

# Remote Learning Plan and Expectations

## Spring 2021

**This plan is to be read in conjunction with the Remote Learning Policy.**

### **Specific Aims**

- To outline our expectations for staff in regards to self-isolation and school closures
- To outline our approach for pupils who will not be attending school, as a result of government guidance or the closure of a school bubble
- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning

**Senior Leader Responsible for Remote Learning:** Mr N Moss

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

**The remote curriculum: what is taught to pupils at home**

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

- Children to log into Google Classroom, working with the teacher, ensuring they are able to access all areas.
- Head teacher to understand which families have the devices that they require to access remote learning successfully.
- During the first few days of remote education, children will be taught broadly the same curriculum as they would if they were in school but with a focus on English and maths.
- Remote teaching and study time each day will follow a clear timetable.
- Teachers will evaluate their remote learning provision and adapt as appropriate.
- Head teacher to use feedback from governors and parents and staff to continually improve the provision offered.
- Head teacher to deal with individual issues and try to solve problems as they arise.
- All pupils have a Google Classroom or Tapestry account therefore can be taught online when and if they are not in school and pupils and parents/carers can use this to communicate directly with the class teacher.

### **How long can I expect work set by the school to take my child each day?**

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Reception & Key Stage 1	As a minimum, including recorded and live direct teaching and directed tasks will be no less than 3 – 4 hours a day.
Key Stage 2	As a minimum, including tasks, recorded and live direct teaching will be no less than 4 hours a day

## **Accessing remote education**

### **How will my child access any online remote education you are providing?**

- Google Classroom will be used from Year 1 to Year 6. All children will have access to their own log ins. Class Padlets will also be used for Year 2 to Year 6 and pupils will have been provided their login details.
- Tapestry will be adopted for EYFS (Reception), Year 1 and Year 2.
- Emails will be sent by class teachers with links/instructions where to find information.

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Assessing pupil access to relevant technology to identify those families requiring support.
- Supporting those in need of devices to obtain the appropriate equipment and therefore accessing remote learning.

### **How will my child be taught remotely?**

English and maths remote learning will look to complement what is happening in school to enable those pupils who are working in both contexts to cross from one to the other with relative ease and to ensure equality of opportunity.

**Online teaching**-- direct online teaching 'slots' to avoid, as far as is possible, clashes with siblings working in other classes.

Daily:

- 8.30- 9.30 yr 3/4
- 9.30- 10.30 yr 2
- 9.00 - 9:30 yr 1 Phonics
- 10:15-11:00 yr 1 Maths
- 10.30- 11.30 yr 5/6
- 11.30-12.30 yr 3/4
- 12.30-1.30 yr 2
- 1.30-2.30 yr 5/6
- 1.45 -2.15 yr R (Thursdays) yr 1 (Monday, Tuesday, Wednesday) - sharing and talking the morning's learning

- 2:30 - 3:00 yr R - sharing and talking the week's learning

In the Early Years Foundation Stage, there will be a daily recorded phonics, maths and literacy input, together with tasks to complete independently.

In Key Stages 1 and 2, there will be some tasks that the children will be expected to complete independently and other tasks where there will be live sessions with the class teacher, offering clear explanations of new content. Maths and English online sessions will happen daily (for Yr 1 English will be in the form of pre-recorded video/ independent tasks). Some year groups will be pre-recording material to be watched at intervals throughout the day.

All lessons will be recorded for safeguarding purposes.

Please see individual letters for different phases for further guidance. Also see [timetables](#) for pupil learning so pupils/ parents have a structure to work to and upon which to hang their expectations.

### **Who will teach the live sessions?**

- The majority of live sessions will be led by teachers.
- Support staff may be involved in live sessions supporting with the technology and supporting learners.
- If the class teacher is too ill to provide online learning, the class teacher will ensure that a pack or guidance is ready to be sent home.

### **What additional materials will be available to help my child learn?**

Tapestry and class padlets include many ideas for learning across the curriculum.

Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, will be used.

### **Borrowing books from school**

Pupils in younger classes are signed up to the online 'Bug Club' and/or " Little Owls " schemes which follows the phonic scheme they use in school. We will not be sending out paper copy scheme books.

If parents require:-

- books from the library (including picture books for younger pupils)

they should email- [library@minchschoo.net](mailto:library@minchschoo.net).

Mrs Webb and teachers/ TA's will work together to prepare packs of several books.

If you can, parents, please include any information you think would be useful in choosing the right books for your child e.g. books and/or authors they've enjoyed reading, or maybe a genre or subject they particularly like - funny, adventure, animal stories...

Once we have chosen the books, you will receive an email notifying you of your collection day.

Books will be in a bag labelled with your child's name and can be picked up from the table at the school's front entrance between 3.30 and 4.45.

You will not need to enter the building or inform anyone of your presence.

### Book returns

To return the books, please put them in a bag labelled 'library returns' along with your child's name and class, then place them in the box marked 'Returns', also at the front entrance to the school.

We still have a number of books borrowed over the past 9 months that have not yet been returned to the school, - we would be grateful if you could check for any of these and return them to the school as above. Not wanting to state the obvious but we cannot lend books if they are not returned.

### Where will my child record their learning?

Children will be expected to record their work on google classroom and on paper. KS1 will be given white boards to support recording to be uploaded. Packs containing printed resources will be made available where appropriate.

### How does my child submit their work?

Children will submit work onto Google classroom and Tapestry and Padlet. Teachers should acknowledge work received and give feedback where appropriate.

### Engagement and feedback

### What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- We expect all parents to follow and adhere to the Remote Learning Policy, which is shared on the school's website.
- The school will provide a weekly overview of the learning, with allocated time slots for remote live teaching. This will support parents in creating clear routines and expectations at home for their children.
- Where work is not completed, teachers must contact the family in the first instance to see what the barriers are and work to resolve this informally. When this does not work, concerns should be escalated to the Head teacher.
- The Head teacher will work with individual families to support their needs or issues.
- Children are not permitted to opt out of remote learning, however the school are willing to adapt provision depending on individual circumstances.

### PROTOCOL FOR LIVE VIRTUAL LEARNING

Parents and children must:

- Wear suitable clothing (not pyjamas) as should everyone else in the household.
- Parents are expected to be around during their child's online lessons. Parents will need to use their judgement- based on the age of the child and their capacity. Clearly where a parent can directly support and/or be in the same room and/or be regularly engaging with their child's learning, this will benefit the learning.
- Any computers used should be in appropriate areas, for example, preferably not in bedrooms and, where possible, be against a neutral background. However again we must leave this to the judgement of parents- given the complexity of managing sometimes several children online in the same household.
- Language must be professional and appropriate, including any family members in the background.
- Videos may be muted for both pupils and staff if other children in the household become unsettled or it causes a disruption.

Please note, if your child is late for any session, they can still join.

### **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

- There will be regular registers to monitor attendance.
- Completed work from pupils should be put on google classroom or tapestry or padlet when indicated by the class teacher.
- Instant feedback will be used during some live lessons.
- Teachers will provide feedback on work during live sessions and/or through marking of work submitted.

### **How will you assess my child's work and progress?**

Feedback can take many forms and may not always mean extensive written comments for individual children. Our approach to feeding back on pupil work is as follows:

- Some live and oral feedback will be given during lessons.
- Feedback through 1 to 1 interaction tools.
- Interactive questioning in live lessons.
- Teachers to use low-stake quizzes, whole class feedback and games.
- When all children return school, teachers will evaluate the learning during the school closure using a series of low-stake assessments and will review and amend future learning accordingly.

### **Additional support for pupils with particular needs**

#### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils, such as pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from

adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

For pupils with SEND, we recognise that teachers are best placed to know how the pupils' needs can be most effectively met to ensure they continue to make progress even though they not be able to be in school. We will work collaboratively with families to put in place reasonable adjustments so that pupils with additional needs can successfully access remote education. We need to

- ensure SEND children have an adult to support their remote learning.
- ensure that SEND children who are struggling will receive extra support in the afternoons, where appropriate.
- Drop in sessions in 5/6 and the model of recording followed by supported session in 3/4 will be supportive for SEN.
- ensure that the SENDCO communicates regularly with parents to ensure support is given where needed.
- use the Tapestry platform in EYFS as parents are already familiar with this platform.
- ensure Year One live online teaching will be reviewed to evaluate its effectiveness/ appropriateness.
- ensure that the Head teacher holds regular communication with families who may experience difficulties with online learning.

### **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remain in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home, and in school.

### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

Child's situation	Provision of Remote Learning
The child is off school with an illness which prevents them from being able to attend.	No learning is provided, except at the discretion of the teacher in consultation with the child's parents / carers.
The child has symptoms of COVID-19 which means that they must get a test.	No learning is provided initially due to illness, except at the discretion of the teacher in consultation with the child's parents/carers. If the child is well enough, but is self-isolating and arranging a test, or results are taking <u>more than 2 days including first day of absence</u> , by day 3 of the absence the child's teacher should

	provide a daily work pack which may include links to virtual lessons
The child is well, but self-isolating for up to 14 days as a result of a household member/contact having tested positive for covid-19 or awaiting test results for that contact.	<p>From the second full day of self-isolation (allowing for the family to focus on getting a COVID-19 test on the first full day of absence), the teacher should provide a work pack with meaningful and ambitious work each day in a number of different subjects that is of equivalent length to the core teaching the pupil would receive in school. This may include links to virtual lessons.</p> <p>There should be daily contact with the child via the online learning platform or email, giving feedback to the work as appropriate to the task. The teacher will not be expected to live stream lessons from school.</p>
The child's teacher is off school self-isolating due to a household member showing symptoms	If the child's teacher is well, remote learning will be available from the second full day of self-isolation (allowing staff to focus on the first day of absence on getting a test organised for their household member). The teacher will provide remote input, facilitated in school by the support staff in class. The expectations will be as for a partial school closure outlined below.
<p><b>Partial School Closure</b></p> <p>The child's class bubble is told to isolate for 14 days.</p>	<p>If the child's teacher is well (i.e. not the person who has tested positive for COVID-19 in the class bubble), remote learning will be immediately available.</p> <p>A full timetable will be followed, with tasks aligning as closely as possible to the school timetable. There will be some tasks during the day for the children to complete independently (which may include daily deliberate practice as well as access to virtual online lessons by providers and other tasks where there will be clear explanations of new content provided on the school's online learning platform by the class teacher.</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>● Reading task –</li> <li>● Maths daily online input to year group with task to complete independently</li> <li>● English daily online input to class or year group with task to complete independently</li> <li>● Spellings/ phonics online input to year group</li> <li>● Maths practice task set to complete independently</li> <li>● Wider curriculum task – this may involve a teacher online input to the class</li> </ul> <p>There is an expectation that all children will have access to the appropriate technology.</p>



	<p>Teachers should acknowledge work received and give feedback where appropriate.</p> <p>Support staff may be involved in 1:1 remote support such as precision monitoring or to support children/ groups of children in their independent tasks.</p> <p>In EYFS, there should be daily phonics, maths and Literacy input, together with tasks to complete independently.</p> <p>If the class teacher is too ill to provide online learning, the class teacher will ensure that a pack is ready to be sent home. This will include a weekly timetable of learning with links to online providers.</p>
<b>Full School Closure</b>	Refer to remote learning plan