



Remote Learning 2020/21

REPL-ACE

(Remote Education Plan for Learning – Astley Curriculum Experience)

Overview

In September 2020, all classes at Astley Primary School returned to full-time learning, following the Covid19 partial closure in March 2020. Although of course our hope is that all children will now have an uninterrupted experience of schooling and education, we need to plan for children missing school, due to the following Covid19 reasons as detailed below:

- Awaiting a test/test result either their own or someone within their family household and therefore self-isolating.
- On confirmation of a positive test result, leading to self-isolation. (not in the event of illness)

These in turn could lead to isolation and missed schooling for an individual child, a class 'bubble' cohort or indeed a whole school. There is also the potential that government policy or directives could also lead to either localised or national school closures.

Therefore, it is important that as a school we put in a robust process and plan to effectively support and deliver remote learning, so that all children can continue with their education.

These plans will meet the expectations set out in the DfE guidance for full re-opening of schools.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

If children do not have access to a computer and/or the internet, the school will do all it can to support children. Where funding can be accessed, remote devices (eg, laptops) and or 4G connections will be sought, particularly for disadvantaged children. Parents will be reminded to make the school aware of any barriers to accessing remote learning.

UPDATED IN LIGHT OF FURTHER LOCKDOWN AND SCHOOL CLOSURES JANUARY 2021.

In relation to the above guidelines, remote education should follow these guiding principles to meet the needs of our children at Astley:

- **Deliver** a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that are linked to the school's curriculum expectations.
- **Use** online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
- **Recognise** that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.
- **Teach** a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- **Provide** frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.
- **Plan** a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

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The daily timetable for children will include;

- Maths – White Rose, Times Table Rockstars & MOTD (Maths of the Day)
- Reading/Phonics – Online KS1 Big Cat/Oxford Owl/Oak Academy (or Teacher created activity)
- Writing - Pobble 365 Picture of the Day/Oak Academy (or Teacher created activity)
- Spelling – Spelling Shed.
- Two curriculum foundation stage subjects per day – using Oak National Academy (from current sequence of work) or BBC Bitesize. (or Teacher created activity)
- Wellbeing focused activity
- Active lesson

<u>Subject</u>	<u>Web Links</u>	<u>Details</u>
Maths	https://whiterosemaths.com/homelearning/ https://trockstars.com/ https://www.teachactive.org/my-account/?code=ORWH6	Using White Rose maths, children will be guided to the appropriate year group they are in and to one of the topics available. They then select a lesson to complete; this includes a video and subsequent questions. Children are provided with logins for x-table rockstars and can work on the appropriate times tables as set by their class teacher.

		A link to access MOTD (Maths of the Day) activities is also provided.
Reading/phonics	https://connect.collins.co.uk/school/ASTLEYPR3981/Student/ https://www.oxfordowl.co.uk/	Children directed to appropriate reading & phonic level by teacher.
Writing	https://www.pobble365.com/ https://classroom.thenational.academy/	As directed, children can click on PDF download for the 'picture of the day' - reading and writing activities can be based on this. Oak academy can also be used if appropriate.
Spelling	https://www.spellingshed.com/en-gb/	Children are provided with logins for spelling shed and can work on the appropriate spellings and year specific word lists as set by their class teacher.
Foundation Subjects	https://classroom.thenational.academy/ https://www.bbc.co.uk/bitesize/this-terms-topics	Teachers will guide as whether to use Oak Academy or BBC Bite Size for any given subject. Children will select their year group and subject and complete a relevant learning activity linked to their classroom learning.

PE	https://real.jasmineactive.com/login	Teachers will guide to appropriate activity.
ICT	https://www.ilearn2.co.uk/signin.html	Teachers will guide to appropriate activity, giving pupil activity code.

All of the above will be facilitated by the use of our new learning platform, 'DB Primary' where teachers will be able to upload links, videos and resources and also provide feedback and assessment where appropriate. The learning platform itself also provides a wide range of activities for use.

The new learning platform and the potential extra demand it places will be monitored by SLT to ensure it is manageable for teachers; aiming to sit alongside existing planning and marking requirements. SLT will consider ways in which staff can be given appropriate extra time if deemed necessary, especially when implementing the new system.

Extra Key Information:

- Although contact will be made through the learning platform, SLT will consider need for other ways of regular contact, depending on the length of time engaging in remote education and personal vulnerability of the child/family.
- Guidance will be issued separately on safe use of devices and online communication used; specifically the expectations of staff, children and families when engaging in such contact and using the online platform.

Additional Information for Families

What will be taught to pupils at home?

During the first day or two of being educated remotely, provision may be different from our standard approach. This is to enable us to 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?

Access to our home learning platform DB Primary will be made available within 24 hours.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We will teach the same curriculum remotely as we do in school wherever possible and appropriate.

Remote teaching and study time each day

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 between 3-4 hours each day:

Accessing remote education

How will my child access any online remote education?

Online remote education will be accessed through our DB Online Learning Platform. This can be accessed via our website. All pupils have an allocated login and password.

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 these pupils to access remote education:

We will survey all pupils and parents to identify where pupils do not have suitable online access at home. In addition, we will contact pupils and parents regularly by telephone to check that they still have suitable online access. Where pupils do not have access, we will endeavour to provide a suitable device from school, including laptops and devices to provide good access to broadband.

Parents can also contact the school by telephone (01263 860212) or by email at: office@astleyprimary.org.uk if they need further information about:

- How we will issue devices to pupils
- How we will issue devices that enable an internet connection (for example, routers or dongles)

How will my child be taught remotely?

We will use a combination of the following approaches to teach pupils remotely:

- Live Starts every morning from 9am via Zoom
- Remote teaching via DB Learning home learning platform
- Live videos of guidance through DB Learning.
- Work to support the teaching of specific subjects particularly in practical subjects such as core PE and Technology.
- Work to support teaching within Reception on DB Learning.

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?

Primary:

We expect pupils to complete the work set by their teachers during their time at home. Class sessions will take place at set times, and pupils will be invited to join these sessions through Zoom. Other ways of accessing home learning, such as through websites, or recorded content, can be accessed when it is convenient for your household. While older pupils may be able to access their learning independently, many pupils will require adult support both during the teaching input and also throughout the independent learning activities. We are grateful for the help that parents and carers will need to provide, so that children can access content and complete their work, as appropriate.

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

- Teachers will check pupils' engagement with remote education when they are marking via DB Learning Platform, in the same way as they would when they are teaching in school. This information will be collated on a regular basis.
- Teachers will check pupils' engagement when they assess work that is submitted.
- Pastoral and/or teaching staff will check pupils' engagement with remote education when they contact parents or pupils on a regular basis, to assess if there are any significant barriers to learning.
- Where engagement is a concern, parents and carers will be informed through telephone or email contact by pastoral staff and/or teaching staff.
- School will work with families to breakdown barriers to learning.

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. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work will be as follows:

- Specific tasks will be assessed, alongside tests. Teachers may also set quizzes and recall activities to check the learning of pupils. This will be done in a variety of ways.
- Teachers will contact pupils or the family or on several occasions during any absence from school in order to provide feedback on completed work. This will be through either email, telephone, zoom or DB Primary

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, for example some 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:

- Teachers and Teaching Assistants will provide tailored differentiated work as required for identified pupils if they are working at home.
- Additional adult support may be arranged on an individual basis. This can be discussed with the school SENCO.
- Pupils with Education, Health and Care plans or high levels of special educational needs will be able to attend school. Classroom Assistants will be deployed in school to support these pupils.
- Our SENCO will be in contact with families to support them in the delivery of remote education for pupils with SEND.
- Our Pastoral Support Team is available to provide extra support to families as required.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains 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?

The approaches towards remote education for pupils self-isolating will be the same as those described above.

Pupils will also be able to access written work and activities through DB Learning. This approach will ensure that any individual pupils self-isolating will be taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

Where a child leaves school part way through the school day, home learning will be available to access through DB Learning as soon as possible, normally within 24 hours.

Children will be able to access a weekly set of lessons, with resources, through DB learning. This can be completed in a time that fits in with life at home with an expectation of the minimum hours of work completed daily.