

# King Athelstan Primary School

Villiers Road, Kingston Upon Thames, KT1 3AR  
Tel: 020 8546 8210 Fax: 020 8547 2732

admin@kingathelstan.rbksch.org  
www.kingathelstan.kingston.sch.uk



Headteacher: Emily Newton

9<sup>th</sup> October 2020

## King Athelstan Remote Learning

From 22<sup>nd</sup> October it is law for schools to prepare a contingency plan for remote learning. Remote Learning is learning opportunities set for children not able to access face-to-face teaching due to self-isolation, lock down measures, etc. These plans are underpinned to equip our children with powerful knowledge. They serve to ensure that there is alignment with the learning planned for the class, as far as possible, so that, should children need to self-isolate, they can transition smoothly back into the classroom having followed the same curriculum sequence as their class peers. It is expected that children who are absent from school but otherwise well (self-isolating) complete all of the learning set.

This document outlines our remote learning offer. This is likely to be accessed in one of two general scenarios.

- The first scenario is where your child, as an individual case, is not permitted to attend school as they are self-isolating because they, or another household member, is displaying COVID-19 symptoms and/or they have been directed to isolate by the Test and Trace system following close contact with a confirmed case.
- The second scenario outlines the actions in the case of a large group of children (such as a whole class, year group or wider section of the school population) not being permitted to attend school, either following a confirmed case of COVID-19 in school or due to a local or national lock down.

If a child is ill, we do not expect them to complete remote learning as, with rest, they are more likely to have a speedy recovery and be able to return to school more quickly. We will not provide remote learning to children who are absent from school due to illness, in line with our usual procedures.

This information is to be used as a general guide and parents/carers can expect further details of remote learning for their child, as and when it is required. We aim to implement our full remote learning offer from the child's second day of absence through our online platform Google Classroom. On the first day, the office will email you with tasks for your child to complete as soon as possible.

As well as our remote learning offer, the government's Oak Academy online lessons can be used for remote learning for every year group, covering a wide range of curriculum objectives should you wish to supplement the school's provision. There are also dedicated resources for pupils with SEND. The link is: <https://www.thenational.academy>. Children may also continue to access their Times Tables Rockstars or j2e account for linked activities. They may also access the BBC Bitesize



website for additional activities and can complete research linked to current topics of interest to them.

Resources, wherever possible, will mirror those used in class, containing a blend of information for children to read and tasks for them to complete to allow them to practise and apply the knowledge they acquire. When this is not feasible, for example because specific resources are required, e.g. clay, alternative activities may be necessary. Where activities cannot be replicated e.g. PE, we would encourage children to exercise if they are able.

We are aware from parent/carer feedback, and from experiences of remote learning to date, that children tend to have a slower work rate at home. Time is needed for the children to access the materials provided and to independently (or with a parent/carer) reflect on their own learning. This will be considered in the setting of work.

Thank you for your continued support.

Yours sincerely,

A handwritten signature in black ink that reads "Lucy Mastrocola". The script is cursive and fluid.

Lucy Mastrocola

Deputy Headteacher

Circumstance	Remote Learning (Years 1-6)
<p>My child (and their siblings if they also attend King Athelstan Primary School) is absent because they are awaiting test results and/or the household is required to self-isolate and your child is not unwell. The rest of their school bubble will be attending school and being taught as normal.</p>	<ul style="list-style-type: none"> <li>• <b>Maths lesson(s)</b> uploaded to Google Classroom daily following the maths being covered in the classroom at that time. This may be a combination of White Rose maths videos (the scheme used in school), the PowerPoint shared in the classroom and resources/worksheets used in the classroom. Answers will submitted on Google Classroom for marking.</li> <li>• <b>English task(s) for KS1 &amp; KS2</b> uploaded to Google Classroom daily following the sequence of learning happening in 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 on Google Classroom for marking using the assignment tool.</li> <li>• <b>RWI (phonics) sessions/task(s) for KS1</b> to work on the sounds your child will be missing.</li> <li>• <b>Topic task daily</b> following the lessons being covered in class that week. This may be the PowerPoint from the lesson being uploaded onto Google Classroom along with resources / worksheets (if appropriate). If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as clay or maps and atlases, for example) then alternative 'topic' learning will be set on Google Classroom which may make use of the Government's 'Oak Academy' lessons.</li> </ul>
<p>My child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.</p> <p>We enter another 'lockdown' with total school closure.</p>	<ul style="list-style-type: none"> <li>• <b>Maths lessons</b> uploaded to Google Classroom, following on/mirroring the maths that would have been covered in the classroom at that time. This may be a combination of White Rose maths videos (the scheme used in school), the PowerPoints planned for use in the classroom and resources/worksheets. Answers will submitted on Google Classroom for marking.</li> <li>• <b>English tasks</b> uploaded to Google Classroom following the sequence of learning that would have been happening in 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 on Google Classroom for marking. This will include spelling, grammar, writing and reading.</li> <li>• <b>Topic task(s)</b> will be uploaded to Google Classroom 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.</li> <li>• <b>Class video Circle Time</b> which will be delivered by the class teacher*. These sessions will run at least once a week for 30 minutes during the hours of the usual school day. The time and date of your child's sessions will be communicated by your child's class teacher via the live stream on Google Classroom. All sessions will be set up through Google Meet inside your child's Google Classroom.</li> <li>• <b>SEND support</b> if your child receives SEND support, a tailored programme of support/ learning will be provided. This is likely to be differentiated or alternative versions of the tasks outlined above and will also include a weekly check in phone call with your child's class teacher, TA or a member of the Inclusion Team.</li> </ul>

\*Circle Time will not be facilitated by the class teacher if they are unwell or their home working circumstances do not enable them to deliver this in a safe and appropriate way for all.

## **Remote offer for Early Years**

At King Athelstan we have also put in place a remote learning offer to support children in EYFS who are at home due to having to self-isolate. This will include:

- A daily slide on each phonic sound learnt that week (total 4 slides), including video link, pictures beginning with that sound and how to write that sound
- A topic slide linked to what we are learning, with an activity to complete linked to being imaginative/expressive arts and design
- A maths mastery lesson linked to the number of the week in class
- A reading slide, linking to stories about our topic and a link to a decodable book they could attempt to read
- As well as reading daily, children should practise writing their name and writing the sounds we have learnt already, using the home sound mats and high frequency word book marks

We are very aware that our Nursery and Reception children will require frequent parental/carer support and intervention and that many activities they enjoy at home offer valuable learning opportunities; role play, playing games, cooking and gardening are all excellent ways to enjoy learning.

### **Remote Learning Checklist**

- Work each day will be clearly laid out on Google Classroom: Lesson 1, 2, 3, etc, and will be labelled with subject, day and lesson, e.g. Maths Monday lesson 1.
- The purpose of the lesson will be clearly identified at the start and children will be given clear success criteria.
- New information will be presented in bite-size chunks.
- Instructions will be very clear throughout the lesson. PowerPoints will have a teacher slide for parents/carers to use if they wish.
- Where appropriate, key vocabulary will be included and explained.
- Support prompts and scaffolding will be provided to offer plenty of guided practice where appropriate.
- The work will be differentiated, either by amount of scaffolding, or extension activities to stretch and challenge.
- Children will be given the opportunity to put the learning into practice; this could be through a quiz, a piece of extended writing, or a written task.
- They will not need to bring any work back into school but can add things onto their Google Classroom portfolio.
- Some remote learning activities can be 'turned in' to the class teacher on Google Classroom.
- Adequate feedback will be given by the class teacher; this might be a collective response to the whole group, to a smaller group or to individuals.