

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 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 September 1st 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- o A continuous, dry cough
- o A high temperature above 37.8°C
- o A loss of, or change to, their sense of smell or taste
- o 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. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

Great Ponton Primary School has used research from the Educational Endowment Foundation as a basis for our approach to remote learning.

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supportingstudents-to-learn-remotely/>

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

Curriculum

Great Ponton Primary School 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 MS Teams 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
- Oxford Owl

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.

The governors and senior leadership team at Great Ponton Primary School are fully aware that these are exceptional times and each family is unique, because of this we will approach remote learning in a way which suits their individual 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 groups and will provide resources to support tasks for home learners. Should remote learning need to be set for a class or bubble, the timetable and work for the week in English, Maths and other subjects will be posted on class dojo website, by 9.00am on a Monday morning. The information will 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
- MS Team Links to daily English lessons
- MS Team 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 class webpage/class dojo 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 work email address or class dojo messaging service.

- Teachers will receive training and guidance so that they are confident in using the remote learning (MS Team)- training via Infoteach
- Teachers will make sure all children and parents have access to logins by recording them in the child's reading record book.

Family (pupil/parent/carers):

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Great Ponton Primary School recommend that each 'school day' maintains structure. A suggested timetable will be made available on the relevant class web page/class dojo as a guide. This includes regular bedtimes and daily reading for pleasure.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the staff email address, class dojo 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). These will be discussed on case-to-case basis.

To establish which families may need further support or access to IT equipment, school leaders will survey parents so that any potential barriers to children accessing online learning can be addressed as soon as possible. To help parents to feel confident when helping their child to access remote learning, teachers and leaders will continue to upload 'how to' guides and videos on the school website.

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 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 the Headteacher and will be allocated on a case-by-case basis.
- 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.