



Appleton Academy
Remote Learning Plan
January 2021

Together with our community, we achieve extraordinary things.

Remote Learning Plan

In order to ensure that learning is continued, irrespective of full closure, bubble closure and self-isolation, Appleton Academy has developed the following plan to provide a continuity of education for children and young people.

This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and require paper copies of work and resources.

This plan will be applied in the following instances:

1. An individual/number of children is self-isolating because of a positive test within the household or symptoms.
2. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus
3. National lockdown or short term whole school closure except for the children of key workers and for those pupils identified as 'vulnerable'.

This remote learning plan has been put in place based on both what worked well during the summer term of 2020 and the development of remote learning since schools reopened fully. The plan is designed to make any transition from learning in school to remote learning as seamless as possible and to ensure that remote learning is as effective as possible. It is a live document that will evolve as approaches to remote learning develop over time.

The plan therefore complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools (July 2020) and the temporary continuity direction (October 2020) from the Secretary of State requiring schools to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). Although the directive poses no additional expectations on the quality of remote education expected of schools beyond those outlined in the DFE guidance for full opening of schools, OfSTED have published 'What's working well in remote education.' (January 2021) providing support for schools based on the evidenced gathered from school visits.

Documentation:

<https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note>

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

Rationale

The remote learning approach at Appleton Academy has been chosen as it allows us to continue to deliver our planned school curriculum, closely linked to our school values and aspirations for all children and young people to be inspired and nurtured enabling everyone develop their knowledge, skills and ambitions and to be their best.

The variety of learning opportunities available will encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. In addition to this, families will be supported in learning together through practical ideas. The resources planned have been selected as they are matched to our current curriculum model and children and young people are very used to seeing and using these resources.

Aims

Our remote education approach aims to:

- Ensure consistency in the approach to remote learning for all pupils (inc. SEND) who aren't in school, through the use of quality online and offline resources, teaching videos and live sessions
- Provide clear expectations for members of the school community, with regards to the delivery of high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of motivation, health and well-being, and parent support
- Consider continued education for staff and parents (e.g. CPD, supervision and parent consultation meetings)
- Support effective communication between the school and families and support attendance
- Provide clear guidance for accessing online applications through a series of short films and parent information leaflets

Minimum Offer

As an all through school, the amount of remote learning and the approach will vary depending on the age of the child or young person, their IT confidence and competence along with the ability of families to access and support online activity.

The remote learning plan will ensure a minimum learning expectation for pupils as follows;

Children in Early Years and Key Stage 1: 3 hours learning per day

Children in Key Stage 2: 4 hours learning per day

Young people in Key Stage 3 and 4: 5 hours per day.

Planned learning will provide at least this amount and additional extension activities will support this further. There will be children and young people who are unable to complete this amount of work and it is advised that wellbeing is a priority and this should not be forced.

Safeguarding & Remote Learning:

During any period of remote learning, whether due to full 'lockdown', bubble closure or isolation the following expectations are in place to ensure the safeguarding of our pupils and families:

- All children and young people are allocated a 'key contact' and this member of staff will call at least weekly to speak to families about their learning and well being
- A secure register of vulnerable pupils is available to the Inclusion Safeguarding Team of DSL and Deputy DSLs which names the key contact for each child or young person.
- The key contact for each vulnerable child will be a member of the Inclusion Safeguarding Team and if not attending or absent, pupils will receive either a daily or weekly phone call home, dependant on need, from the key contact.
- A home visit will take place for all vulnerable pupils not attending in school and the frequency of visit will be dependent on the level of need.
- If key contacts are unable to make contact, despite numerous attempts, the Inclusion Safeguarding Team will visit the family home and escalate the concerns should this be necessary.

- The Inclusion Safeguarding Team will make weekly contact with social workers allocated to pupils.

Remote Platforms

Appleton Academy will support children, young people and their families with remote learning via Microsoft Office 365. Microsoft Teams and School Cloud will be in use as the communication element for remote learning. Teachers and parents will be able to message one another to share information and offer support. Both primary and secondary pupils and parents will have access to further platforms for resources outlined in the individual remote learning plans.

We recognise that remote learning is a challenge for many families and each family situation is unique and remote learning plans are designed to be flexible to support the individual needs of our children, young people and families.

Online and Remote Learning Code of Conduct

The safety of both children and staff when using technology is paramount and we will be following relevant advice from Microsoft Teams, the Children's Commissioner, and the NSPCC.

In order to protect both children and staff during online live lessons, we require that parents / carers agree to the following:

- An appropriate adult must remain in the same room as the pupil or nearby during video or conference calls to monitor and ensure they are safe and using it appropriately.
- Children must take part in the meet-up in a suitable communal environment (not a bedroom) and be appropriately dressed. Although uniform isn't necessary, children must be out of bed and fully dressed for the day in clothing that covers the top and bottom half of the body.
- All members of the household must be aware that the meeting is taking place and make sure they are also suitably dressed and use appropriate language and behaviour when nearby or in the background. Adults should avoid calling out answers to questions or talking loudly when a child is listening or speaking to a member of staff or the other children in the lesson. It is a good idea to mute the device when your child is listening so that background noise does not interrupt the lesson
- You must make sure you and your child have 'logged off' the call correctly once it is finished - before turning off any devices
- Screenshots, photos or recordings of Microsoft Teams meetings must not be made, and the links must not be shared with others.

We will ensure that:

- No staff member will contact you or your child using Microsoft Teams outside of any pre-arranged meetings and if they do need to contact you, they will arrange over the phone.
- Teachers will ensure appropriate security settings are in place for the meeting
- Participants will be held in a virtual waiting room while their identity is confirmed. Your Microsoft Teams account must clearly identify you by name and renaming during the meeting will not be allowed. Participants' audio or video may be muted until appropriate and they may be removed from the room if rules are not being followed
- Teachers will stay in the meeting until everyone has 'logged off'
- Teachers and any other adults on the call (or in the background) will use appropriate language/ behaviour throughout the call.
- Staff training is provided to ensure that the necessary security measures for the use of Microsoft Teams are in place

The following settings are in place to ensure the security of the meeting:

- Waiting room feature
- Locking the meeting so once it's started no-one else can join
- Controlled screen sharing - so pupils can't share their screen
- Locked down chat so children cannot privately message others outside of school hours
- Removal of a participant if someone is there who shouldn't be
- All lessons will be recorded. Staff will let their class know that they are about to record and parents will be informed that copies of all lessons are saved.
- Lessons will be delivered from a quiet room or area. When broadcasting a lesson or making a recording, staff must consider what will be in the background.
- Staff must not arrange one to one meetings, only group lessons should take place.
- Staff must ensure that language is professional and appropriate.
- Children and children must have the basic expectations explained to them e.g., ensuring they log on at the right time, muting when they are not talking, logging on in an appropriate space - not a bedroom.
- Links to live lessons will be shared with Senior Leaders as part of the Team set up

With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration. Support for e-safety safety can be found on the school website however parents are advised to check online safety regularly and report any concerns via info@appletonacademy.co.uk or by calling the main office on 01274 600550.

Monitoring

Senior leaders will monitor the weekly learning plans provided to pupils, sampling content via links and randomly joining live sessions. Work completion will be monitored during live group sessions, through the weekly call by the key worker and by reviewing logins by individuals.

Local Advisory Board

The Local Advisory Board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Links with other policies and procedures

Our approach is linked to the following school policies:

- Behaviour For Learning Policy
- Child Protection Policy
- Data protection policy and privacy notices

- Acceptable Use of IT Policy
- Professional Code of Conduct for Staff

Remote Learning, Plans

Within all plans, teachers will set appropriate work in line with our current curriculum. This will be set out as a fortnightly plan with hyperlinked documents. See Annex A (primary example) and Annex B (secondary example). The remote learning offer will be further enhanced via Microsoft Teams, and will include resources to support learning across the curriculum.

There will be a range of approaches to lessons from Class Teacher led inputs, videos and worksheets and links to online learning platforms such as White Rose Maths.

Remote Learning Plan: Primary

Resources that will be used:

- School website (www.appletonacademy.co.uk)
- Microsoft Teams – all year groups have their own Team and class channels within the Team
- Oak National Academy
- White Rose Maths including premium resources (Rec- Y6)
- Purple Mash
- BBC Bitesize
- Evidence Me (EYFS)
- Times Table Rock Stars (Yrs2-6)
- Numberblocks (EYFS and Yr1)
- My Mini Maths
- Letters and Sounds
- Children's Poetry Archive
- Oxford Owl
- Pobble365
- Other website and resources will be used where appropriate including Phonics Play, Draw with Rob and PE with Joe and bespoke resources created by SportsUK who deliver our PE lessons

Provision for individual young people off school for a short time (awaiting test results, etc.)

Within 24 hours of notification

- A workpack will be sent or delivered to the home. This will have a focus on basic skills and will link, where possible, to the current learning in the class.

- Any online learning resources that are closely linked to the current learning will be included in the pack. For example, White Rose Maths worksheets, worksheets to support phonic phases.

Provision for whole or part bubble closures and pupils self-isolating as they have been identified as close contacts

Within 24 hours of notification

- A workpack will be sent or delivered to the home. This will have a focus on basic skills and will link, where possible, to the current learning in the class.
- Any online learning resources that are closely linked to the current learning will be included in the pack. For example White Rose Maths worksheets, worksheets to support phonic phases.

Within 48 hours of notification

- A 10 day remote learning plan for each year group will be completed and uploaded to the school website. This will identify the subjects being taught for each day and the learning within each subject. It will also include links to necessary websites and videos and some clarification of the content of lessons. When this has been uploaded a text message will be sent to parents informing them that it is available.
- A pack of worksheets needed to support the learning identified in the plan will be sent or delivered to the home.

The day 10 learning plan will be used as the principal method for supporting remote learning. Microsoft Teams will be used so ensure there is face-to face contact with children during the period of absence from school. Purple Mash will be used as an online platform for submitting work for assessment.

This will ensure:

- Remote learning is linked to the objectives being taught in school
- The delivery of a structured curriculum with progressive teaching sequences takes place
- Regular contact will be made with home and school. This will include face-to-face teaching sessions using Teams and additional individual phone calls to families
- Feedback on learning can be provided with the whole class, individual pupils and parents
- Interventions can be held with specific groups or individuals

Provision in the event of a national or local lockdown (school only open to vulnerable children and those who are key workers)

- A 10 day remote learning plan will be completed and put on the website. This will identify the learning for each day, including links to necessary websites and videos and some clarification of the content of lessons. This will be uploaded to the school website and a text message will be sent to parents informing them that it is available
- A pack of worksheets needed to support the learning identified in the plan will be sent or delivered to the home
- Each child will be given a pack of resources including writing materials and exercise books
- Each child will access a minimum of 2 live teaching sessions per week with other children from their class, led by the teacher. These will focus on English and maths learning
- A weekly phone call to parents/ carers will be made by the class teacher

- A weekly 10 minute 1:1 meeting with the class teacher will be made available for all parents/ carers to sign up for using the School Cloud system
- Purple Mash will be used as an online platform for children to complete '2Dos' set by the teacher and to receive feedback on their learning

Provision when a class teacher is self-isolating but the class are in school

Depending on the class and the staff available, one of the following will be used:

- The class will be taught by either the Primary Cover Supervisor/ AHT for Primary/ Primary SENCo. If the teacher is well enough they will plan the learning and provide all resources. Teams will be used for the class teacher to teach and have contact with the class remotely across the week. The children in class will continue to be supported by the teaching assistant
- If the class teacher is unwell the Primary Cover Supervisor/ AHT for Primary/ Primary SENCo will teach the class. The work will be provided by using resources and planning from the parallel class teacher

If staffing is such that sufficient cover cannot be provided in school then the bubble will be taught remotely

Expectations regarding 'Learning from Home'

- If a child is ill there are no expectations that they will complete the work set
- If a child has been asked to self-isolate but has no symptoms then it is expected that they complete the remote learning that is on the plan. If a child is struggling to complete the work or if a parent/ carer needs support please contact the child's class teacher.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. We recommend that each 'school day' maintains structure however we are aware that many parents/ carers will also be completing work from home. The plan does provide flexibility to work around any issues this may cause
- Please try to find a suitable space for your child to complete their work that means they can work with little distraction

How are young people and their families being prepared and supported to be able to access their remote learning?

- Familiar websites and resources have been selected for remote learning so that children are able to access things easily. For example, Purple Mash , Times Table Rock Stars and Letters and Sounds
- Parents of children in EYFS have been using Evidence Me from the start of the year
- Instructions on how to use Teams are available on the school website and a phone call home has been made to ensure all parents/ carers are confident in accessing this
- Weekly phone calls and online meetings with parents ensure that any issues with accessing remote learning are addressed swiftly
- Parents/ carers completed an online form in September to inform school if their child would have access to a device to access online learning. This was updated in November.

Explanation of chosen remote learning resources and information on how to access them from home.

In preparation for home-learning, parents and children need to receive logins and passwords for some of the resources. These will be sent home with each child and a phone call will be made to parents/ carers to check you have all the information needed. Please let the school know of any access issues as soon as you can so that technical issues can be resolved.

Learning Resources	Purpose/ Subject Focus	Link to access	Login details
Teams	Teams will be used for teachers to communicate with children through live teaching sessions. Teachers will be able to assess and give feedback to pupils during these sessions.	Either through Office365 or by downloading the Teams app.	All parents have been contacted by phone and login details shared. Please contact your child's teacher by email if you are having any problems.
The Oak National Academy	These resources and online lessons have been selected to ensure they are closely matched to the objectives that the children would be covering in class. The content provides structured, systematic teaching sequences taught by specialist teachers.	https://www.thenational.academy/ Worksheets needed to support the online lessons will be provided by school.	No login needed.
White Rose Maths	The primary maths curriculum follows the scheme of learning devised by White Rose Maths. Lesson content, resources and teaching techniques are in line with school policies. The children are familiar with the resources and representations that are used. The lessons are taught by specialist teachers and teaching sequences are progressive and high quality.	www.whiterosemaths.com/homelearning/ Worksheets needed to support online lessons will be provided by school.	No login needed.
TT Rockstars	To support with the acquisition and retention of times tables.	https://play.ttrockstars.com/auth/school/student	Login sent home with children and confirmed by phone call.
BBC Bitesize	Used for video resources to support learning across the curriculum.	https://www.bbc.co.uk/bitesize	No login needed.
Purple Mash	Used to support learning across the curriculum and to provide an online platform for children to submit work and for teachers to give feedback.	https://www.purplemash.com/login/	Login sent home with children and confirmed by phone call.

Evidence Me	An observation and assessment tool for Nursery and Reception for school and parents to use. This enables teachers and parents to share information on their child's progress through observations, photographs and uploading work.	https://2simple.com/evidenceme/	Login details are shared with parents when their child starts school in the EYFS. These will be sent home with children and confirmed by phone call.
Oxford Owl	This provides free e-books for parents that are banded in line with the book bands that used in school.	https://www.oxfordowl.co.uk/	No login needed.
Letters and Sounds	This supports the teaching and learning of phonics. It follows the systematic Letters and Sounds scheme that is used in school.	https://lettersandsounds.org.uk/	No login needed.
Pobble365	This supports the teaching and learning of creative writing.	https://www.pobble365.com/	No login needed.
Number Blocks	This supports the stages of early number. It is recognised by the National Centre for Excellence for the Teaching of Maths as a quality teaching resource.	https://www.bbc.co.uk/cbeebies/shows/numberblocks	No login needed
My Mini Maths	This provides additional resources to secure mathematical knowledge.	https://myminimaths.co.uk/	No login needed.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials. In the case of whole class/school isolation, resources will be uploaded to Teams and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

Scenario 1: A Pupil needs to isolate whilst waiting for a Test Result outcome	
Ongoing Support	Safeguarding/ SEND
Learning Offer: How will pupils be taught? <ul style="list-style-type: none"> Lesson resources provided in a workpack Provision of resources – including (work packs and laptops)	<ul style="list-style-type: none"> Attendance team to contact parents to ensure a test has been taken and to make sure that parents know who to communication test results to.

<ul style="list-style-type: none"> • A workpack will be sent or delivered to the home. This will have a focus on basic skills but with links to the current learning in the class. • Any online learning resources that are closely linked to the current learning will be included in the pack. For example, White Rose Maths videos and resources, Letters and Sounds online videos • Laptops will be delivered to houses or collected from school for families without devices <p>Communication</p> <ul style="list-style-type: none"> • Phone call from PIO to check that they have been able to access the remote learning pack. Follow-up call from class teacher if there are any issues. <p>Support</p> <ul style="list-style-type: none"> • From class teacher or phase leader as appropriate <p>Engagement and Feedback</p> <ul style="list-style-type: none"> • Through use of Purple Mash – 2Dos are set for the teacher to feedback on <p>Assessment</p> <ul style="list-style-type: none"> • Child to complete 2Dos set on Purple Mash • Work returned to school 	<ul style="list-style-type: none"> • A Covid response text will be sent by the school office that explains the next steps for parents/ carers and the child with reference to who to notify and what actions to take if a child develops symptoms during the isolation period. This will include a link to the school website. • If child is entitled to benefit-related FSM this will be provided by Wonde vouchers once the family have provided confirmation of a test result either positive or negative or notification to self isolate. • If the family are involved with external agencies the SSV will ensure that the appropriate agencies are notified and arrange for regular well being checks to be made. • If the child does not engage in learning the class teacher will call the parents/ carers to discuss obstacles and support.
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Scenario 2: A Pupil is having to self-isolate for 10 days	
Ongoing Support	Safeguarding/ SEND
<p>Learning Offer : How will pupils be taught?</p> <ul style="list-style-type: none"> • The children will receive a 10 day remote learning plan which includes a combination of online lessons with follow-up tasks and activities <p>Provision of resources – including (work packs and laptops) <u>Within 24 hours of notification of absence</u></p>	<ul style="list-style-type: none"> • Attendance team to contact parents/ carers to find out test results if they haven't been notified. • A Covid response text will be sent by the school office that explains the next steps for parents/ carers and the child with reference to who to notify and what actions to take if a child develops symptoms during the isolation period. This will include a link to the school website.

- A 48 hour work pack with a focus on basic skills will be sent home or delivered to the home.
- Laptops will be allocated to families who have previously completed the online form stating they don't have a device to access online learning

Within 48 hours of notification of absence

- A 10 day remote learning plan will be completed and put on the website. This will identify the learning for each day, including links to necessary websites and videos and some clarification of the content of lessons. This will be put on the school website and a text message will be sent to parents informing them that it is available.
- A pack of worksheets needed to support the learning identified in the plan will be sent or delivered to the home.
- Laptops will have been either collected or distributed as appropriate

Communication

- Weekly conversation/ Teams meeting between teacher and parent/ carer and child. This will be increased if necessary.

Support

- From class teacher or PIO via phone call or online meeting

Engagement and Feedback

- Identified pieces of work emailed or uploaded to Purple Mash/ 2Dos completed and feedback given on these
- Teacher to monitor use of TTRS
- EYFS staff to use Evidence Me to check on engagement and provide Feedback

Assessment

- Identified pieces of work to be emailed/ uploaded to Purple Mash and assessed. Teacher provides written feedback
- Verbal feedback given during weekly feedback meeting with child

- If child is entitled to benefit-related FSM this will be provided by Wonde vouchers once the family have provided confirmation of a positive test or notification to self isolate.
- If the family are involved with external agencies the SSW will ensure that the appropriate agencies are notified. PIO or SSW to make weekly home visit.
- If a child does not engage with the learning the class teacher will conduct a meeting with parent and child using Teams to discuss this.
- Primary SENDCo to make weekly call to all parents/ carers of children at Range 4.
- Primary SENDCo to support teachers with preparation of appropriate resources and personalised work packs to meet SEND needs.

Scenario 3: A whole class/school of children is isolating because of an outbreak of coronavirus except for the vulnerable children or the children of key workers

Ongoing Support

Safeguarding/ SEND

Learning Offer : How will pupils be taught?

- A 10 day remote learning plan will be completed and put on the website. This will identify the learning for each day, including links to necessary websites and videos and some clarification of the content of lessons. This will be uploaded onto the school website and a text message will be sent to parents informing them that it is available.

Provision of resources – including (work packs and laptops)

Within 24 hours of notification of absence

- A 48 hour work pack with a focus on basic skills will be sent home or delivered to the home.
- Laptops will be allocated to families who have previously completed the online form stating they don't have a device to access online learning

Within 48 hours of notification of absence

- A 10 day remote learning plan will be completed and put on the website. This will identify the learning for each day, including links to necessary websites and videos and some clarification of the content of lessons. This will be put on the school website and a text message will be sent to parents informing them that it is available.
- A pack of worksheets needed to support the learning identified in the plan will be sent or delivered to the home.
- Each child will be given a pack of resources including writing materials and exercise books
- Laptops will have been either collected or distributed as appropriate

Communication

- A Covid response text will be sent by the school office that explains the next steps for parents/ carers and the child with reference to who to notify and what actions to take if a child develops symptoms during the isolation period. This will include a link to the school website.
- If child is entitled to benefit-related FSM this will be provided by Wonde vouchers
- If a family are involved with external agencies and are not attending school the SSW will ensure that the appropriate agencies are notified. PIO or SSW to make weekly home visit.
- SSW, PIO and Head of Primary to identify vulnerable children who are not attending school. PIO to conduct weekly welfare checks for these children.
- Teachers to update pupil contact sheet after each contact. SLT to monitor contact sheet and ensure that school has had contact with all families within a 14 day period. Referral to CME team if contact hasn't been made within a 14 day period.
- Teachers to complete register for each live session. Parents/ carers of children absent from sessions will be contacted after the session has finished.
- Primary SENDCo to make weekly call to all parents/ carers of children at Range 4.
- Primary SENDCo to support teachers with preparation of appropriate resources and personalised work packs to meet SEND needs

- A weekly phone call to parents/ carers will be made by the class teacher
- A weekly 10 minute 1:1 meeting with the class teacher will be made available to all parents/ carers
- Purple Mash will be used as an online platform for children to complete '2Dos' set by the teacher and to receive feedback on their learning
- Each child will access a minimum of 2 live teaching sessions per week with other children from their class led by the teacher. These will focus on English and maths learning

Support

- Through contact with parent/ carer/ child twice a week – phone call/ meeting
- Through live teaching sessions

Engagement and Feedback

- Identified pieces of work emailed or uploaded to Purple Mash/ 2Dos completed and feedback given on these
- Feedback to be given during live sessions and through phone call and weekly 1:1 meeting
- Teacher to monitor use of TTRS
- EYFS staff to use Evidence Me to check on engagement and provide Feedback
- If a child does not engage with the learning the class teacher will conduct a meeting with parent and child using Teams to discuss this.

Assessment

- Through completion of 2Dos on Purple Mash
- Through discussion at weekly 10 minute meeting
- Through questioning and work completed during live sessions

Remote Learning Plan: Secondary

Resources that will be used:

Resources in MS Teams:

- Posts with information and a forum for students to ask questions
- Worksheets (word and pdf) in files folder
- Powerpoints
- Pre-recorded lessons and recordings of live lessons

Assessment quizzes on platforms decided by individual departments (majority listed below)

Access to our home learning website: <https://appletonrevision.weebly.com/>

Provision for individual young people off school for a short time (awaiting test results, etc.)

- Lesson resources emailed to students with clear instructions for each lesson they are absent
- Email support for lesson completion
- Feedback provided on completed work
- Access to external sites as listed below

Provision for whole or part bubble closures and pupils self-isolating as they have been identified as close contacts

- Live or recorded lessons available in the case of whole bubble/class closures.
- Access to MS Teams and Stream as above.
- Email or live support for lesson completion
- Feedback provided on completed work
- Access to external sites as listed below

Provision in the event of a national or local lockdown (school only open to vulnerable young people and those who are key workers)

- 3 pre-recorded or live lessons available each week for each year group.
- 1 live feedback session using MS Teams live stream or meetings
- Supporting worksheets available through MS teams along with instructions as to where to upload completed work onto Teams.
- Feedback provided on completed work via email or through teams

Provision when a class teacher is self-isolating but the class are in school

- Internal cover of lesson by specialist if possible to deliver lesson in person; liaising with class teacher to ensure suitable continuation of the curriculum.

- If a recorded lesson or live event is used, ideally a specialist would be in the classroom to support. If staff who are self-isolating are well they may deliver their lesson remotely to the class

Expectations regarding 'Learning from Home'

Students:

- Follow timetable
- Access work online if directed, or via work sent home if no Internet access
- Contact teacher in event of difficulty or issues
- Email completed work or upload to Teams in order to receive feedback
- All home learning tracked – concerns logged on whole school tracker during lockdown.

How are young people and their families being prepared and supported to be able to access their remote learning?

- Timetables posted and on MS Teams
- Videos made and posted on our home learning website to show students and parent show to access
- Weekly calls to parents to check that they are able to access home learning
- Training for KS3 students during their Digital Literacy lessons to ensure they were able to access and use office 365
- Learning plans shared on the website
- Email support available
- Use of posts facility on Teams for students
- Laptops available for loan for eligible students with no devices
- Work packs provided where necessary

Explanation of chosen remote learning resources and information on how to access them from home.

In preparation for home-learning, parents and young people need to receive logins and passwords for some of the resources. These will be sent home with each child and sent to each parent via phonecall, email or letter. Please let the school know of any access issues as soon as you can so that technical issues can be resolved.

Learning Resources	Purpose/ subject focus Link to access Login details	Purpose/ subject focus Link to access Login details	Purpose/ subject focus Link to access Login details
Teams	www.office.com	Login details provided for students-these are the same as when they access IT facilities in school	This gives access to all internal resources such as lesson worksheets, powerpoints, live and pre-recorded lessons
Appleton home learning site	https://appletonrevision.weebly.com/	Messages and timetables and other information provided here	

The Oak National Academy	https://www.thenational.academy/	Recommended for extension/further work. No login needed.	Where used, relevant links will be emailed to students.
Hegarty Maths	https://hegartymaths.com/	Students all provided with logins at the start of the academic year. Resets available if requested by email.	Videos and quizzes to support learning-set by the teacher
Corbett maths	https://corbettmaths.com/	No login required. Links provided by teachers but students able to choose too	Videos and quizzes to support learning-set by the teacher
Mr Bruff	https://www.youtube.com/user/mrbruff	No login required	
Massolit	https://www.massolit.io/	Login provided by school-primarily for KS4	Used to support KS4 literature studies
BBC Bitesize	https://www.bbc.co.uk/bitesize	Recommended for extension/further work. No login needed.	Where used, relevant links will be emailed to students.
Quizlet	https://quizlet.com/en-gb	Login and class code needed	Used for vocabulary retrieval in Spanish-QR codes on knowledge organisers
Educake Science/Geography	https://www.educake.co.uk/	Use for assessment quizzes after each lesson. Students all provided with logins at the start of the academic year. Resets available if requested by email.	Quizzes set up to follow learning plan but include recall and retrieval from prior learning
Seneca Learning	https://senecalearning.com/en-GB/	No link for login details as students set up their own accounts. Teacher will have shared class code – this varies according to group. Forgotten passwords will need to be recovered by students.	Videos and quizzes to support learning-set by the teacher but can choose their own for independent learning

Remote Learning

The initial response to any isolation will be to provide children with home learning materials. In the case of whole class/school isolation, resources will be uploaded to Teams and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

Scenario 1: A Pupil needs to isolate whilst waiting for a Test Result outcome	
Ongoing Support	Safeguarding/ SEND

<p>Learning Offer : How will pupils be taught?</p> <ul style="list-style-type: none"> • Lesson resources provided via email and teams. <p>Provision of resources – including (work packs and laptops)</p> <ul style="list-style-type: none"> • Work packs and loan laptops available on request. <p>Communication</p> <ul style="list-style-type: none"> • Via MS Teams posts and student email <p>Support</p> <ul style="list-style-type: none"> • From each class teacher via email or phonecall from the Pastoral Teams <p>Engagement and Feedback</p> <ul style="list-style-type: none"> • Work emailed back by student or uploaded to Teams • Teacher to monitor and track engagement and make contact if engagement is not as expected • Feedback provided via email <p>Assessment</p> <ul style="list-style-type: none"> • Use of AfL in resources/PPT • Teacher provides written feedback via email and/or returns annotated student work. • Knowledge checks through appropriate apps as suit the individual subject 	<ul style="list-style-type: none"> • Support resources within lesson, including clear success criteria, sentence starters and other scaffolding. • Lesson layout online will replicate normal classroom experience to ensure consistency • Appropriate work is provided by class teacher • Worksheets that are already differentiated will be sent out. • Welfare calls made if students are struggling or fail to respond. <p>Resourced Provision</p>
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Scenario 2: A Pupil is having to self-isolate for 10 days	
Ongoing Support	Safeguarding/ SEND

<p>As Scenario 1</p> <p>Learning Offer : How will pupils be taught?</p> <ul style="list-style-type: none"> • Lesson resources provided via email and teams. • Lessons will, where possible, follow their normal timetable. <p>Provision of resources – including (work packs and laptops)</p> <ul style="list-style-type: none"> • Work packs and loan laptops available on request. <p>Communication</p> <ul style="list-style-type: none"> • Via MS Teams posts and student email <p>Support</p> <ul style="list-style-type: none"> • From each class teacher via email <p>Engagement and Feedback</p> <ul style="list-style-type: none"> • Teacher to monitor and track engagement and make contact if engagement is not as expected. • Feedback provided via email <p>Assessment</p> <ul style="list-style-type: none"> • Use of AfL in resources/PPT • Teacher provides written feedback via email and/or returns annotated student work. • Educake quiz scores monitored • Knowledge checks 	<ul style="list-style-type: none"> • Support resources within lesson, including clear success criteria, sentence starters and other scaffolding. • Classes are set and appropriate work is provided by class teacher • Worksheets that are already differentiated will be sent out. • Welfare calls made if students are struggling or fail to respond. • Other resources will be developed or adapted for individual SEND. • If the family have CSC involvement. A Students with SEND who are not able to access work online due to their SEN will have a work pack (including resources) provided. The SEN team will contact the family and arrange for this to be collected/delivered within 1 working day of the child being sent home. • A safety plan will be put in place by the school and allocated SW and all agencies informed. • DSL will contact the family weekly to offer support. <p>Resourced Provision</p>
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Scenario 3: A whole class/school of young people is isolating because of an outbreak of coronavirus except for the vulnerable young people or the children of key workers	
Ongoing Support	Safeguarding/ SEND
<p>Learning Offer : How will pupils be taught?</p> <ul style="list-style-type: none"> • Lesson resources provided via email and teams. • Lessons will follow the curriculum provision as already planned unless this is not possible, in which case the learning will be adapted to suit • 3 recorded lessons per week with supported resources • 1 live feedback session available each week where teacher reviews the work from the week and is available to answer any questions. 	<ul style="list-style-type: none"> • Support resources within lesson, including clear success criteria, sentence starters and other scaffolding. • Explanations of tasks provided and chunked on recorded videos. • Opportunities to ask questions in live events via Q&A. • Opportunities to pause and repeat videos if required. • Teachers are contacting those in their classes who have specific needs and/or are not engaging. • All families will have contact with school a minimum of once per week. If contact can't be made over 10 school/working days a home

<p>Provision of resources – including (work packs and laptops)</p> <ul style="list-style-type: none"> • Work packs and loan laptops available on request. <p>Communication</p> <ul style="list-style-type: none"> • Via MS Teams posts and student email <p>Support</p> <ul style="list-style-type: none"> • From each class teacher via email <p>Engagement and Feedback</p> <ul style="list-style-type: none"> • Work emailed to class teacher or uploaded to relevant folder on Teams. • Feedback emailed to student. • Faculty to monitor and track engagement and teachers to make contact if engagement is not as expected. <p>Assessment</p> <ul style="list-style-type: none"> • Use of AfL in resources/PPT • Teacher provides written feedback via email and/or returns annotated student work. • Educake quiz scores monitored • Knowledge checks 	<p>visit will be carried out. If there is still no contact after x2 visits, text, e-mail and all contacts have been tried a CME will be submitted.</p> <ul style="list-style-type: none"> • All children who don't have access to a digital device will receive this from school through the government scheme or one loaned from school. • All children with SEND (wave 3 or 4) will be contacted by a member of the SEN team weekly to 'check in' and offer support which may not be met through QFT and differentiation. This might be through accessing external agency support (i.e., psychotherapist, youth worker, SALT etc) or through a bespoke curriculum which will be provided by the SENCo when/if appropriate. Wave 1 and 2 pupils will have their needs met through QFT and differentiation. • Children with an EHCP will be offered a place in school depending on their needs and if it is deemed safe (RA to be put in place) • Annual reviews and referrals will continue to take place. <p>Resourced Provision</p>
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Annex A_ Example Primary Remote Learning Plan

Timetable for Year 3 remote learning

Please find below the timetable for your child to complete during school time whilst they are not in school. Your child can work through the lessons set each day, and just follow the link which will take you straight to the teaching/learning for that lesson. They can record their work on the worksheets which have been sent home where appropriate or in their exercise books.

25 th Jan	
Subject	Activity
Spellings	<p>Practise the words from yesterday and use them in sentence. Record the sentences in your book.</p> <p>Adding suffixes beginning with a vowel (er/ed/en/ing)</p> <p>occurred occurring forbidden committed</p>
TTRS	<p>10 minutes TTRS practice</p> <p>https://trockstars.com/</p>
English	<p>Mulan by Michaela Morgan</p> <p>Aim: To engage with a text</p> <p>For the first part of your lesson, you will need to engage with the video. You won't need your pencil and book until you see the 'In your book' subheading below.</p> <p>Introduction – questions to think about:</p> <ul style="list-style-type: none"> -What do you think this tale will be about? -What can you tell about the character? -Where do you think the story is set? -When do you think this story is set? <p>In your book:</p> <ul style="list-style-type: none"> -Pause the video and create a mind-map, listing the features of 'traditional tales'. When finished, continue the video and add in the features listed by Miss Johnson. -Pause the video and write a prediction about what might happen in this tale. 'I predict the story will be about...' 'I think this because...' <p>Listen to the story and answer each question in your book:</p> <ul style="list-style-type: none"> -What's significant about the poster? What might be the problem for Mulan's family? -What do you think will happen to Mulan's family? <p>https://classroom.thenational.academy/lessons/to-engage-with-a-text-cnh62c</p> <p>Creative Writing</p> <p>Look at the picture on https://www.pobble365.com/.</p> <p>Answer the questions and use this to inspire a piece of descriptive writing about the picture.</p>
Reading	<p>Comprehension</p> <p>Oliver Twist</p>

	Read the text and answer the questions
Maths	<p>Lesson 4 Divide with remainders Watch the video https://vimeo.com/492449125</p> <p>No worksheet required.</p>
Mental maths	<p>Doubles of multiples of 10 up to 100.</p> <ol style="list-style-type: none"> 1. Double 2 = 2. Double 20 = 3. Double 4 = 4. Double 40 = 5. Double 5 = 6. Double 50 = 7. Double 1 = 8. Double 10 = 9. Double 3 = 10. Double 30 =
RE	<p>Christianity Aim: Where do Christians worship? Introduction -Complete the introductory quiz to re-cap on previous learning and look at what you know. Key questions to answer in your book: -Where do Christians worship? -When do Christians go to the church? -What is the holy day for Christians called? -What do Christians do at the church? -Name two famous churches. -Name features of a church. https://classroom.thenational.academy/lessons/where-do-christians-worship-71k64t Click the link and watch the video. Answer any questions in your exercise books.</p>
PE	<p>Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy. We have provided a couple of suggestions below:</p> <p>Dance with Oti: https://www.youtube.com/watch?v=EJmpCH9p2X8&list=PLuwFE3Wyin9cSVFJ_Sjep0Pq6Kl-e7sET&index=2</p> <p>https://peplanning.org.uk/downloads/pe-at-home/</p> <p>This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available.</p>

Art	<p>You will need plain paper for this lesson.</p> <p>Click on the link for Rob's video.</p> <p>Follow Rob's instructions to create a similar drawing.</p> <p>https://www.youtube.com/watch?v=Irhnlase7L8</p>
Poetry	<p>Click on the link to listen to the poem.</p> <p>https://childrens.poetryarchive.org/poem/please-do-not-feed-the-animals/</p> <p>Activity: Pretend to be one of the animals in the poem.</p>

26 th Jan	
Subject	Activity
Spellings	<p>Practise the words from this week-choose 6 of them to use in a sentence. Record the sentences in your book.</p> <p>10 minutes 'Look, Cover, Write, Check' for the following words:</p> <p>Adding suffixes beginning with a vowel (er/ed/en/ing)</p> <p>forgetting forgotten beginning beginner preferred preferring occurred occurring forbidden committed</p>
TTRS	<p>10 minutes TTRS practice</p> <p>https://trockstars.com/</p>
English	<p>Mulan by Michaela Morgan</p> <p>Aim: To answer questions on a text (Part 1)</p> <p>For the first part of your lesson, you will need to engage with the video. You won't need your pencil and book until you see the 'In your book' subheading below.</p> <p>Introduction:</p>

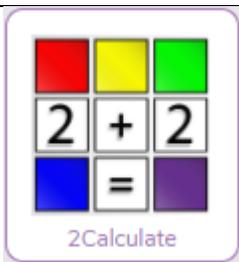
	<p>-Recap on previous lesson: What was Mulan worrying about? (You may write this down)</p> <p>Watch the video and consider the following questions:</p> <p>Why is the country being under attack a problem for Mulan's family? What do you think Mulan will decide to do?</p> <p>In your book, answer the following questions as you are listening to the story:</p> <p>-What does Mulan's mother mean when she says "Your fighting days are over."? -Why does Mulan decide she should volunteer? -Why does Mulan's mother <i>fret</i>? -How do you know Mulan is <i>determined</i>? -Create a mind-map to consider what <i>determined</i> means.</p> <p>https://classroom.thenational.academy/lessons/to-answer-questions-on-a-text-part-1-6thkac</p> <p>Creative Writing</p> <p>Look at the picture on https://www.pobble365.com/. Answer the questions and use this to inspire a piece of descriptive writing about the picture.</p>
Reading	<p>Comprehension</p> <p>Pet Care of a Bearded Dragon</p> <p>Read the text and answer the questions</p>
Maths	<p>Lesson 5</p> <p>Divide 2-digits by 1</p> <p>Watch the video https://vimeo.com/494126561</p> <p>Then, complete the worksheet https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y3-Spring-Block-1-D7-Divide-2-digits-by-1-digit-3-2019.pdf</p> <p>Answer sheet https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y3-Spring-Block-1-ANS7-Divide-2-digits-by-1-digit-3-2019.pdf</p>
Mental maths	<p>Doubles of multiples of 5 and 10 to 100.</p> <p>For example, double 15 = _____ (double 10 = 20, double 5 = 10, 20 + 10 = 30)</p> <ol style="list-style-type: none"> 1. Double 10 = 2. Double 15 = 30 3. Double 20 = 4. Double 25 = 5. Double 30 = 6. Double 35 = 7. Double 40 = 8. Double 45 =

	<p>9. Double 50 =</p> <p>10. Double 55 =</p>
Music	<p>Pulse and Metre I</p> <p>Lesson 1 – Understanding pulse and rhythm.</p> <p>There is no written work for this lesson but you may want paper and a pencil available if you wish to make any notes.</p> <p>Click the link and watch the video https://classroom.thenational.academy/lessons/understanding-pulse-and-rhythm-chj3cr</p>
PHSE	<p>Forever Friends</p> <p>Lesson 1: Who am I?</p> <p>For this lesson you will need paper (your exercise book will do), a pencil and some colouring pencils if you have them.</p> <p>Click the link and watch the video. https://classroom.thenational.academy/lessons/who-am-i-6hgkjc</p> <p>Complete any task on your paper or exercise books.</p>
PE	<p>Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy. We have provided a couple of suggestions below:</p> <p>PE with Joe: https://www.youtube.com/watch?v=uKjcZ8mUr-M</p> <p>https://peplanning.org.uk/downloads/pe-at-home/</p> <p>This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available.</p>
Art	<p>You will need plain paper for this lesson.</p> <p>Click on the link for Rob's video. Follow Rob's instructions to create a similar drawing.</p>

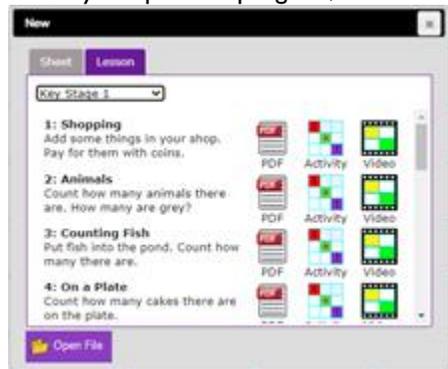
	https://www.youtube.com/watch?v=44R4Lm20igE
Poetry	<p>Click on the link to listen to the poem.</p> <p>https://childrens.poetryarchive.org/poem/please-do-not-feed-the-animals/</p> <p>Activity: Listen to the poem and write it down, perform the poem for a family member.</p>

27th Jan	
Subject	Activity
Spelling	<p>10 minutes 'Look, Cover, Write, Check' for the following words: Creating negative meanings using prefix mis-</p> <ul style="list-style-type: none"> misspell mislead mistreat misbehave mistrust
TTRS	<p>10 minutes TTRS practice Please contact via Edmodo if you can't remember your username https://ttrackstars.com/</p>
English	<p>Mulan by Michaela Morgan Aim: To answer questions on a text (Part 2) For the first part of your lesson, you will need to engage with the video. You won't need your pencil and book until you see the 'In your book' subheading below.</p> <p>Recap: -Think about why Mulan's family were against her going to war, look through your work from the previous lessons if unsure. In your book, answer the following retrieval questions. Pause the video before answering each question: -Why did Mulan tie up her hair? -How did Mulan earn the respect of her fellow soldiers? -Why were her comrades amazed? -Do you think it is fair that Mulan had to pretend to be a girl in order to be a soldier? https://classroom.thenational.academy/lessons/to-answer-questions-on-a-text-part-2-74u3jd</p> <p>Creative Writing Look at the picture on https://www.pobble365.com/. Answer the questions and use this to inspire a piece of descriptive writing about the picture.</p>
Reading	<p>Comprehension Pet Care of a Guinea Pig Read the text and answer the questions</p>

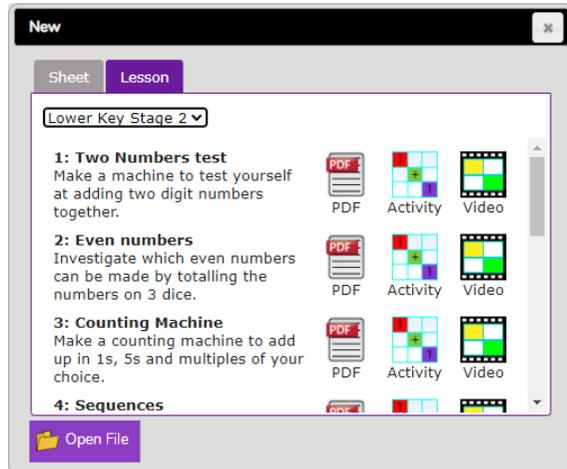
<p>Maths</p>	<p>Lesson 1 Scaling Watch the video https://vimeo.com/494127943</p> <p>Then, complete the worksheet https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y3-Spring-Block-1-D8-Scaling-2019.pdf</p> <p>Link to answers: https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y3-Spring-Block-1-ANS9-How-many-ways_-2019.pdf</p>
<p>Mental maths</p>	<p>Use your number bonds to 10 to find what must be added to any two-digit number to make the next higher multiple of 10 For example, $35 + \underline{\quad} = 40$ ($5 + 5 = 10$) $35 + 5 = 40$</p> <ol style="list-style-type: none"> 1. $68 + \underline{\quad} = 70$ 2. $34 + \underline{\quad} = 40$ 3. $23 + \underline{\quad} = 30$ 4. $71 + \underline{\quad} = 80$ 5. $92 + \underline{\quad} = 100$ 6. $56 + \underline{\quad} = \underline{\quad}$ 7. $15 + \underline{\quad} = \underline{\quad}$ 8. $47 + \underline{\quad} = \underline{\quad}$ 9. $94 + \underline{\quad} = \underline{\quad}$ 10. $81 + \underline{\quad} = \underline{\quad}$
<p>Computing</p>	<p>Spreadsheets</p> <p>Logon to Purple Mash</p> <p>Click on the tools image on your home screen.</p>  <p>Under 'Maths and Data Handling,' open 2Calculate.</p>



When you open this program, this screen should appear.



Where it says Key Stage 1, click the drop menu and choose Lower Key Stage 2. From this menu, click the video of lesson 3: Counting Machine.



	<p>From here the video will guide you through the lesson.</p> <p>You can also click on the help sheet below to help you. https://static.purplemash.com/mashcontent/applications/schemes_of_work/computing_schemes_of_work/computing_sow_year2_unit_2_3_prompt_sheet/2Calculate%20Prompts.pdf</p> <p>Don't forget to save your work!</p>
PE	<p>Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy. We have provided a couple of suggestions below:</p> <p>Dance with Oti: https://www.youtube.com/watch?v=GZuEnbSwOto&list=PLuwFE3WYin9cSVFJ_Sjep0Pq6KI-e7sET&index=3</p> <p>https://peplanning.org.uk/downloads/pe-at-home/</p> <p>This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available.</p>
Art	<p>You will need plain paper for this lesson.</p> <p>Click on the link for Rob's video. Follow Rob's instructions to create a similar drawing. https://www.youtube.com/watch?v=clmUAS94Hdk</p>
Poetry	<p>Click on the link to listen to the poem.</p> <p>https://childrens.poetryarchive.org/poem/alligator-problem/</p> <p>Activity: Listen to the poem and draw what you think the alligator would be like.</p>

28 th Jan	
Subject	Activity
Spellings	<p>Practise the words from yesterday and use them in sentence. Record the sentences in your book.</p> <p>Creating negative meanings using prefix mis-</p> <p>misspell mislead mistreat misbehave mistrust</p>
TTRS	<p>10 minutes TTRS practice</p> <p>https://ttrackstars.com/</p>

English	<p>Mulan by Michaela Morgan Aim: To explore character For the first part of your lesson, you will need to engage with the video. You won't need your pencil and book until you see the 'In your book' subheading below.</p> <p>Introduction - Consider the key question: -What impression of Mulan is created in the tale?</p> <p>In your book, answer the following questions: -Why does Mulan volunteer? What does this tell us about her? -What do you learn about Mulan from Page 12? Describe her. -What is Mulan like as a soldier? -What is the difference between a soldier and a warrior? Read the text to help you. -Why do you think Mulan is a hero?</p> <p>Create a 'Mulan' mind-map. -What character traits does Mulan display? How do you know this?</p> <p>Key Question What impression of Mulan is created in the tale? https://classroom.thenational.academy/lessons/to-explore-character-64tk4e</p> <p>Creative Writing Look at the picture on https://www.pobble365.com/. Answer the questions and use this to inspire a piece of descriptive writing about the picture.</p>
Reading	<p>Comprehension Roald Dahl Bio Read the text and answer the questions</p>
Maths	<p>Lesson: How many ways? Watch the video https://vimeo.com/496812718</p> <p>Then, complete the worksheet https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y3-Spring-Block-1-D9-How-many-ways_-2019.pdf</p> <p>Link to answers: https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y3-Spring-Block-1-ANS9-How-many-ways_-2019.pdf</p>
Mental maths	<p>Add any pair of two-digit numbers, without crossing a tens boundary or 100 For example, $32 + 17 = \underline{\quad}$ (Start with the tens, $30 + 10 = 40$. Then add the ones, $2 + 7 = 9$. Then add the totals together, $40 + 9 = 49$)</p> <ol style="list-style-type: none"> 1. $61 + 24 = \underline{\quad}$ 2. $37 + 12 = \underline{\quad}$

	<p>3. $34 + 25 =$ _____</p> <p>4. $53 + 26 =$ _____</p> <p>5. $42 + 33 =$ _____</p> <p>6. $72 + 16 =$ _____</p> <p>7. $26 + 11 =$ _____</p> <p>8. $45 + 23 =$ _____</p> <p>9. $14 + 63 =$ _____</p> <p>10. $51 + 38 =$ _____</p>
History	<p>Prehistoric Britain</p> <p>Aim: What was life like in a Neolithic settlement?</p> <p>Recap:</p> <p>What do you know about prehistoric Britain so far? What has been the most exciting fact you discovered?</p> <p>Introduction:</p> <p>-Complete the quiz to help you check any previous learning as well as recap what you have learnt.</p> <p>Watch the video and consider the following questions:</p> <p>-What do you notice about where Skara Brae is located?</p> <p>-Why do you think that Neolithic humans chose to settle there?</p> <p>-How did the Neolithic settlement at Skara Brae become discovered?</p> <p>https://classroom.thenational.academy/lessons/what-was-life-like-in-a-neolithic-settlement-64r3ce?from_query=prehistoric</p>
PE	<p>Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy. We have provided a couple of suggestions below:</p> <p>PE with Joe: https://www.youtube.com/watch?v=g8XlpvW3Spg</p> <p>https://peplanning.org.uk/downloads/pe-at-home/</p> <p>This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available.</p>
Art	<p>You will need plain paper for this lesson.</p> <p>Click on the link for Rob's video.</p> <p>Follow Rob's instructions to create a similar drawing.</p>

	https://www.youtube.com/watch?v=wprlVlpxSFI
Poetry	Click on the link to listen to the poem. https://childrens.poetryarchive.org/poem/alligator-problem/ Activity: Listen to the poem and write down an example of when you might excavate something.

29 th Jan	
Subject	Activity
Spellings	10 minutes 'Look, Cover, Write, Check' for the following words: Creating negative meanings using prefix mis- misprint misuse misplace misheard misread
TTRS	10 minutes TTRS practice https://ttrackstars.com/
English	Mulan by Michaela Morgan Aim: To explore themes. For the first part of your lesson, you will need to engage with the video. You won't need your pencil and book until you see the ' In your book ' subheading below. Recap: What is a traditional tale? Consider the features of a traditional tale, can you identify the features in 'Mulan'? Listen to the end of the story and consider this key question: Why do you think Mulan's tale was told far and wide? In your book: -Complete a mind-map for the word 'hero', what do you associate with this word? Do you know any heroes? Answer the following questions -Why does Little Brother call her a 'soppy girl'? What does he mean by this? Do you think it is ok for him to call her this? -"She earned the respect of her fellow soldiers." -What does this teach us about girls? -How does Mulan prove her worth? https://classroom.thenational.academy/lessons/to-explore-themes-6wr68d Creative Writing Look at the picture on https://www.pobble365.com/ .

	Answer the questions and use this to inspire a piece of descriptive writing about the picture.
Reading	<p>Comprehension</p> <p>Tour De France</p> <p>Read the text and answer the questions</p>
Maths	<p>Lesson 3</p> <p>Recap: Count Money (pence)</p> <p>Watch the video</p> <p>https://vimeo.com/497343674</p> <p>Then, complete the worksheet</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y2-Autumn-Block-3-D1-Count-money-pence-2019.pdf</p> <p>Answer sheet:</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y2-Autumn-Block-3-ANS1-Count-money-pence-2019.pdf</p>
Mental maths	<p>Subtract any pair of two-digit numbers without crossing a tens boundary.</p> <p>For example, $68 - 17 = \underline{\quad}$ (Start with the tens, $60 - 10 = 50$. Then, subtract the ones, $8 - 7 = 1$. Then add the totals together, $50 + 1 = 51$)</p> <ol style="list-style-type: none"> 1. $23 - 12 = \underline{\quad}$ 2. $64 - 24 = \underline{\quad}$ 3. $47 - 15 = \underline{\quad}$ 4. $89 - 36 = \underline{\quad}$ 5. $72 - 51 = \underline{\quad}$ 6. $34 - 23 = \underline{\quad}$ 7. $96 - 72 = \underline{\quad}$ 8. $58 - 47 = \underline{\quad}$ 9. $87 - 65 = \underline{\quad}$ 10. $64 - 33 = \underline{\quad}$
Science	<p>Fantastic Fossils</p> <p>For this lesson you will need the fossilisation worksheets and paper to make notes.</p> <p>Starter: Were dinosaurs real? How do you know?</p> <p>Click on the link below to watch the video on the fossilisation process.</p> <p>https://www.nhm.ac.uk/discover/how-are-fossils-formed.html</p>

Fossilisation Process

As erosion and weathering takes place, eventually the fossils become exposed.

Over a long period of time the sea will recede in certain places.

Over time more layers of rock cover it and by this time the only thing to remain of the animal would be its bones (except in the case of mould fossils where the bones would also be decayed).

An animal or creature dies and ends up in the sea. It gets covered by a layer of rock.

Over thousands of years the mould fossil might become a cast fossil with sediment entering the mould. In the case of replacement fossils, the original bone matter changes to mineral matter but this does not affect the shape of the bones.

- Once you have watched the video, number the sentences 1 – 5 on the order they occur in the fossilisation process. Then, do the same with the pictures. If you are struggling, watch the video again.
- Create your own story board of the fossilisation process. Write a sentence for each stage and ensure you use the key words from the word bank at the bottom. Then, draw a picture to match each stage. Which dinosaur/prehistoric animal will you draw?

Fossilisation Process

1.	2.	3.
4.	5.	

Word bank

weathering fossil erosion mineral recede sediment decay

PE	<p>Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy. We have provided a couple of suggestions below:</p> <p>Dance with Oti: https://www.youtube.com/watch?v=hvfYzOgrXgk&list=PLuwFE3Wyin9cSVFJ_Sjep0Pq6KI-e7sET&index=4 https://peplanning.org.uk/downloads/pe-at-home/</p> <p>This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available.</p>
Art	<p>You will need plain paper for this lesson.</p> <p>Click on the link for Rob's video.</p> <p>Follow Rob's instructions to create a similar drawing. https://www.youtube.com/watch?v=x0O47h89KrY</p>
Poetry	<p>Click on the link to listen to the poem.</p> <p>https://childrens.poetryarchive.org/poem/alligator-problem/</p> <p>Activity: Listen to the poem and recite it three times, speeding up each time.</p>

Annex B_ Example Secondary Remote Learning Plan

Learning Plan Year 7 : Week Commencing : 25th Jan

Subject	Activity	Links	Live Lesson Links
English	Lesson 1 Topic: Fairy-tales <ul style="list-style-type: none"> Click the link below and scroll to the Y7 work. Complete lesson 7: https://appletonrevision.weebly.com/ks3-english.html Complete your work on a word document or by hand, then email your work to Mr Caw (Elliot.Caw@appletonacademy.co.uk). If you need any help with your work, email Mr Caw and he will get back to you. Complete 10 minutes of set work on Seneca. Extension task: what is your favourite fairy-tale? Why? 	https://senecalearning.com/en-GB/	NA
	Lesson 2 Screen break day Activities and further details to be sent out.		NA
	Lesson 3 - LIVE LESSON <ul style="list-style-type: none"> Topic: Fantasy and fairy-tales Click the link below and scroll to the Y7 work. Complete lesson 8: https://appletonrevision.weebly.com/ks3-english.html Complete your work on a word document or by hand, then email your work to Mr Caw (Elliot.Caw@appletonacademy.co.uk). If you need any help with your work, email Mr Caw and he will get back to you. Complete 10 minutes of set work on Seneca. Extension task: what would be in your Neverland? Why? 	https://senecalearning.com/en-GB/ https://classroom.thenational.academy/lessons/narrative-writing-6rrkgt	

Subject	Activity	Links	Live Lesson Links						
Maths	Lesson 1 All work will be emailed to pupils directly by a member of the maths team. If your child does not know what set they are in, please email mathematics@appletonacademy.co.uk Work will consist of a video lesson delivered by one of the maths team. Pupils should watch this and make notes to support them with their work. Pupils will then complete the worksheet and email answers to the email address above or post their	<table border="1"> <thead> <tr> <th>Set</th> <th>Topic</th> </tr> </thead> <tbody> <tr> <td>Set 1</td> <td> Topic: HCF / LCM using prime factors Video link: Lesson 1 - Video Worksheet: Worksheet for week 3 </td> </tr> <tr> <td>Set 2</td> <td> Topic: Powers and indices Video link: Video 1 Worksheet: Week 4 Worksheet 1 </td> </tr> </tbody> </table>	Set	Topic	Set 1	Topic: HCF / LCM using prime factors Video link: Lesson 1 - Video Worksheet: Worksheet for week 3	Set 2	Topic: Powers and indices Video link: Video 1 Worksheet: Week 4 Worksheet 1	
Set	Topic								
Set 1	Topic: HCF / LCM using prime factors Video link: Lesson 1 - Video Worksheet: Worksheet for week 3								
Set 2	Topic: Powers and indices Video link: Video 1 Worksheet: Week 4 Worksheet 1								

<p>work on teams. Finally, there will be tasks set on Hegarty maths for pupils to complete.</p> <p>Support can be found on this video: Click for support video</p>	<table border="1"> <tr> <td data-bbox="1279 181 1379 331">Set 3</td> <td data-bbox="1379 181 1827 331"> Topic: Looking at prime numbers Video link: Lesson 1 - Video Worksheet: Prime numbers worksheet </td> </tr> </table>	Set 3	Topic: Looking at prime numbers Video link: Lesson 1 - Video Worksheet: Prime numbers worksheet					
Set 3	Topic: Looking at prime numbers Video link: Lesson 1 - Video Worksheet: Prime numbers worksheet							
<p>Lesson 2</p> <p>Screen break day – please choose one of the activities from the screen break day timetable.</p>								
<p>Lesson 3</p> <p>All work will be emailed to pupils directly by a member of the maths team. If your child does not know what set they are in, please email mathematics@appletonacademy.co.uk</p> <p>Work will consist of a video lesson delivered by one of the maths team. Pupils should watch this and make notes to support them with their work. Pupils will then complete the worksheet and email answers to the email address above or post their work on teams. Finally, there will be tasks set on Hegarty maths for pupils to complete.</p> <p>Support can be found on this video: Click for support video</p>	<table border="1"> <tr> <td data-bbox="1279 459 1379 592">Set 1</td> <td data-bbox="1379 459 1827 592"> Topic: Explore powers and roots Video link: Lesson 2 - Video Worksheet: Worksheet for week 3 </td> </tr> <tr> <td data-bbox="1279 592 1379 692">Set 2</td> <td data-bbox="1379 592 1827 692"> Topic: Square and cube roots Video link: Video 2 Worksheet: Week 4 Worksheet 2 </td> </tr> <tr> <td data-bbox="1279 692 1379 798">Set 3</td> <td data-bbox="1379 692 1827 798"> Topic: HCF and LCM Video link: Lesson 2 - Video Worksheet: HCF & LCM </td> </tr> </table>	Set 1	Topic: Explore powers and roots Video link: Lesson 2 - Video Worksheet: Worksheet for week 3	Set 2	Topic: Square and cube roots Video link: Video 2 Worksheet: Week 4 Worksheet 2	Set 3	Topic: HCF and LCM Video link: Lesson 2 - Video Worksheet: HCF & LCM	
Set 1	Topic: Explore powers and roots Video link: Lesson 2 - Video Worksheet: Worksheet for week 3							
Set 2	Topic: Square and cube roots Video link: Video 2 Worksheet: Week 4 Worksheet 2							
Set 3	Topic: HCF and LCM Video link: Lesson 2 - Video Worksheet: HCF & LCM							

Subject	Activity	Links	Live Lesson Links
Science	<p>Lesson 1</p> <p>Lesson Topic: Plant Reproduction and Dispersal</p> <ul style="list-style-type: none"> • Watch video lesson 7 and complete the tasks included. • Complete the other activities for this lesson. Complete the Educake questions. • Upload your work to Teams. <p>All tasks and resources accessible via TEAMS. (Year group/Science)</p>	<p>Link to lesson video: https://web.microsoftstream.com/video/4d726484-6096-4fc7-a751-3edbf3b752f9</p> <p>Educake Link: https://www.educake.co.uk/</p> <p>Link to lesson resources https://teams.microsoft.com/_#/school/files/Science?threadId=19%3A0a08eeba79274df396097ab90c3d2e56%40thread.tacy2&ctx=channel&context=Lesson%25207&rootfolder=%252Fsites%252FAACRemoteLearningYr7%252FShared%2520Documen</p>	

		ts%252FScience%252FLesson%2520Resources%252FLesson%25207
Lesson 2		
Screen break day – please choose one of the activities from the screen break day timetable.		
Lesson 3 Live lesson Today Lesson Topic: Forces and Calculating Forces	<ul style="list-style-type: none"> • Watch video lesson 8 and complete the tasks included. • Complete the other activities for this lesson. <p>Forces Worksheet</p> <ul style="list-style-type: none"> • Complete the Educake questions. • Upload your work to Teams. <p>All tasks and resources accessible via TEAMS. (Year group/Science)</p>	<p>Link to video lesson</p> <p>Educake https://www.educake.co.uk/</p> <p>Link to lesson resources https://teams.microsoft.com/_/#/school/files/Science?threadId=19%3A0a08eeba79274df396097ab90c3d2e56%40thread.tacv2&ctx=channel&context=Lesson%25208&rootfolder=%252Fsites%252FAACRemoteLearningYr7%252FShared%2520Documents%252FScience%252FLesson%2520Resources%252FLesson%25208</p>

Subject	Activity	Links	Live Lesson Links
Geography	<p>Lesson Topic:</p> <p>Why is Madagascar so special?</p> <ul style="list-style-type: none"> • Watch the video for the Madagascar lesson. • Create a poster on A4 with at least five (5) reasons to visit Madagascar. • Upload work to Teams <p>All tasks and resources accessible via TEAMS (year group/Geography)</p>	https://www.youtube.com/watch?v=oO3orxMtmgU	
History	<p>Lesson Four: How tyrannical were the Boy King and his 'Bloody' sister?</p> <p>A recorded lesson will be available on Teams (on the 'Lesson Videos' section), and a member of the history department will be online to respond to any queries. Email any queries to teamhistory@appletonacademy.co.uk during your lesson and you will receive support.</p>	https://teams.microsoft.com/_/#/school/files/History?threadId=19:1c590281a52f41fdb6c779da92233928@thread.tacv2&ctx=channel&rootfolder=%252Fsites%252FAACRemoteLearningYr7%252FShared%2520Documents%252FHistory%252FLesson%2520Resources%252FWeek%25204%2520-%252025th%2520January	

	<p>Work can be accessed in the History channel on Teams. To get the lesson resources, visit: “Files” -> “Lesson Resources” -> “Week 4- 25th January”.</p> <p>Complete your work as a document, and save it as “SURNAME, FIRST INITIAL – Lesson Three”, then save this in the “Week 4 – 25th January folder” in “Student Work”. You can also upload images of written work if you prefer. If you are emailing work, send this to natasha.raistrick@appletonacademy.co.uk</p>		
Spanish	<p><i>¿Tocas un instrumento? (Do you play an instrument?)</i></p> <ul style="list-style-type: none"> • Go to the Spanish channel on Teams and access the Week 4 lesson powerpoint: ‘Files’ -> ‘Lessons’ -> ‘Week 4 – 25th January’ • Work through the information and activities on the powerpoint – view in presenter mode and click the speaker icons on the slides to hear instructions and explanations from Miss Cirulli. • Upload your work to the ‘Student Work’ folder on Teams in the Week 4 folder. Make sure to save your work in your teacher’s folder. 		
Pe	<p><u>Walking Challenge</u></p> <p>Students are sent information about how walking can improve all aspects of physical and mental health. A simple calculation is given for measuring distance using time (4km/1 hour) and a challenge is set to all students on how many kilometres they can walk in a 7-day period. Students are encouraged to explore local natural areas to complete this challenge</p> <p>Students can choose their level of challenge based on their own level of fitness with a Bronze, Silver and Gold option where each level represents an increased intensity.</p> <p>Additional online workout video links are given with varied levels of challenge</p>	<p>https://www.youtube.com/channel/UCAxWlXT0iEjo0TYIRfn6rYQ</p> <p>https://www.youtube.com/watch?v=fHfTCd2q-rg</p>	
Digital Literacy	<p><u>Lesson 6 – E-safety (Part 2)</u></p> <p><u>It is important that you do your work in the Class Notebook. It saves automatically. Do not do work on paper or in documents. contact your teacher if you have any problems with this.</u></p> <p>This is a 100-minute lesson so should be completed by 05.02.21, do the iDEA award badges if you finish before then!</p>	<p>http://idea.org.uk</p>	

	<p>You are to access Teams through Google or downloading the app and use your school details to log in.</p> <p>In the Y7 Digital Literacy team is the Class Notebook; click it, then open the lessons up on the left, then click your name and then Topic 1 Lessons and Lesson 6 – E-safety (Part 2).</p> <p>If you can't edit the lesson, it's probably because you haven't clicked on your name! Use the videos and audio comments on the right to understand the tasks.</p> <p>Use the Posts tab in Teams to let your teachers know if you need help or have finished. Also continue to work on the iDEA award, complete any badges you can!</p>		
Art	<p><u>Design a surrealist dreamscape- Slide 14</u></p> <p>Read through the information on the PPT carefully</p> <p>Create a Surrealist dreamscape inspired by the work of Marcel Caram. You must think of a creative idea for each element of your design. Will your dream be set on land, under the sea or in space?</p> <p>Remember the main themes in Surrealism are juxtaposition (x2 or more contrasting ideas), irony (the technique of making something of what the word really means), realism (to make things appear true that could never be true in real life) & exaggerated size (where objects are too large or small).</p> <p>You must also consider your use of the formal elements (tone, colour, texture, form, shape) and composition.</p> <p>Photograph your work or attach a copy in an email to your teacher to receive feedback.</p>	<p>https://teams.microsoft.com/_#/school/files/Art?threadId=19:9148e31002f440ad93aa6b66d0f22359@thread.tacv2&ctx=channel&rootfolder=%252Fsites%252FAACRemoteLearningYr7%252FShared%2520Documents%252FArt%2520Design%252FYear%25207%2520Art%2520%2526%2520Design</p>	
DT	<p><u>Product Design:</u></p> <p><u>Understanding annotations– slide 4</u></p> <p>Watch the video to understand what annotations are.</p> <p>Ideas can come from anywhere. The way you display your ideas is up to you but to get the highest marks you need to do annotations.</p> <p>What are annotations? Answer the question and give examples.</p> <p>Photograph your work and email to your teacher.</p> <p><u>Food</u></p> <p><u>Choose a sharer task and complete by 29/1/21 – slide 2</u></p>		

	<p>Read through the information on the PPT. This can be presented on paper or on the computer. If on paper remember to photograph your work. If on the computer it could be presented on word/publisher/powerpoint.</p> <p>The tasks are (just choose 1):</p> <ul style="list-style-type: none"> • Design a PowerPoint, video, poem or song to encourage people to eat more fruit and vegetables. • Imagine you are working for a TV shopping channel. Promote 5 pieces of kitchen equipment, explaining what you would use them for and why they are good to have. include photos/video. <p>Photograph your work or send as an attachment and email to your DT teacher.</p>		
Drama	<p><u>A Midsummer Night's Dream</u></p> <p>Students are to access sway using the link and ensure the first 3 sessions are complete.</p> <p>Session 3 looks in depth at characters. Their purpose within the play, their personalities and their motives. Students write a detailed character profile and a detailed drawing of key characters featured in the play.</p> <p>When the tasks are completed make sure to upload a copy of your work to the correct TEAMS area and save it as your full name – Session 1 E.G Miss Bottomley Session 1</p>	<p>https://appletonrevision.weebly.com/ks3-drama.html</p>	
Music	<p><u>Form and structure</u></p> <p>Students are to access sway using the link and ensure the first 4 sessions are completed.</p> <p>Students are to work through the sessions, ensuring they complete all the reading carefully and then the tasks. There is a mix of research, comprehension and practical tasks to be completed.</p> <p>When the tasks are completed make sure to upload a copy of your work to the correct TEAMS area and save it as your full name – Session 1 E.G Miss Bottomley Session 1</p>	<p>https://appletonrevision.weebly.com/ks3-music.html</p>	
RE	<p><u>Morality#4 – Moral duty</u></p> <p>Use week 3 ppt resource found on the student teams area</p>	<p>https://teams.microsoft.com/l/file/311BF3DF-BD41-4AA7-94AE-3BFFC29AA95E?tenantId=bf9979ca-505d-429a-</p>	

	<p>Read through the information on the powerpoint slides for information and complete the tasks set on the powerpoint. Answer the Qs and tasks on each slide and save your work on the teams area once complete. Work can be accessed in the RE file on Teams. Open the Lesson Resources folder. You can download the video and any resources from here.</p> <p>Complete your work as a Word document or take a photo of your completed work. Save your work as SURNAME First initial – Week 3, e.g. DRAKE F – Week 3</p> <p>Upload this in the ‘save your work here’ folder on Teams.</p>	<p>98e3-f899d929ee1b&fileType=pptx&objectUrl=https%3A%2F%2Fexceedacademiesbfd.sharepoint.com%2Fsites%2FAACRemoteLearningYr7%2FShared%20Documents%2FRE%2Fweek%20commencing%205.1.21%2FLesson%20resources%2Flesson%203%20Duty%20-%20morality.pptx&baseUrl=https%3A%2F%2Fexceedacademiesbfd.sharepoint.com%2Fsites%2FAACRemoteLearningYr7&serviceName=teams&threadId=19:1ce5f073be09442e9a43c6e62f86ff79@thread.tacv2&groupId=08764030-fe0d-4432-a2e7-15db5c4605d9</p>	
PSHE	<p>Lesson 4 : Spending – Bank accounts</p> <p>Students to follow the presentation from Barclays Life Skills. Instructions of what to do are on a separate PowerPOint. Work to be completed either on paper or as a Word document – students should consider what type of bank account is best suited for the four case studies. Work to be emailed to class teacher or uploaded onto TEAMS</p>	<p>https://exceedacademiesbfd.sharepoint.com/:s/ASecondaryCurriculum/Etj8IH7LTVIHt8gZk0vYlKbZrBhEprHlIm4KlKLLzgYPO?e=IIBUor</p>	