



Gorse Hall Remote Learning Plan: KS2 Year Group Bubble Isolation (normally 2 weeks)

Teachers	Learning Support Assistants	Pupils and Parents
<ul style="list-style-type: none"> • Teachers should be available daily between 9.00 and 15.15 (on Teams and email) • Set a maths and English task for each day and 3 pieces of other curriculum work per week • Provide paper copies for those pupils who need it • Produce a short video lesson to support the daily maths and English task (e.g explaining a Powerpoint/Smart). This will be available to watch all week to support parents/pupils who may not be available at certain times or who need to share devices. • Relevant feedback given to maintain engagement • Answers for maths tasks or curriculum quizzes will be provided to allow immediate feedback (pupils or parents should mark these) • Teachers will be available for weekly class catch up sessions at a prearranged time via Teams • They should email or phone (from a withheld number) any parents/pupils they do not hear from by the end of each week • Teachers are only expected to respond to emails between 9.00 - 15.15 but are allowed to respond outside of these hours if they wish • If teachers are concerned that pupils aren't completing work, they should liaise with the parents in order to see whether further support is necessary. If this isn't effective, they should refer the issue to a member of SLT. 	<ul style="list-style-type: none"> • Learning Support Assistants should be available daily between 9.00 and 15.15 (on Teams and email) • They should be available to support any pupils specifically identified by their teacher (e.g. SEND or Disadvantaged) up to a maximum of 4 • This may include a weekly phone call or email to check in and provide support with tasks set by the teacher • Should be available to join the weekly class catch up sessions with the teacher via Teams • Should check in daily with the class teacher/s 	<ul style="list-style-type: none"> • Pupils should be completing maths and English daily, and 3 other curriculum pieces throughout the week. This will be accessed and submitted through Microsoft Teams (unless the teacher has been made aware that the child needs paper copies) • Pupils should watch the teacher videos for support (these can be viewed on a phone if no laptop/tablet, and will be made available to watch all week to support parents/pupils who may not be available at certain times or who need to share devices). • Pupils/parents should ask for help if they need it by emailing the teacher (or teaching assistant if that is who they have been liaising with). • Pupils should access the weekly video catch up (under parental supervision) to enable the teacher to support their wellbeing and encourage social interaction with their peers



Gorse Hall Remote Learning Plan: EYFS and KS1 Year Group Bubble Isolation (normally 2 weeks)

Teachers	Learning Support Assistants	Pupils and Parents
<ul style="list-style-type: none"> • Teachers should be available daily between 9.00 and 15.15 (on Seesaw and email) • Provide a paper work pack for all pupils • Set a maths and English task for each day and 3 pieces of other curriculum work per week • Produce daily instructions on Seesaw explaining which tasks the children should be completing that day and how to complete them • Relevant feedback given to maintain engagement • They should email or phone (from a withheld number) any parents/pupils they do not hear from by the end of each week • Teachers are only expected to respond to emails between 9.00 - 15.15 but are allowed to respond outside of these hours if they wish • If teachers are concerned that pupils aren't completing work, they should liaise with the parents in order to see whether further support is necessary. If this isn't effective, they should refer the issue to a member of SLT • Complete any CPD as directed 	<ul style="list-style-type: none"> • Learning Support Assistants should be available daily between 9.00 and 15.15 (on phone and email) • They should be available to support any pupils specifically identified by their teacher (e.g. SEND or Disadvantaged) up to a maximum of 4 • This may include a weekly phone call or email to check in and provide support with tasks set by the teacher • Should check in daily with the class teacher/s • Complete any CPD 	<ul style="list-style-type: none"> • Pupils should be completing maths and English daily, and 3 other curriculum pieces throughout the week. • Parents should use Seesaw to access the daily instructions for the tasks • Pupils/parents should ask for help if they need it by messaging the teacher via seesaw or email (or teaching assistant if that is who they have been liaising with).



Gorse Hall Remote Learning Plan: **KS2 Year Group Individual Pupil (s) Isolation** (normally 2 weeks)

Teachers	Learning Support Assistants	Pupils and Parents
<p>Day 1</p> <ul style="list-style-type: none"> • Communicate with Steph/Jane T, as soon as possible, to find out if absent pupil is in isolation • Email parent(s) to see whether work will be on teams, paper pack collected or paper pack delivered <p>Day 2</p> <ul style="list-style-type: none"> • Send work via Naz/Jane/Alex (if online this may be sending a few days or a week at a time) • Set a high-quality Maths and English task (this may need supporting explanation if writing task) for each day and 3 pieces of curriculum e.g. theme/art/DT/Jigsaw (if appropriate) • Provide SPAG/arithmetic/spellings as usual practice for year group • SEND pupils to access Doodle Maths/English resources • Provide feedback/recognition for any work completed/check in with pupil e.g. via email at least once • In the event of child presenting with Covid symptoms and too unwell to work, teacher will communicate daily to find out when they will require work • Complete any CPD as directed 	<ul style="list-style-type: none"> • Support teacher in monitoring absent pupils in isolation • Support teachers in emailing parents with queries as directed • Photocopy work packs • Complete any CPD as directed 	<ul style="list-style-type: none"> • Pupils/parents should ask for help if they need it by emailing the teacher • Pupils should be accessing and completing the work set unless they are too poorly



Gorse Hall Remote Learning Plan: EYFS and KS1 Year Group Individual Pupil (s) Isolation (normally 2 weeks)

Teachers	Learning Support Assistants	Pupils and Parents
<p>Day 1</p> <ul style="list-style-type: none"> Communicate with Steph/Jane, as soon as possible, to find out if absent pupil is in isolation Email parent(s) to see whether work will be on Seesaw, paper pack collected or paper pack delivered <p>Day 2</p> <ul style="list-style-type: none"> Ensure work is collected/delivered (by Naz/Jane)/on Seesaw <p>Nursery</p> <ul style="list-style-type: none"> Daily -1x phonics, 1 x maths <p>EYFS</p> <ul style="list-style-type: none"> Daily – 1 x phonics, 1 x Maths, 1 x reading task, Weekly -1 x Jigsaw/theme <p>KS1</p> <ul style="list-style-type: none"> Daily -1x phonics, 1x maths, 1 x English (if appropriate) Weekly -1x theme, 1 x Jigsaw (if appropriate) Provide feedback/recognition for any work completed/check in with pupil e.g. via email at least once In the event of child presenting with Covid symptoms and too unwell to work, teacher will communicate daily to find out when they will require work Complete any CPD as directed 	<ul style="list-style-type: none"> Support teacher in monitoring absent pupils in isolation Support teachers in emailing parents with queries Photocopy paper work packs Complete any CPD as directed 	<ul style="list-style-type: none"> Pupils/parents should ask for help if they need it by emailing the teacher Pupils should be accessing and completing the work set unless they are too poorly



Gorse Hall Remote Learning Plan: **KS2 Full Lockdown**

Teachers	Learning Support Assistants	Pupils and Parents
<ul style="list-style-type: none"> • Teachers should be available daily between 9.00 and 15.15 (on Teams and email) • Set a maths and English task for each day and 3 pieces of other curriculum work per week • Provide paper copies for those pupils who need it • Produce a short video lesson to support the daily maths and English task (e.g. explaining a Powerpoint/Smart). This will be available to watch all week to support parents/pupils who may not be available at certain times or who need to share devices. • Relevant feedback given to maintain engagement • Answers for maths tasks or curriculum quizzes will be provided to allow immediate feedback (pupils or parents should mark these) • Teachers will be available for weekly class catch up sessions at a prearranged time via Teams • They should email or phone (from a withheld number) any parents/pupils they do not hear from by the end of each week • Teachers are only expected to respond to emails between 9.00 - 15.15 but are allowed to respond outside of these hours if they wish • If teachers are concerned that pupils aren't completing work, they should liaise with the parents in order to see whether further support is necessary. If this isn't effective, they should refer the issue to a member of SLT. <ul style="list-style-type: none"> • <u>Pupils may bring back up to 5 pieces of work when they return to school for specific help or feedback on if they wish.</u> 	<ul style="list-style-type: none"> • Learning Support Assistants should be available daily between 9.00 and 15.15 (on Teams and email) • They should be available to support any pupils specifically identified by their teacher (e.g. SEND or Disadvantaged) up to a maximum of 4 • This may include a weekly phone call or email to check in and provide support with tasks set by the teacher • Should be available to join the weekly class catch up sessions with the teacher via Teams • Should check in daily with the class teacher/s 	<ul style="list-style-type: none"> • Pupils should be completing maths and English daily, and 3 other curriculum pieces throughout the week. This will be accessed and submitted through Microsoft Teams (unless the teacher has been made aware that the child needs paper copies) • Pupils should watch the teacher videos for support (these can be viewed on a phone if no laptop/tablet, and will be made available to watch all week to support parents/pupils who may not be available at certain times or who need to share devices). • Pupils/parents should ask for help if they need it by emailing the teacher (or teaching assistant if that is who they have been liaising with). • Pupils should access <u>the weekly catch up sessions</u> (under parental supervision) to enable the teacher to support their wellbeing and encourage social interaction with their peers • <u>Pupils may bring back up to 5 pieces of work when they return to school for specific help or feedback on if they wish. We cannot recommend more than this as staff will need to focus on catching up and the next set of learning.</u>



Gorse Hall Remote Learning Plan: **EYFS and KS1 Full Lockdown**

Teachers	Learning Support Assistants	Pupils and Parents
<ul style="list-style-type: none"> • Teachers should be available daily between 9.00 and 15.15 (on Seesaw and email) • Provide a paper work pack for all pupils • Set a maths and English task for each day and 3 pieces of other curriculum work per week • Produce daily instructions on Seesaw explaining which tasks the children should be completing that day and how to complete them • Relevant feedback given to maintain engagement • They should email or phone (from a withheld number) any parents/pupils they do not hear from by the end of each week • Teachers are only expected to respond to emails between 9.00 - 15.15 but are allowed to respond outside of these hours if they wish • If teachers are concerned that pupils aren't completing work, they should liaise with the parents in order to see whether further support is necessary. If this isn't effective, they should refer the issue to a member of SLT. • <u>Teachers will be arrange weekly video class catch up sessions in small groups to support wellbeing and social interaction (via Zoom)</u> • <u>Pupils may bring back up to 5 pieces of work when they return to school for specific help or feedback on if they wish.</u> 	<ul style="list-style-type: none"> • Learning Support Assistants should be available daily between 9.00 and 15.15 (on phone and email) • They should be available to support any pupils specifically identified by their teacher (e.g. SEND or Disadvantaged) up to a maximum of 4 • This may include a weekly phone call or email to check in and provide support with tasks set by the teacher • <u>Should be available to join the weekly group catch up sessions with the teacher via Zooms</u> • Should check in daily with the class teacher/s 	<ul style="list-style-type: none"> • Pupils should be completing maths and English daily, and 3 other curriculum pieces throughout the week. • Parents should use Seesaw to access the daily instructions for the tasks • Pupils/parents should ask for help if they need it by messaging the teacher via seesaw or email (or teaching assistant if that is who they have been liaising with). • <u>Pupils should access the weekly catch up sessions per week via Zoom (under parental supervision) to enable the teacher to support their wellbeing and encourage social interaction with their peers</u> • <u>Pupils may bring back up to 5 pieces of work when they return to school for specific help or feedback on if they wish. We cannot recommend more than this as staff will need to focus on catching up and the next set of learning.</u>