p><b><u>Online resources</u></b></p>	<p>White Rose - maths lessons, videos and resources  <a href="https://whiterosemaths.com/homelearning/">https://whiterosemaths.com/homelearning/</a>  Oak National Academy - lessons in all curriculum areas  <a href="https://www.thenational.academy/">https://www.thenational.academy/</a>  BBC Bitesize - lessons in all curriculum areas in 'bitesize' and very engaging 'small chunks'  <a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a>  Oxford Owls - reading scheme books online and phonics  <a href="https://home.oxfordowl.co.uk/">https://home.oxfordowl.co.uk/</a>  Phonics Play - phonics games <a href="https://www.phonicsplay.co.uk/">https://www.phonicsplay.co.uk/</a>  Alphablocks on Cbeebies <a href="https://www.bbc.co.uk/cbeebies/shows/alphablocks">https://www.bbc.co.uk/cbeebies/shows/alphablocks</a>  Mr Thorne Does Phonics Youtube page  <a href="https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw">https://www.youtube.com/channel/UC7sW4j8p7k9D_qRRMUsGqyw</a>  Simply Phonics  <a href="https://www.youtube.com/playlist?list=PLXKeximRDJ8oTa087K3kpd0VEQYmTkeSN">https://www.youtube.com/playlist?list=PLXKeximRDJ8oTa087K3kpd0VEQYmTkeSN</a></p>
<p><b><u>Communication</u></b></p>	<ul style="list-style-type: none"> <li>• Weekly timetables and daily learning activities and tasks will be emailed via Tucasi on a Friday for the following week, shared on the website in the children's year group area as well as on Tapestry accounts</li> <li>• Parents will receive regular updates/newsletters</li> <li>• Recorded messages, lessons and stories will be uploaded the evening/day before or in response to children's learning</li> <li>• Learning, messages and recordings will be responded to regularly throughout the week</li> <li>• At Stages 2-4 we aim to contact you and your child by telephone or email on a weekly basis where possible and, in some cases, more frequently.</li> </ul>

Please see attached appendices...



**Sandringham Infant and Nursery Academy**  
Remote Learning



**LITTLE BADGERS NURSERY**

**Week Beginning:**

**Topic:**

<b>Personal, Social, Emotional/ Communication &amp; Language/Literacy</b>	<b>Expressive Art &amp; Design/ Physical Development</b>
<b>Number/Shape, Space, Measure</b>	<b>Understanding the World</b>
<b>Useful Websites</b>	
<b>Optional Topic Project for this half term</b>	



# Sandringham Infant and Nursery Academy

## Remote Learning



### RECEPTION - HEDGEHOGS AND MOLES

**Week Beginning:**

**Topic:**

Please upload what you can to Tapestry as we would love to see and comment on what you have been doing!

DAY	DAILY ACTIVITIES
Monday	Phonics: Maths: Literacy: Topic:
Tuesday	Phonics: Maths: Literacy: Topic:
Wednesday	Phonics: Maths: Literacy: Topic:
Thursday	Phonics: Maths: Literacy: Topic:
Friday	Phonics: Maths: Literacy: Topic:

Useful Websites...

Activity Examples...



Sandringham Infant and Nursery Academy  
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YEAR 1 - OTTERS AND SQUIRRELS

Week Beginning:

Topic:

Core Value:

DAY	DAILY ACTIVITIES
Monday	Phonics: Maths: English: Spellings: Topic:
Tuesday	Phonics: Maths: English: Spellings: Topic:
Wednesday	Phonics: Maths: English: Spellings: Topic:
Thursday	Phonics: Maths: English: Spellings: Topic:
Friday	Phonics: Maths: English: Spellings: Topic:

Useful Websites...





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YEAR 2 - FOXES AND RABBITS

Week Beginning:

Topic:

Core Value:

DAY	DAILY ACTIVITIES
Monday	Phonics: Maths: English: Spellings: Topic:
Tuesday	Phonics: Maths: English: Spellings: Topic:
Wednesday	Phonics: Maths: English: Spellings: Topic:
Thursday	Phonics: Maths: English: Spellings: Topic:
Friday	Phonics: Maths: English: Spellings: Topic:

Useful Websites...