



WHOLE SCHOOL REMOTE LEARNING PLAN

JAN 2021

REMOTE EDUCATION PROVISION: INFORMATION FOR PARENTS

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or 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 *however* work will be provided as soon as possible for your children and there will be no break in your child's opportunity to learn.

WHAT SHOULD MY CHILD EXPECT FROM IMMEDIATE REMOTE EDUCATION IN THE FIRST DAY OR TWO OF PUPILS BEING SENT HOME?

In the first instance, pupils may be sent home with work packs printed by the school or externally provided workbooks such as CGP books. Additional work packs will always be provided on our school website. As soon as possible, the class teacher will provide individualised work for the pupil via class dojo and the school website.

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 teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, the equipment available in a PE Lesson and in a Music lesson will probably not be something that parents have easy access to.
- We endeavor to deliver a variety of subjects to the children across the school throughout the school week.
- We also send out links to the children and their families so that they can access collective worship and achievement assemblies.

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 the following number of hours each day:

EYFS & Key Stage 1	We will provide a minimum 3 hours of home learning each day, in line with government requirements. A suggested timetable will be shared with pupils, this usually is written across school hours of 9am – 3.30pm. For EYFS this also includes continuous provision.
Key Stage 2	We will provide a minimum 4 hours of home learning each day, in line with government requirements. A suggested timetable will be shared with pupils, this usually is written across school hours of 9am – 3.30pm.

ACCESSING REMOTE EDUCATION

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

- School website: <https://firsprimary.derby.sch.uk/local-lockdown-home-learning/>
- Class Dojo: <https://www.classdojo.com/>
- Zoom (for live lessons): <https://zoom.us/>

Depending on the age and stage of the pupils, they will have access to all or some of these learning tools:

- All children should have access to Class Dojo. This is an expectation of all parents when they come to Firs.
- Accelerated Reader, My on and My Maths.
- YouTube to access uploaded recordings.
- BBC Bitesize
- National Oak.
- Oxford Owl
- Parents/children are able to access paper copies of learning if they prefer.

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:

- Sim cards (provided by Vodafone) can be issued to give parents additional data if they require to hot spot or use their phone for their child to access home learning. We have an access to a limited amount of sim cards.
- The school has a robust equipment loaning policy. Staff and parents can identify pupils for whom it would be beneficial to borrow an electronic device from school during periods of remote learning. The parents and pupils will sign a written agreement that is kept in school. (In the main office)
- Parents will be directed to the many phone network companies that are offering additional data. This may be done in school if the parent requires support in doing this. <https://get-help-with-tech.education.gov.uk/about-increasing-mobile-data>
- Paper copies of the work packs will be available for parents to collect from the school office. These will be printed off every Friday. Paper packs are to be returned to the school office the following week where they can be passed on to the class teacher to respond to the work in line with the government expectations. <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice#effective-remote-teaching-provision>

HOW WILL MY CHILD BE TAUGHT REMOTELY?

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

Some examples of remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Accelerated Reader, Myon and My maths.
- The school also teaches Talk for Writing.

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?

Here are the routines that we expect from pupils:

- expectations for all pupils' engaging with remote education.
- expectations of parental support, for example, setting routines to support your child's education, checking timetables sent, accessing zooms and live learning where possible.
- Replying to messages from teachers and school staff.
- HT will drop into live learning lessons to monitor the engagement of families and quality of learning being delivered.
- Learning to be completed by the pupils and submitted for feedback.

HOW WILL YOU CHECK WHETHER MY CHILD IS ENGAGING WITH THEIR WORK AND HOW WILL I BE INFORMED IF THERE ARE CONCERNS?

In this section, please set out briefly:

- Daily checks of the pupils learning is made by staff in school. Numbers of pupils engaging in the remote learning are given to the HT and this is shared with cluster heads.
- Learning calls and visits if necessary will be made if there is a concern about their child's level of engagement to inform parents and carers.
- Parents are able to come in to school if they need further support.
- Clear instructions are provided for pupils and parents to provide additional support.

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 is as follows:

- Feedback will be given to pupils on receipt of their learning via Class Dojo.
- Pupils will be given feedback when learning booklets have been completed
- Some pieces of work are acknowledged with a well done or feedback.
- Some pieces of work will be given more detailed feedback once a week with clear next steps.
- Where there is a common misconception across a group of pupils or the class, this is addressed as a teaching point.
- Staff will use questioning and will revisit previously taught learning to assess pupils understanding.
- Parents have access to teachers via Class Dojo if they need support with technical issues or questions relating to their child's learning.

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:

- Individualised work packs/videos may be created for that child
- Where possible interventions may continue via zoom
- Where possible practical resources may be sent home to support the learning
- Staff work hard to support all pupils in school irrespective of their needs.
- SEND children with very high levels of need are encouraged to be in school. Where this is not the case, staff will provide additional bespoke support to parents. This will be done through pictorial images and models, video learning, phone conversations, face-to-face with parents and worked examples on Class Dojo.
- All parents who have children within the Early Years have access to Class Dojo. They have access to live learning, recorded stories, Dojo messages to send photographs and learning, links on the website as well as paper copies if they do not have access to technology.
- Learning and welfare calls are made and visits to pupils if necessary to support with learning.

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?

- In the event of individual children having to isolate they will be sent the learning for each day via class dojo. They will continue to follow the sequence of learning by receiving the work electronically or videos of the learning taught that day. This will enable them to continue to work at the same pace as their peers.
- Due to staffing, live lessons may not always be possible.
- The school office will be in contact with the family to check if they require additional support.

Whole School

Staffing	<ul style="list-style-type: none"> Staffing in school may differ across year groups depending on shielding/self-isolating requirements. For most teams, teaching staff (teaching assistants and teachers) will alternating between focussing on remote learning and teaching in school. Pupils in school may not be taught by their class teacher but may be taught by their year group partner. Where possible, we will try to keep things as consistent for our children as possible.
Timetabling	<ul style="list-style-type: none"> A suggested timetable will be provided for parents to follow with the children. This will be similar to the timetable that children are used to following in school. The timetable will be published online on the school website/on class dojo/on the paper packs.
Keeping in contact	<ul style="list-style-type: none"> All parents will be contacted either weekly or bi-weekly to ensure they are supported while teaching the children at home. Parents may be contacted multiple times by different staff for example by the class teacher/teaching assistant to check on learning and by the learning mentor to check on welfare and mental health. Contact can be also be made with parents through class dojo in addition to the phone calls. Every class teacher will make it priority to connect their parents to class dojo. Guides and videos have been created to support parents and other members of staff in setting this up. We use the school Twitter account to share the learning that is happening in school and at home We have a weekly newsletter that shares any learning that has been done at home and at school. The newsletter is then shared on Class Dojo.
Sharing, marking, responding to learning	<ul style="list-style-type: none"> All families will be encouraged to record the children's learning our school communication app – Class Dojo Families may also return the paper work packs to the school office Children's learning will be acknowledged by a member of staff. Children may receive dojos for their attitude to learning (in line with our behaviour policy). Children's work may also be responded to with a comment or question for the children to reply to or steps to remember for next time.
Collective Worship	<ul style="list-style-type: none"> Children will receive 1 live collective worship assembly (Monday for KS1 and Tuesday for KS2) by Mrs Martin Each pair of classes will also hold a live gold book assembly every Friday Links will be shared with parents on class dojo and/or via text
Curriculum	<ul style="list-style-type: none"> The curriculum taught via remote learning in a lockdown / if a pupil is self-isolating will be the same curriculum that pupils would have be following in school and will be taught with the same expectations as in school. Teachers will differentiate/scaffold work in line with what they would do in school to meet children's needs and ensure progress.

Live Lessons

- Live lessons will be taught where possible through zoom (see letter to parents for additional information)
- We aim to teach at least 1 live lesson a day
- Registration will be taken every live lesson
- Live lesson links will be shared on class dojo

	EYFS	KS1	KS2
Teaching across the curriculum	<p><u>RWINC</u></p> <ul style="list-style-type: none"> Videos are pre-prepared for set 1 by teachers and TA's. Phase 1 games will be prepared by TA's A message will go out on class dojo and/or text message to the children providing the links to the correctly pitched speed sounds lesson. Links will also be created on the school website too. <p><u>Maths</u></p> <ul style="list-style-type: none"> Maths will follow the White Rose scheme and will mainly be taught videos and accompanying songs from You Tube and website links. One maths live session will be taught weekly to the Reception aged children taught my Miss Marley A message will go out on class dojo and/or text message to the children providing the links to the correctly pitched maths lesson. Links will also be created on the school website too. <p><u>Literacy</u></p> <ul style="list-style-type: none"> Literacy will follow the half termly plan of T4W. Recorded stories, story maps and related activities will be added to class dojo. One weekly live session for T4W will be taught to the reception children once a week by Miss Marley A message will go out on class dojo and/or text message to the children Links will also be created on the school website too. <p><u>Reading</u></p> <ul style="list-style-type: none"> Children will be given reading books related to their RWInc level and their stage of ORT. Reading can be accessed through 'MyOn'. The children have passwords for this. Daily stories will also be recorded by the adults following the Pie Corbett reading spine, T4W theme and our curriculum topics. <p><u>Topic</u></p> <ul style="list-style-type: none"> Weekly activities will be provided to cover a variety of the curriculum topics; Spiritual journal, music, RE, PSE, UTW and EAD. These topics will be taught according to the curriculum needs. Suggested ideas will also be provided to help support parents at home with the children in their stages of play development. 	<ul style="list-style-type: none"> Home learning – to be uploaded on website and dojo. 3 hours work minimum sent home. Teachers are responsible for planning the lessons A range of strategies will be used to provide lessons to the children: <ul style="list-style-type: none"> Pre-recorded video clips (e.g RWINC) Voice over video clips (e.g. PowerPoints) Zoom sessions (Approximately 4 x week) Instructions given on the work Teachers and teaching assistants will alternating been managing the remote learning and teaching the children in school 	<p><u>Daily Clips</u></p> <ul style="list-style-type: none"> Each pair of classes will have a daily story read to them on a pre-recorded video by a member of staff. This will be put on the website daily Each pair of classes will also have a daily handwriting video uploaded on to the school website daily. This will be following the school handwriting scheme by Martin Harvey. <p><u>Logins</u></p> <ul style="list-style-type: none"> Children have logins to: MyOn, MyMaths and Accelerated reader that they can access online at their own pace. <p><u>Additional Work</u></p> <ul style="list-style-type: none"> A range of work booklets will be available on the website throughout the entirety of lockdown. These are pre-made and are standalone to the children's learning. Children may choose to do this in addition to the daily work set by the class teacher, however it is important that the daily work takes priority. <ul style="list-style-type: none"> Year 3/4: 1 topic booklet; arithmetic booklet; writing tasks booklet; spelling booklets Year 5/6; 1 topic booklet; 3 x differentiated reading booklets; spelling booklet; SPaG booklet; 3 x writing booklets; 2 x maths revision booklets. <p><u>External Links</u></p> <ul style="list-style-type: none"> Links to external websites will be posted on each year groups website page. This can be used in addition to the daily work set by the class teacher. <ul style="list-style-type: none"> MyMaths MyOn National Oak BBC Bitesize Oxford Owl <p><u>Day to Day Work</u></p> <ul style="list-style-type: none"> Work will be uploaded on to the school website and/or class dojo. Parents will be text/sent messages on dojo to point them to the uploaded work Live lessons will take part via zoom (at least one per day) and a register of the attendees will be kept. Work will include some form of teacher instruction: <ul style="list-style-type: none"> Pre-recorded video clips (e.g RWINC) Voice over video clips (e.g. PowerPoints) Zoom sessions (Approximately 4 x week) Instructions given on the work A minimum of 4 hours work will be set

Other Resources	<ul style="list-style-type: none">• CIP cards will be provided to support families• Videos will be filmed by the class teachers to support children with SEN or a bespoke pack to be made if they can't access the internet• Activities/games will be produced to support children for S&L support.		
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