



## Snodland CEP School Remote Learning Education Plan

### National Lockdown

In the event that children of critical workers and those identified as vulnerable children will be in school with the rest of the school learning remotely, the following plan will be in place:

#### Learning Packs

On the first day of school closure, there will be no 'live' Zoom sessions and instead whole school activities will be set for the children, allowing staff to make final preparations for remote learning. On the afternoon of the first day parents will be asked to collect learning packs, which contain all the necessary resources (including pencils, paper and handwriting pens), from the school to support children's learning for the coming days/weeks. Depending on the length of the lockdown, a system will be in place where learning can be dropped off and collected at regular intervals e.g. every two weeks if the lockdown was to be for a term or more.

#### Timetable and Learning

A timetable for the week and any resources needed will be emailed to parents via the class email account along with links to access live Zoom teaching sessions. Those children in school will receive face to face teaching from the class teacher/TA.

Example plan:

w/c 18.1.21	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.30am <b>Reading</b>	Complete the reading comprehension on pages 20 and 21. We will mark this at 11.00am on Zoom.	Complete the reading comprehension on pages 22 and 23. We will mark this at 11.00am on Zoom..	Complete the reading comprehension on pages 24 and 25. We will mark this at 11.00am on Zoom.	Complete the reading comprehension on pages 26 and 27. We will mark this at 11.00am on Zoom.	Complete the reading comprehension on pages 28 and 29 . We will mark this at 11.00am on Zoom.
9.30-10:30 <b>Zoom Activity</b>	Complete pages 2-5 and 42-45 in your workbook. If you finish, practise your times tables on <a href="#">Hit the Button</a> or Times Table Rock Stars.	Complete pages 10-13 and 18-21 in your workbook. If you finish, practise your times tables on <a href="#">Hit the Button</a> or Times Table Rock Stars.	Complete pages 22-29 in your workbook. If you finish, practise your times tables on <a href="#">Hit the Button</a> or Times Table Rock Stars.	Complete pages 30-33 in your workbook. If you finish, practise your times tables on <a href="#">Hit the Button</a> or Times Table Rock Stars.	Complete pages 34-41 in your workbook. If you finish, practise your times tables on <a href="#">Hit the Button</a> or Times Table Rock Stars.
10.45-11.00am	<b>Spellings</b> – please practise your spellings by logging on to <a href="#">Spelling Shed</a> .	<b>Handwriting</b> - complete the sheet in your pack, practising 'dd'.	<b>Spellings</b> – please practise your spellings by logging on to <a href="#">Spelling Shed</a> .	<b>Handwriting</b> - complete the sheet in your pack, practising 'ee'.	<b>Spellings</b> – please practise your spellings by logging on to <a href="#">Spelling Shed</a> .
11am-11.30am <b>Zoom Input</b>	<b>English</b> Listen to the story again focusing on when Amasis goes off in search of the owner of the rose-red slipper. <a href="https://www.youtube.com/watch?v=d5Vfi4i8lk">https://www.youtube.com/watch?v=d5Vfi4i8lk</a>	<b>English</b> Recap learning from yesterday on Amasis and his search for the owner of the slipper.  Using quotation marks, complete the speech bubble for each key character to explain how they are feeling at this point in the story.	<b>English</b> Listen to the story again focusing on what happens at the end of the story once Amasis finds Rhodopis. <a href="https://www.youtube.com/watch?v=d5Vfi4i8lk">https://www.youtube.com/watch?v=d5Vfi4i8lk</a>	<b>English</b> Listen to the end of the story again focusing on how Rhodopis was feeling. <a href="https://www.youtube.com/watch?v=d5Vfi4i8lk">https://www.youtube.com/watch?v=d5Vfi4i8lk</a>	<b>English</b> Recap ideas from yesterday about how Rhodopis was feeling at the end of the story.
11.30-12.15pm <b>English Activity</b>	Create a 'wanted poster' that Amasis could use to help him find the owner of the slipper.	Write a recount of the end of the story, aiming for two or three paragraphs.	Write a recount of the end of the story, aiming for two or three paragraphs.	Create a mind map of thoughts and feelings/bodily reactions that Rhodopis would have experienced.	Write a diary entry as Rhodopis to explain her thoughts and feelings from when Amasis arrived until the end of the story.
1.15-1.45pm <b>Zoom Input</b>	<b>PSHE – Relationships</b> Read through each of the friendship conflict scenarios written on the sheet. Using the 'Solve it together technique', can you suggest ways that each conflict can be solved? Record your ideas using annotations or simple explanations. You might like to illustrate your ideas too.	<b>Science – Forces and Magnets</b> Watch the video to learn about magnets and how they are used in scrapyard. <a href="https://www.bbc.co.uk/bitesize/clips/zcntsbk">https://www.bbc.co.uk/bitesize/clips/zcntsbk</a>  <b>Task:</b> Using a magnet, complete your own 'scrapheap challenge' to sort materials into those that are magnetic and non-magnetic.	<b>RE – Sikhism</b> Watch the <a href="#">video about the Amrit Ceremony</a> . Think about why Sikhs choose to become a part of the Khalsa. Use the information provided as well as what you have learned from the video to create a poster or fact file about the Amrit Ceremony and why it is important for Sikhs to become a part of the Khalsa.	<b>Humanities – Ancient Egypt</b> Watch the video to learn about Egyptian gods. <a href="https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z4m8pg8">https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z4m8pg8</a> Read the information sheet in your resource pack for further details about the main gods and goddesses.  <b>Task:</b> Choose one of the Egyptian gods to complete a fact file about.	<b>DT – Egyptian necklaces</b> Review your design for an Egyptian necklace. Using materials that you have at home and the card provided in your pack, make and decorate your Egyptian necklace. Remember your design brief – it needs to be colourful, inspired by ancient Egypt and durable
2.45-3.15 <b>PE Challenge</b>	<b>PE - Tennis</b> <a href="https://www.youtube.com/watch?v=5zJ47DVv96w">https://www.youtube.com/watch?v=5zJ47DVv96w</a>  Watch this video titled: "PASS HOME LEARNING PE LESSON YEAR 3 - 4 TENNIS LESSON 1" and follow along!	<b>PE - Tennis</b> <a href="https://www.youtube.com/watch?v=W RUMPCuZvK8">https://www.youtube.com/watch?v=W RUMPCuZvK8</a>  Watch this video titled: "PASS HOME LEARNING PE LESSON YEAR 3 - 4 TENNIS LESSON 2" and follow along!	<b>PE – Tennis</b> <a href="https://www.youtube.com/watch?v=W yXqBYW7gr0">https://www.youtube.com/watch?v=W yXqBYW7gr0</a>  Watch this video titled: "PASS HOME LEARNING PE LESSON YEAR 3 - 4 TENNIS LESSON 3" and follow along!	<b>PE – Tennis</b> <a href="https://youtu.be/NESLwnY9LTI">https://youtu.be/NESLwnY9LTI</a>  Watch this video titled: "PASS HOME LEARNING PE LESSON YEAR 3 - 4 TENNIS LESSON 4" and follow along!	<b>PE- Tennis</b> <a href="https://youtu.be/lawIXLDYVHA">https://youtu.be/lawIXLDYVHA</a>  Watch this video titled: "PASS HOME LEARNING PE LESSON YEAR 3 - 4 TENNIS LESSON 5" and follow along!

#### Zoom sessions

Children at home will be invited to attend 3 Zoom sessions a day which will be a 'live' stream of the input to those in school. These will be led, where possible, by the children's own class teacher. There will be inputs for Maths, English, including Phonics where applicable, and afternoon lessons. After teaching inputs, children will be able to complete learning independently or alongside an adult at home. In some instances, TAs will also be available to support individual or small groups of children via Zoom 'break out' rooms or through separate inputs.

Children are expected to attend all 3 Zoom sessions every day and a register will be kept of which children attend the sessions. Any children who don't engage will be contacted by the class teacher or a DSL to see if any support can be given to encourage them to take part – phone calls to parents will be made on a daily basis until engagement improves.

### **Feedback**

Maths learning and reading comprehensions will be marked alongside the class teacher every day during one of the teaching sessions. Parents need to take photos of/scan other learning (or send documents if completed on a laptop/computer) and email to the class teacher so they can provide feedback – we encourage parents to do this for all subjects (except maths and reading comprehensions) in order for their children to receive regular feedback. Staff will stipulate certain pieces of written learning that all children are expected to submit for in-depth marking and feedback. Parents/children will be contacted if this learning is not submitted.

Other forms of feedback may include: whole class feedback, 1:1 Zoom sessions or small group Zoom sessions.

### **Speech and other Interventions**

If a child receives speech intervention in school from Mrs Bishopp, this will continue via Zoom. If a child receives any other 1:1 intervention, such as a wellbeing programme, we will aim to continue this wherever possible.

Staff will listen to those children, who are reading a scheme book, at least once a week in school or via Zoom.

### **Digital/Online access at home**

If children do not have access to a device at home, parents must contact the school who will discuss options available e.g. providing a school device, contacting phone providers to provide additional data, providing a WiFi code/router.

### **Online Learning Platforms**

Every child in the school has access to Times Tables Rockstars/Numbots, Mathletics, RWI spelling and a suite of eBooks for those children who are reading within the colour bands. We encourage children to access these learning resources wherever possible and to continue reading every day.

### **Emails**

Class email accounts can be used for communication. Teachers/TAs are only required to check the email between the hours of 8.30am and 4pm so if parents email outside of these times they may not receive a reply straight away.

### **Returning Learning to School**

Children **must** bring all of their learning back to school when they return.

## Class/bubble closure

In the event that a whole class or whole year group needs to isolate, the following plan will be in place:

### Timetable and Learning

A timetable for the week and any resources needed will be emailed to parents via the class email account along with links to access Zoom for teaching sessions.

Example plan:

w/c 18.1.21	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.30am <b>Reading</b>	Complete the reading comprehension on pages 20 and 21. We will mark this at 11.00am on Zoom.	Complete the reading comprehension on pages 22 and 23. We will mark this at 11.00am on Zoom..	Complete the reading comprehension on pages 24 and 25. We will mark this at 11.00am on Zoom.	Complete the reading comprehension on pages 26 and 27. We will mark this at 11.00am on Zoom.	Complete the reading comprehension on pages 28 and 29. We will mark this at 11.00am on Zoom.
9.30-10:10 <b>Zoom</b> 10-10.45 <b>Activity</b>	Complete pages 2-5 and 42-45 in your workbook. If you finish, practise your times tables on <a href="#">Hit the Button</a> or Times Table Rock Stars.	Complete pages 10-13 and 18-21 in your workbook. If you finish, practise your times tables on <a href="#">Hit the Button</a> or Times Table Rock Stars.	Complete pages 22-29 in your workbook. If you finish, practise your times tables on <a href="#">Hit the Button</a> or Times Table Rock Stars.	Complete pages 30-33 in your workbook. If you finish, practise your times tables on <a href="#">Hit the Button</a> or Times Table Rock Stars.	Complete pages 34-41 in your workbook. If you finish, practise your times tables on <a href="#">Hit the Button</a> or Times Table Rock Stars.
10.45-11.00am	<b>Spellings</b> – please practise your spellings by logging on to <a href="#">Spelling Shed</a> .	<b>Handwriting</b> - complete the sheet in your pack, practising 'dd'.	<b>Spellings</b> – please practise your spellings by logging on to <a href="#">Spelling Shed</a> .	<b>Handwriting</b> - complete the sheet in your pack, practising 'ee'.	<b>Spellings</b> – please practise your spellings by logging on to <a href="#">Spelling Shed</a> .
11am-11.30am <b>Zoom Input</b> 11.30-12.15pm <b>English Activity</b>	<b>English</b> Listen to the story again focusing on when <i>Amasis</i> goes off in search of the owner of the rose-red slipper. <a href="https://www.youtube.com/watch?v=d5Vflc4l8Lk">https://www.youtube.com/watch?v=d5Vflc4l8Lk</a>  Create a 'wanted poster' that <i>Amasis</i> could use to help him find the owner of the slipper.	<b>English</b> Recap learning from yesterday on <i>Amasis</i> and his search for the owner of the slipper.  Using quotation marks, complete the speech bubble for each key character to explain how they are feeling at this point in the story.	<b>English</b> Listen to the story again focusing on what happens at the end of the story once <i>Amasis</i> finds Rhodopis. <a href="https://www.youtube.com/watch?v=d5Vflc4l8Lk">https://www.youtube.com/watch?v=d5Vflc4l8Lk</a>  Write a recount of the end of the story, aiming for two or three paragraphs.	<b>English</b> Listen to the end of the story again focusing on how Rhodopis was feeling. <a href="https://www.youtube.com/watch?v=d5Vflc4l8Lk">https://www.youtube.com/watch?v=d5Vflc4l8Lk</a>  Create a mind map of thoughts and feelings/bodily reactions that Rhodopis would have experienced.	<b>English</b> Recap ideas from yesterday about how Rhodopis was feeling at the end of the story.  Write a diary entry as Rhodopis to explain her thoughts and feelings from when <i>Amasis</i> arrived until the end of the story.
1.15-1.45pm <b>Zoom Input</b> 1.45-2.45pm <b>Afternoon Activity</b>	<b>PSHE – Relationships</b> Read through each of the friendship conflict scenarios written on the sheet. Using the 'Solve it together technique', can you suggest ways that each conflict can be solved? Record your ideas using annotations or simple explanations. You might like to illustrate your ideas too.	<b>Science – Forces and Magnets</b> Watch the video to learn about magnets and how they are used in scrapyards. <a href="https://www.bbc.co.uk/bitesize/clips/zcntsbk">https://www.bbc.co.uk/bitesize/clips/zcntsbk</a>  <b>Task:</b> Using a magnet, complete your own 'scrapheap challenge' to sort materials into those that are magnetic and non-magnetic.	<b>RE – Sikhism</b> Watch the <a href="#">video about the Amrit Ceremony</a> . Think about why Sikhs choose to become a part of the Khalsa. Use the information provided as well as what you have learned from the video to create a poster or fact file about the Amrit Ceremony and why it is important for Sikhs to become a part of the Khalsa.	<b>Humanities – Ancient Egypt</b> Watch the video to learn about Egyptian gods. <a href="https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z4m8pg8">https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z4m8pg8</a> Read the information sheet in your resource pack for further details about the main gods and goddesses.  <b>Task:</b> Choose one of the Egyptian gods to complete a fact file about.	<b>DT – Egyptian necklaces</b> Review your design for an Egyptian necklace. Using materials that you have at home and the card provided in your pack, make and decorate your Egyptian necklace. Remember your design brief – it needs to be colourful, inspired by ancient Egypt and durable
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Children are expected to attend all 3 Zoom sessions every day and a register will be kept of which children attend the sessions. Any children who don't engage will be contacted by the class teacher or a DSL to see if any support can be given to encourage them to take part – phone calls to parents will be made on a daily basis until engagement improves.

### Feedback

Maths learning and reading comprehensions will be marked alongside the class teacher every day during one of the teaching sessions. Parents need to take photos of/scan other learning (or send documents if completed on a laptop/computer) and email to the class teacher so they can provide feedback – we encourage parents to do this for all subjects (except maths and reading comprehensions) in order for their children to receive regular feedback. Staff will stipulate certain pieces of written learning that all children are expected to submit for in-depth marking and feedback. Parents/children will be contacted if this learning is not submitted.

Other forms of feedback may include: whole class feedback, 1:1 Zoom sessions or small group Zoom sessions.

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### **Digital/Online access at home**

If children do not have access to a device at home, parents must contact the school who will discuss options available e.g. providing a school device, contacting phone providers to provide additional data, providing a WiFi code/router.

### **Online Learning Platforms**

Every child in the school has access to Times Tables Rockstars/Numbots, Mathletics, RWI spelling and a suite of eBooks for those children who are reading within the colour bands. We encourage children to access these learning resources wherever possible and to continue reading every day.

### **Emails**

Class email accounts can be used for communication. Teachers/TAs are only required to check the email between the hours of 8.30am and 4pm so if parents email outside of these times they may not receive a reply straight away.

### **Returning Learning to School**

Children **must** bring all of their learning back to school when they return.

## **Individual Isolation**

In the event that an **individual child** needs to isolate, the following plan will be in place:

### **Zoom sessions**

Children will be invited to join all live teaching inputs in the class via Zoom. In the event that a child is unable to do this, then a remote learning plan will be provided so that children can learn from home independently.

### **Digital/Online access at home**

If children do not have access to a device at home, parents must contact the school who will discuss options available e.g. providing a school device, contacting phone providers to provide additional data, providing a WiFi code/router.

### **Learning and resources**

Parents will be emailed any relevant resources/PPTs on a daily/weekly basis (depending on why/how long the child is isolating for) via the school office email/ParentMail.

If parents wish to have some of the learning printed, e.g. Maths worksheets, the school will do this and will send home with siblings or hand-deliver to the child's home.

### **Online Learning Platforms**

Every child in the school has access to Times Tables Rockstars/Numbots, Mathletics, RWI spelling and a suite of eBooks for those children who are reading within the colour bands. We encourage children to access these learning resources wherever possible and to continue reading every day.

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