

Thursday, 25<sup>th</sup> September, 2020



Dear Parents/Carers

I am writing to inform you of our plans for remote learning should your child have to be absent from school for any reason associated with the COVID-19 pandemic.

We have adopted a tiered approach to our home learning offer, as we recognise that some children may only be required to remain absent from school for a short while whilst awaiting a test result whilst others may be absent for longer periods of time.

I hope you can appreciate, that when formulating our plan, we have also had to take into account that if individual children are required to isolate, our staff will still be required to teach the rest of their 'bubble' full time and therefore, we cannot offer home learning to the same extent as if the bubble was closed or in the event of a lockdown.

I have attached our home learning contingency plan for your perusal as well as a flow chart so that you can see what work you can expect your child to be set and how you should submit it to the class teacher.

There is an expectation that if your child is absent but well and able to participate in home learning, that they will do so and our staff have been instructed to monitor engagement with this; therefore, we would really appreciate your support in ensuring that your child completes the work set.

We have tried to ensure that video lessons (either from Oak Academy or our own teachers) are used for the majority of the time so that the help your child will need from you in order to access the lessons is minimal.

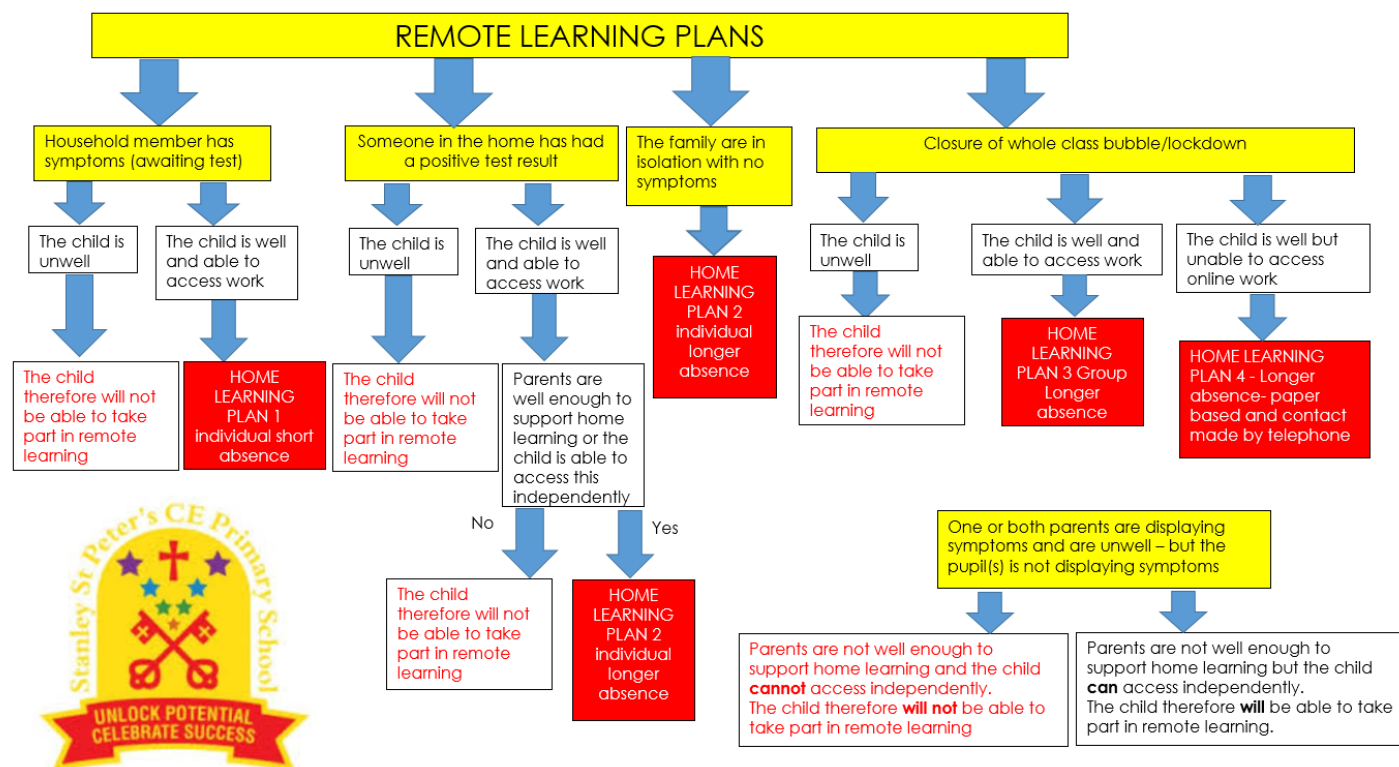
All the resources you need for your child's lessons will be placed on our website on the year group/class pages.

For Plan 1 and 2, (please see contingency plan below) links to video lessons on the Oak National Academy will be used. These lessons will closely match what other children in the year group are learning within school in order to prevent your child from feeling 'behind' when they return. Each Oak Academy lesson has a quiz at the end. **A screenshot or photo of the quiz result should be sent to the class teacher by email** so that they can monitor how well your child has done during the lessons and evaluate whether your child would benefit from further support. All teacher emails are on the class pages and details of the minimum amount of contact your child should receive from their class teacher is detailed on the contingency plan attached. Please be sure to answer any calls that show as a 'withheld' number as it could be one of our staff who is working from home!

Plan 3 is the more extensive package that we are offering in the event of a bubble closure or lockdown. This will be approached in a different way to Plan 1 and 2 as we will have the capacity to cater more specifically for the children that attend our school because our staff will not be teaching their bubble full time as well as providing home learning.

In the event of a bubble closure or lockdown, your child will be provided with lessons recorded by one of our staff for the majority of subjects (see contingency plan for details of specific subjects). They will also be set a KAHOOT! quiz to complete so that the teacher can gain a detailed picture of how your child is performing with the tasks set for these video lessons. (More details of how to access these quizzes are given below. I will also place a video on our class page section of the website to explain how to access these).

We decided that it would be best to record lessons rather than conduct live ones as we understand that many of our families have only one device with internet access and if you have more than one child, it may be tricky for you to get your children 'logged on' for their lessons at the correct times.



| Home Learning Plan                  | Circumstances                                                                                                              | School Based Contingency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Plan 1<br>Individual Short Absence  | Household member with symptoms and awaiting test results.                                                                  | <p><b>English (KS2), Maths and Science lessons:</b><br/>Links to closely matching Oak materials/White Rose materials placed on class pages of website.<br/><i>Child required to send a screenshot/picture via email to class teacher of the end of lesson quiz results.</i></p> <p>Link to <a href="#">TT Rockstars</a> to also be provided.<br/>Spellings to learn are on website each week.</p> <p><b>Phonics (EYFS &amp; KS1)</b> – slides for relevant sound for group child is in to be placed on class pages of website.</p> <p><b>EYFS (other subjects)</b> – Appropriate links to Oak Academy materials/own lesson slides to be placed on class pages of website. <i>Parents to submit photos of work via Tapestry.</i></p> <p>Teacher to record engagement of child in remote learning and make contact at least once during the week to give feedback and support via email or telephone. (EYFS staff to provide feedback via Tapestry or telephone).</p>                                                                                                                                                                                                                                                                   |
| Plan 2<br>Individual Longer Absence | Child isolating for 14 days due to positive case within the household or contacted by track and trace and told to isolate. | <p><b>English (KS2), Maths, Science and Music lessons:</b><br/>Links to closely matching Oak materials/White Rose materials placed on class pages of website.<br/><i>Child required to send a screenshot/picture via email to class teacher of the end of lesson quiz results.</i></p> <p>Link to <a href="#">TT Rockstars</a> to also be provided.<br/>Spellings to learn are on website each week.</p> <p><b>Phonics (EYFS &amp; KS1)</b> - slides for relevant sound for group child is in to be placed on class pages of website.</p> <p><b>History/Geography, RE, PHSE, and guided reading:</b><br/>Slides (along with details of tasks) to be placed on class pages of website. If Oak Academy materials closely match the learning taking place in school, these may be used instead.</p> <p><b>EYFS (other subjects)</b> – Appropriate links to Oak Academy materials/own lesson slides to be placed on class pages of website. <i>Parents to submit photos of work via Tapestry.</i></p> <p>Teacher to record engagement of child in remote learning and to make contact at least once per week to give feedback and provide support via email or telephone. (EYFS staff to provide feedback via Tapestry or telephone).</p> |

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|------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Plan 3<br>Group Longer<br>Absence                                            | Bubble closure or<br>lockdown. | <p>Children to be sent home with their Power Maths books and a blank exercise book to record other work. Teaching staff on rota system to supervise key worker and vulnerable children (these children will follow online curriculum alongside home based peers). HT in school consistently and ONLY one AHT in school at any one time (in case of need to deputise for HT).</p> <p><b>English (KS2), Phonics (KS1), Maths, Guided reading, Science, History/Geography and RE:</b><br/>Recorded video lessons on class pages of website along with a pin number for a KAHOOT! quiz (for AfL purposes).<br/>KAHOOT! quiz results to be analysed by class teacher daily and screenshot sent to SLT (these should be used to inform future teaching and identify where further support is needed for individual children).</p> <p><b>Music, PHSE:</b> Links to closely matching materials on Oak Academy placed on class pages of website.</p> <p><b>PE:</b> YouTube video links placed on class pages of website.</p> <p><b>Art/DT:</b> Lesson slides to be placed on class pages of website.</p> <p><b>EYFS:</b> Recorded video lessons on class pages of website plus links to other suitable home learning activities and all parents to submit child's work via Tapestry.</p> <p>Teacher to record engagement of child in remote learning and to make contact as often as necessary to give feedback and provide support via email or telephone – minimum of twice per week. (EYFS staff to provide feedback via Tapestry or telephone).</p> |
| Plan 4<br>Longer absence-<br>paper based and<br>contact made by<br>telephone | Bubble closure or<br>lockdown. | <p>Teaching staff on rota system to supervise key worker and vulnerable children (these children will follow online curriculum alongside home based peers).</p> <p>Paper based learning packs for pre-identified pupils with limited online access.</p> <p>Daily telephone call to these children to support and provide feedback.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

If you are finding the above documents difficult to view, they are on our website at the top of the main screen of the Class Pages titled 'Remote learning plans' which can be accessed by clicking this link <https://stanley-st-peters-church-of-england-vc-primary-school.secure-primariesite.net/class-pages/>

#### USING KAHOOT! – Only applies to Plan 3 of our remote learning contingency plan (bubble closure or lockdown)

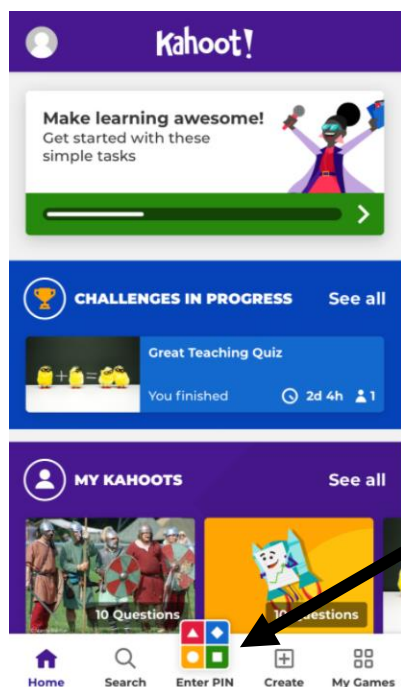
Our staff will put a PIN number under any lesson content that your child needs to complete a KAHOOT! quiz for.

Mobile phones and tablets:

Please download the KAHOOT! app. It will look like the logo shown below:



When they click on the app to open it, they will see a screen similar to this:

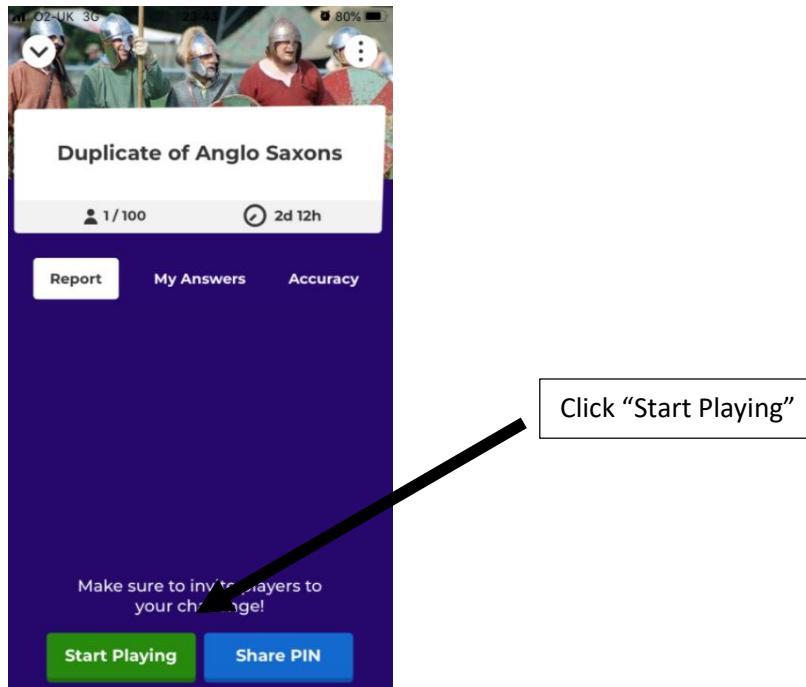


Click "Enter Pin"

You can see that in the middle at the bottom of the screen, there is a multi-coloured button which says “Enter PIN”.

Your child should click on this button and then **enter the PIN provided** on the year group/class page for the lesson they have just completed.

Then click “Start Playing”



They will then see a screen like below with a white box at the bottom. In the white box, they should enter their full name, press submit and then press OK, go!



Your child will then see the first question and some possible answers. They should work their way through the quiz, tapping the answers they think are correct.



What year did the Anglo Saxons arrive in Britain?



It is extremely important that your child does NOT guess the answers, but thinks carefully about them as the teachers will use the information generated from them to assess if your child requires further support. Please note, your child will have a set amount of time available to answer questions so please warn them about this. Also, remind your child that they may need to do some working out on paper to obtain the correct answer – this is fine and should be encouraged when necessary (particularly for maths questions).

Once they have completed the quiz, they will see a screen like this that will tell them how many questions they got right and they will have the chance to have another go at the ones they got incorrect.



There is NO NEED to send a screenshot or photo of any KAHOOT! quizzes that your child completes (we are only asking you to do that for the quizzes taken on the Oak National Academy lessons). The teacher will be able to see your child's result and take appropriate action/provide feedback from any KAHOOT! quizzes that they complete.

If your child is accessing the KAHOOT! quizzes on a laptop or computer, they will need to type 'Kahoot' in the search engine.

It should then bring up a screen like this:

← → ↻ google.com/search?q=kahoot&rlz=1C1GCEA\_enGB857GB857&oq=kahoot++&aqs=chrome..69i57



kahoot



All

Images

Videos

News

Shopping

More

Settings

Tools

About 5,610,000 results (0.48 seconds)

kahoot.com ▾

## Kahoot! | Learning games | Make learning awesome!

**Kahoot!** is a game-based learning platform that brings engagement and fun to 1+ billion players every year at school, at work, and at home. Sign up for free!

### How to play Kahoot!

Kahoot! is a game-based learning platform that makes it easy to ...

### At School

Distance learning - Available plans - Ways to play - How it works - ...

### Family fun

You can play these kahoots as is, or duplicate and edit them to ...

### At Home

Kahoot! makes studying awesome for learners, on their own or ...

### App

Studying with Kahoot! is awesome, on your own or together with ...

### Explore content

Explore content · The United Nations: Global Solidarity ...

[More results from kahoot.com »](#)

kahoot.it ▾

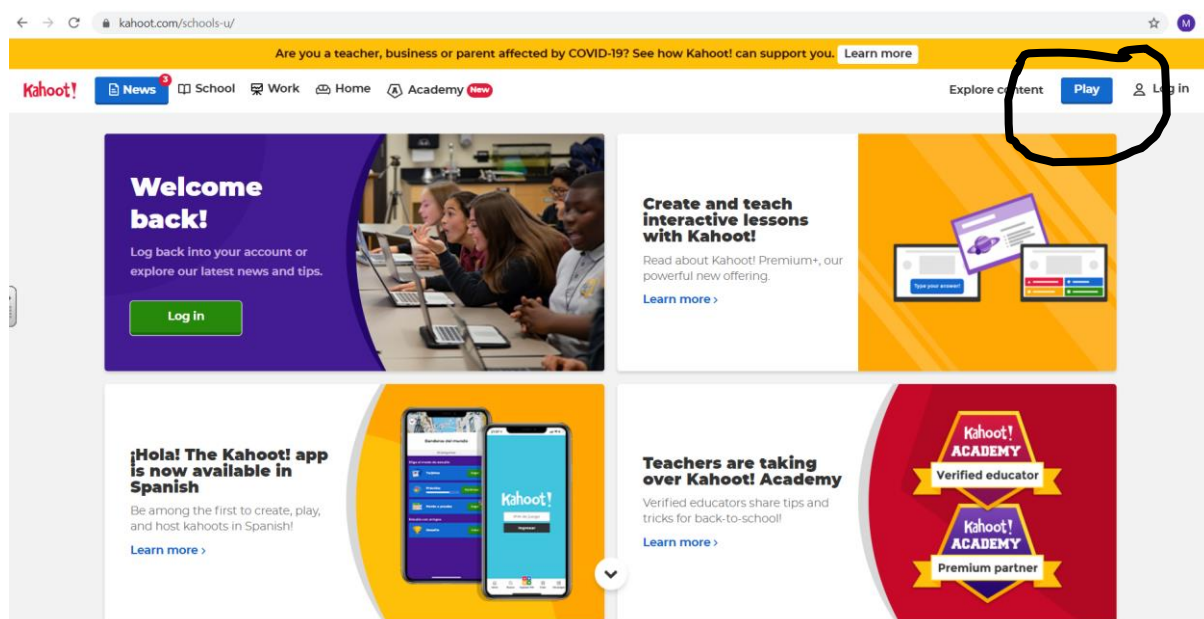
## Play Kahoot! - Enter game PIN here!

Join a game of **kahoot** here. **Kahoot!** is a free game-based learning platform that makes fun to learn – any subject, in any language, on any device, for all ages!

Your child should click on the second option that says “Play Kahoot! – Enter game PIN here!”

They can then enter the PIN and follow the instructions previously described.

If they see a screen like this:



They need to click the 'Play' button in the top right hand corner and then continue as previously described.

I hope this information is helpful. If you have any questions or you are having difficulty with the home learning at all, please contact your child's class teacher via email who will be only too happy to help!

Kind regards,

Michelle Wiggins

Headteacher