



Everybody Excelling, Every Day. No Excuses!

Remote Learning Plan

September 2020

Presented to Full Governing Board: 22/09/2020

Version 2

Updated for National Lockdown from January 4th 2021

Introduction

This document has been put together in response to the Covid 19 Pandemic. In creating the plan for our school we have taken the following into account:

1. Access to technological hardware and software
2. Access to the internet of our pupils
3. Possible language barriers to parents understanding the instructions and having the necessary subject knowledge to support
4. Impact of over-crowding for families living in temporary accommodation or hostels and not enough space for quiet working
5. Access to text – both fiction and non-fiction
6. Access to basic supplies such as art materials and stationery.
7. The need for materials to be accessible to all pupils including those with SEND.
8. Learning from the National Lockdown for our context, what worked well and what was not so effective.
9. Workload of teachers and support staff so that what all members of staff are asked to do is reasonable and sustainable.
10. Making use of already prepared resources and video lessons tailored to our own curriculum.

1. Access to technological hardware and software

The majority of parents do have access to smart phones with at least some data. The school has an email address for all families except 1. The access to tablets, lap-tops and PCs is more limited – with families of more than one sibling sharing 1 device. The school has set up google classrooms and this will be used for setting work and holding class meetings, providing feedback on work submitted and communicating with parents. Where children are unable to access the platform, work will be printed and either collected by parents or dropped off in the home.

Update – the school has distributed 130 laptops/chromebooks. All families have at least 1 and where there are more than 2 children in a family they have received 2. Live sessions have been carefully timetabled so that siblings can share a laptop.

2. Access to the internet of our pupils

The majority of parents to have data packages associated with their mobile phones, this is sufficient for receiving emails, being able to read PDFs and for communicating with school. However, it is not always sufficient for watching video content for an extended period or accessing other learning platforms.

Update – the school has ordered 4g routers and data packs for all families that have requested them.

3. Possible language barriers to parents understanding the instructions and having the necessary subject knowledge to support

It is important that we do not underestimate our parents but we know that there are certain members of the community who have little spoken or written English. When setting work on-line, the links will be embedded in the documents sent by email so that there is only the need to click on the link for children to be able to access. The majority of children above year 2 are able to read instructions for themselves and these will be kept jargon free, presented in child friendly language and backed up with visuals where appropriate. Below year 2, weekly phone calls home will be made by members of staff who can speak the home language so that they can go through the weekly expectations.

Teachers explain the content in their daily live session with children. This is recorded and uploaded to the stream for any parent to access if they missed the session or revisit for further clarification.

4. Impact of over-crowding for families living in temporary accommodation or hostels and not enough space for quiet working

We will continue to classify children living in temporary accommodation as vulnerable and they will be able to attend child-care with other vulnerable children and key-worker children. For parents who are unwilling to send children in we will give support in how to set up a work-station such as keeping all school equipment and packs in one box.

5. Access to text – both fiction and non-fiction

When creating learning packs for children, PDFs of quality non-fiction and fiction texts will be provided on-line and in paper format.

Children in EYFS and KS1 who have been identified as needing additional reading support receive a weekly levelled book pack that is replaced each week.

6. Access to basic supplies such as art materials and stationery.

Dependent on the length of any lock down children will all be supplied with a basic equipment pack to enable them to complete learning tasks. All children on Free School Meals will also be provided with a set of art materials as we provided at the start of the National Lock Down. When setting any art and craft activities teachers will be mindful of the equipment and only use materials easily available in the home.

7. The need for materials to be accessible to all pupils including those with SEND.

Class teachers will ensure that work set for SEND children is matched to their current attainment. As part of their support in the event of any lockdown, support staff will be expected to ring their focus children twice a week and talk them through the expected work.

8. Learning from the National Lockdown for our context, what worked well and what was not so effective.

It was important during the National Lockdown that we took in to account the length of the lockdown. Towards the end there was clear fatigue setting in with both children and parents. Rather than overload the children and parents with unrealistic expectations that all

aspects of the curriculum are covered every day a similar timetable to that used in school will be provided:

- Daily Reading and comprehension. Revision of phonics.
- Daily Writing and handwriting practise. Spelling and grammar will be set using Literacy Planet or through PDFS,
- Daily maths – consolidating existing knowledge, learning number bonds and time table facts, applying maths into real life contexts such as recipes, time tables, setting budgets.
- Daily physical exercise – updated – the PE lead is providing videos, ideas and setting challenges to children. The school will be running a weekly yoga club for both children in school and on-line run by Sport Inspire.
- Weekly D&T including cooking, making, investigating
- Weekly Science using materials that can be found in the home or local area
- Weekly Spanish (for KS2 only) revising and building on current vocabulary update – the Spanish teaching is preparing videos and resources for use in all KS2 classes.
- Weekly Art including sharing images by artists and exploring different media
- Weekly humanities – using the Randal Cremer Curriculum Map but focused on being an historian or a geographer.
- RE – Answering big questions
- PSHE – focused on relationship education. Teachers will prepare a video of the half termly book and then each week discuss the sub themes on the curriculum through questions, Google Meetings.
- The Learning packs that were printed and distributed to families were well received. We will continue to make these available to children but they will be created by class teachers using materials from Oak National Academy, BBC education and other on-line lessons that are appropriate to our curriculum.
- Teachers will have weekly telephone calls home to all children, recording any families not responding on CPOMs. For SEND and vulnerable children, a member of SLT will also phone weekly.
- The Head will continue to make her email and work mobile available to all parents.
- The use of video to explain new things – such as the layout of the school will be extended. Teachers will create videos to support some of the content though there will not be live lessons. Through using video, children can access when they can, not at a particular time which means when there is more than one child in the house they will be able to take turns using devices.

9. Workload of teachers and support staff so that what all members of staff are asked to do is reasonable and sustainable.

In the event of a local or National Lockdown, work will be set through Google Classrooms, teachers will be expected to be available during 9-3.30pm to give feedback to children, ask and answer questions and set content. PPA will continue to take place on a Friday afternoon and children will be given games to play, art activities to complete, or just some ideas for music on a Friday.

Update: we have introduced screen free Friday to give children, parents and staff respite from on-line learning. We celebrate the work done on these days through sharing photographs on our lockdown learning page on the website and also uploading pictures to the google classroom.

Teachers who are on the rota to support vulnerable children and key worker children provide on-line work and are given time during the day to teach their live session.

Support staff not on the rota will be expected to check in with SEND children daily, prepare simplified versions of the work if necessary and undertake admin tasks either on site or remotely.

Where children have to self isolate for 10 days (outside of any local or national lockdown) SLT have created a 10 day Maths and English pack which will be given to the child both through email and in print. Ideas for foundation subjects will also be given. This work has been set using Oak National Academy for maths and Talk4Writing for English. The content has been carefully selected so that it is worthwhile and will consolidate and build on children's current knowledge. The class teacher will also contact the child's family each week and invite them to join in class assemblies and discussions through Google Meets.

10. Making use of already prepared resources and video lessons tailored to our own curriculum.

Teachers will use Oak National Academy, BBC and other video materials to set learning but these will be carefully matched to the school's curriculum map.

Literacy Planet, Purple Mash and Epic Reader will also be used for children to practise skills.

Part 2

Marking & Feedback

Google classrooms does allow for monitoring of children's work. In addition, teachers will be expected to set quizzes and tests at the end of each week to assess children's understanding.

For children unable to access the platform, the quizzes and tests will be included in the printed packs and they will be returned to school either at the end of each learning cycle or when the lock down ends.

Literacy Planet and Purple Mash enable teachers to monitor engagement and appropriate feedback given on how much the child has completed. Any child failing to engage will not be reprimanded. Instead, this will be recorded on CPOMS. Teachers can make gentle enquiries in the weekly call home, and if there is no improvement a member of SLT will work with the families to establish what the barriers are.

Part 3

Update

1. Google Classrooms and other platforms

Classrooms have been set up and all staff have log-ins.

On-line training is available and staff will be asked to complete at least the introduction to google classrooms by October Half Term. Should a local or national lock down happen earlier than this, staff will be supported to begin using as soon as possible.

Update – staff had reacted well to moving education to remote learning. Good practice is shared in the weekly CPD with all staff sharing tips, short cuts and materials they have found to make the material presented of the highest possible quality.

Purple Mash and Literacy Planet have been set up for this academic year.

10 day self-isolation packs are already set up and ready to print when needed.

It is important to note that under the latest DFE guidance, Primary Schools are considered as Tier 4 and only in extreme circumstances will be expected to shut. Even in areas that are in local lockdown, schools remain open.

If any 'Pride' has to close, for a period of self isolation, the class teacher and LSA will be expected to set work as detailed above.

Instead of CPD, in the event of the school being closed, a weekly SWAN review will take place and the effectiveness of remote learning monitored.

Part 4 - Monitoring

The quality of work set is monitored weekly by the HT and DHT. The DHT provides supportive feedback to help the remote offer improve week on week. Teachers have responded well to this. Where there is any concerns or if a member of staff is unwell the HT or DHT are able to access the classroom to continue the live input. Partner teachers also have access to the classroom so resources can be shared.

