



Remote Learning Plan 2020/2021

Specific Aims

- To outline our approach for pupils who will not be attending school, as a result of government guidance or the closure of a class bubble
- To outline the steps taken if the school, or a significant proportion of it, need to self isolate for a period of 'lockdown'
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils.

Who is the plan applicable to?

Every child is expected to attend school from 1st September 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

This plan outlines expectations for class bubble or partial school closure, rather than individual cases. Individual pupils who are isolating due to health issues (based on government advice) and choose not return to school in September will be supported on a case by case basis, primarily with the use of 'paper packs' which mirror the work being taught to the rest of the class in school in addition to online learning resources.

Remote learning for pupils

We will provide links to appropriate remote learning for pupils who are not able to attend school so that no-one need fall behind. This provision will be made after no more than two school days. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils
- Pupils who do not have online access will be contacted to see if there are ways to support this. For example the extra laptops that were made available, by the Government, for schools to allocate to such pupils.
- Each week the class teachers complete an *Engagement Register*. This informs senior leaders regarding the type of engagement a pupil undertakes, and the quality and regularity of it. Staff will contact these pupils and families if they feel that the engagement needs supporting. Any further concerns are addressed by the SLT, and recorded on CPOMS

Curriculum

Our Federation knows that there has been much disruption to children's education, therefore, is committed to ensuring that all children continue to receive a quality education should the need for remote learning arise.

Our approach includes a blend of paper resources, online learning including some virtual face-to-face sessions through Zoom and resources available through online learning platforms such as:

- Oak National Academy
- BBC Bitesize
- White Rose Maths
- Purple Mash
- Ruth Miskin/ YouTube for Read Write Inc Phonics
- Times Tables Rockstars

The remote learning set for children will be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the main aspects of the curriculum plan; this includes Relationship and Health Education.

The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year and keep up.

Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

All teaching staff are fully aware that these are exceptional times and each family is unique. Therefore, because of this, we will approach remote learning in way which suits their individual family needs. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- parents may be trying to work from home so access to technology as a family may be limited;
- parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation.

Teacher expectations

Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for home learners. Should remote learning need to be set for a class or bubble, the work for the week in English, Maths and other subjects will be posted:

- via the class email address, which has been allocated to each class
- and / or Google Classroom

The information may contain:

- all website links needed to access home learning resources along with clear information about the learning for that week. This will include reference to daily tasks for relevant subjects
- a curriculum map which details home learning for subjects other than English and Maths
- Links to daily English lessons – a mixture of other organisations (eg Oak Academy) and the school's own curriculum plans.
- Links to daily Maths lessons – these will predominately be linked to the White Rose Maths curriculum however teachers may provide further resources and guidance.
- Worksheets to accompany lessons will be available to download or for parents to collect from the school office in a socially distant way.
- Staff will add these resources to their Google Classroom electronically and it will be the responsibility of families to print/use these resources at home (or contact the school to ask for a 'paper pack')
- Teachers will respond promptly, within reason, to requests for support from families at home. This should be done via the home learning email address that corresponds to each child's year group (see end)

Teachers will receive training and guidance so that they are more confident in using the remote learning resources. This approach was developed and used in the majority of the 10 various classes during the school closure between March and July; therefore, there is a high level of confidence when using the various remote learning approaches.

Family (pupil/parent/carers):

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Our school's recommend that each 'school day' maintains structure. A suggested timetable will be made available on the relevant class web page as a guide. This includes regular bedtimes and daily reading for pleasure.
- As a broad piece of guidance, the amount of time spent engaging in remote education is 3 hours for Early Years and KS1 and 4 hours for KS2.
- If a class bubble is isolated, the children will be sent home with their home reading book in addition to their English and Maths books; this is so that work that children complete at home can be kept safe, ideally in their exercise books, and can be brought back to school when safe to do so.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the class email address or by contacting the school office. They should make clear which year group and subject the question relates to.
- We encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work, loan of iPads etc.). These will be discussed on case-to-case basis.

Remote teaching for staff who are self-isolating

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- It is expected that staff get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating, and if able to do so, non-teaching staff will be given an individual project to work on which is in line with whole school improvement priorities or asked to support with the online learning provision for their year group. These projects will be communicated by one of the senior leadership team.
- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.

