

# Norden Community Primary School

## Remote Learning Plan

Updated Jan 2021



### Context

As we have now entered another National Lockdown, we have reviewed our remote learning offer based on evaluations of our own practice and that of others during the previous delivery, which may have been the first national lockdown, when a bubble popped in school or when an individual was isolating. This plan has been written and personalised in view of our school's own context and has taken into consideration the best provision we can offer the children as well as consideration for staff wellbeing and workload. Now more than ever, it is important for school to work in partnership with parents/carers to provide the best possible provision for all children.

### Definition

Remote education is any learning that takes place outside of the classroom, with the teacher not present. One aspect of this is digital remote education which is when remote learning is delivered through digital technologies. We will be using blended learning which is a mix of face to face and remote methods.

### Technology

We have carried out a digital survey and have responded to families who have needed to borrow a device from school. We have distributed all our current allocation of devices and have supported families with data packages. We continue to support families with the digital aspect of the remote learning where possible; this includes sending information about how learning can be accessed on an X box, Play Station and other gaming consoles. We have some capacity for offering families a key board if they are using this option. All loan agreements have been completed. For the very small number of pupils who do not have suitable online access, parents/carers will be provided with printed resources – it will not always be possible to match the learning taking place in school but we will ensure the activities match the year group objectives being taught wherever possible.

### Timings

The government guidance for remote learning expectations are as follows –

Foundation stage	Nursery, Reception	Less than 3 hours
Key Stage 1	Years 1 and 2	3 hours

Key stage 2	Years 3, 4, 5, 6	4 hours
-------------	------------------	---------

We will provide a weekly and daily timetable that shows the tasks that need to be completed each day as well as a list of additional activities that will ensure the children make progress. This list will include tasks such as-

Independent reading, TT Rockstars, Spelling, diary writing, handwriting, 5 a day tasks, Purple Mash remote learning daily tasks, an ongoing research project etc.

This additional list will ensure that children of all abilities have access to the required number of hours remote learning on a daily basis.

Daily tasks will be released one day at a time so staff can assess the children's progress before setting the next steps in their learning sequence.

### **Curriculum**

The National Curriculum and Early Years Framework have not been suspended and we will continue to deliver a high quality curriculum that results in the children knowing more and remembering more. The remote education will be aligned to the classroom curriculum as much as possible. We will cover any remaining areas from the Recovery Curriculum where necessary before introducing new content. We will consider the most important knowledge or concepts children need to know and focus on these. Early Years will have an emphasis on the structured practice of phonics and early reading.

Oak National Academy resources will be used by staff: Units of work will be selected carefully to ensure they meet the requirements of our curriculum and reflect the on-site provision wherever possible . Each unit includes videos of teachers delivering lessons as a means of guiding pupils through the tasks.

<https://www.thenational.academy/>

All units have been downloaded onto the school's network: O: Drive – Home Learning – Oak National Academy – Oak National Academy to assist staff with their planning.

Whiterose Maths will be used remotely as it is in school: daily lessons will be sent with resources which include instructional videos for children at home and interactive slides for use in school: these can run alongside each other. These lessons will be clearly selected to ensure they meet the objectives in our curriculum.

A number of publishers, including Oxford Owl, Book Trust, Get Epic, Collins, Fiction Express and Big Cats and First News are offering free online books and staff will encourage families to access these alongside the Bug Club scheme we currently offer. Staff will be encouraging the children to read regularly.

Some subjects will need to be tweaked to take into consideration the resources that families have at home. These will include science, art, music and design and technology.

Physical Education will be delivered in daily sessions rather than twice a week. Yoga will be encouraged to assist with both mental and physical well-being. This will include signposting families to Joe Wicks on You Tube.

Mental health and wellbeing information will be sent out regularly alongside reminders and tips for ensuring digital and online safety.

Additional tasks may be sent to acknowledge particular awareness of events or religious festivals etc.

### **Teaching styles**

This plan ensures any pupils educated at home for a period of time are given the support they need to access the curriculum and make good progress. We will not make big changes to the way we teach and we will not over complicate the resources we provide. We will continue to incorporate the key elements of effective teaching –

- Provide an overview of the bigger picture and where a specific lesson/tasks sits within a sequence
- Have clear and high expectations and communicate these to the children
- Give clear and precise explanations and instructions
- Provide content in smaller chunks as concentration levels may not be as high as usual
- Be aware of not offering too much new content at once
- Make sure key building blocks have been fully understood before moving on
- Assess the pupils' knowledge and understanding to inform next steps
- Provide worked examples and model strategies
- Low stakes quizzing will be used to assess the children and encourage retrieval practice
- Recall of previous learning will be encouraged as well as new learning

Early Years may need to use different approaches in order to engage our youngest learners; this will be a more practical, play based approach and will need more adult support at home.

### **Feedback and assessment**

Feedback and assessment are still important as they inform teachers of the next steps in the learning sequence and how they can support and challenge the children. Children will be expected to share their learning with their teacher, who can provide whole class, group or individual feedback as appropriate, and assess the progress being made and plan the next steps. Tasks can be completed and immediately saved to the 'Class Notebook' section and 'Assignment Section' of Microsoft Teams. The class teacher can view this work via their class's channel and assess and provide feedback. Children may add photographs of work to their portfolio or upload files using Class Dojo. Where parents/carers are unable to do this, they can send the teacher a message via Class dojo and provide the teacher with feedback – the teacher may ask further questions for clarification on progress as appropriate. Parents/Carers of children in EYFS will share tasks and activities their children have taken part in, via Tapestry. Whole class feedback will be provided as well as individual

feedback when necessary. A small number of children may also be invited to join intervention groups on Zoom in order to support their learning.

Quizzes may be planned in to the activities to be used either at the beginning or end of an activity. Quizzes at the beginning of an activity will enable the teacher to reinforce learning from the previous day and provide the children with opportunities to consolidate what has been taught before moving forward with the next part of the learning. They provide the teacher with opportunities to address misconceptions but can also be used as part of formative assessment to inform the teacher's next steps. End of the concept or lesson quizzes can be used to measure progress and attainment. All Oak National Academy units of work incorporate such quizzes.

Staff will set quizzes and assignments: questions will be asked and responses received, using the 'Assignment Section' of the 'Teams' platform so this can then be used for feedback and assessment purposes.

### Communication

Teachers will be in regular contact with the children in a variety of forms. We ask that all children attend the daily zoom sessions (2 for FS/KS1 and 1 for KS2) This allows the children to connect with their teacher and their peers; this is good for their mental health as well as their education. For those children not engaging, the class teacher will try and contact the parents/carers and if unsuccessful, this will be picked up by a member of staff in the school building.

Nursery	9.00am and 1.00pm
Reception	9.30am and 1.30pm
Year 1	10.00am and 2.00pm
Year 2	10.30am and 2.30pm
Year 3	11.00am
Year 4	11.30am
Year 5	12.00 Midday
Year 6	12.30pm

This timetable has been created to ensure all children (particularly those with siblings in school) have fair access to the live sessions.

**Zoom** – There will be designated times in the day for live support where parents/carers and children can ask questions and be provided with feedback as appropriate. There will be an expectation that all children will attend these sessions, be respectful and listen to their teacher. Children will be

muted and the teacher may unmute at their discretion and when appropriate. During these sessions, children/adults may use the 'chat box' to respond and ask questions if the teacher allows this. The younger children will be taught phonics during these sessions and may have a story read to them. The older children will have tasks explained to them and any misconceptions addressed.

**Recorded Lessons** – Some lessons will be pre-recorded and share the skills needed to complete the planned, independent activities. These lessons will ensure children have the necessary prior knowledge and skills to access independent learning with a with a level of confidence. These clips will also help parents/carers to understand the strategies we are asking the children to use in particular lessons. We will be using Loom to record teaching explanations and instructions alongside Activinspire flipcharts and powerpoints.

**You Tube** – Stories will be recorded by school staff and will be accessible through the school's dedicated You Tube channel. You will be sent links for you to access these.

**BBC** – Staff may direct the children to watch certain lessons on the BBC channels or BBC Bitesize and then complete associated tasks.

**Telephone** - all families accessing remote learning will be contacted once a week; they will receive a welfare telephone call from a member of staff to check everything is ok and sign post them if they have any issues. Vulnerable children will be contacted frequently by a member of the safeguarding Team.

**Parentmail** – will be used by the Office and the Headteacher to send messages to the whole school and groups that are isolating. The Headteacher will send regular updates to parents and these will be shared with the Governing board on their platform, Governorhub, when necessary.

**Tapestry** – this is used by the **Foundation Stage staff (Nursery and Reception)** to send/receive information and to support the welfare and emotional well-being of children who are not in school.

**Class Dojo** – this is used by the staff from Years 1-6 to send and receive information and to support welfare and emotional well-being of children who are not in school.

**Teams** – the 'chat' function can be used to assist with queries regarding set task uploaded to Teams.

Staff will be available online **Monday – Friday 9am-3.30pm**. Outside these times, staff will be dedicating time to planning, assessing and providing feedback. Any messages sent outside these times will be addressed at the next appropriate opportunity.

## **Digital platforms**

We have a variety of digital platforms which we can use to share the remote learning and communicate with parents and carers so we can provide learning using the best possible method.

### EYFS (Nursery and Reception)

**Tapestry** – This platform will be used for uploading pre-recorded lessons, links to websites to enhance and support learning and purposeful activities linked to the seven areas of learning.

## Years 1 – 6

**Microsoft Teams** – each child in school has an account. This platform allows teachers to upload documents, flip charts and videos to support the planned learning.

Children will have the opportunity to share work in order to encourage reflection, gain feedback, encourage engagement and further develop their learning.

Safeguarding - All children will have an office login related to their class name and number on their register.

When accessing the on-line live sessions, Parents/Carers will be reminded not to screenshot, record or take photographs of the session and they will be asked to ensure all screens are switched on. Pupils will be reminded of our high expectations of behaviour during the sessions and to follow the instructions regarding mute/unmute and the use of the chat function.

Zoom sessions will be recorded for safeguarding purposes as a record of lessons delivered and as record of the lessons delivered.

### **Additional platforms**

Children will continue to access the following platforms alongside the Oak National Academy plans:

- **Purple Mash** – this has a range of age appropriate activities for the children to access across a range of subjects.
- **TT Rockstars** – this platform encourages the children in Years 1-6 to improve their times tables skills in a fun and interactive way.
- **Numbots** – the platform is used by Reception and KS1 and to support children’s recall and understanding of number bonds and addition and subtraction facts.
- **Spelling Shed** – this platform allows the children to practice their year group list words and the spelling patterns/families that are age appropriate.
- **Bug Club** – this platform is used by Reception and KS1 to support reading for pleasure.

The children are familiar with these platforms as they have accessed them both in school, for homework and during the initial lockdown. All log in details have all been re-issued.

### **SEND**

There will be some pupils with Special Educational Needs who may not be able to access the remote education provision and the school will work with these families to identify the best possible way to deliver a broad and appropriate curriculum for their child. All our children with EHC plans are in school during this lockdown but we have some children working at home who are working significantly below their peers. In these instances, it is not appropriate for those children to access the work that is being set for the rest of the class. Particularly, where accessing the work through a device would add another barrier to their learning, we will speak to parents/carers and provide paper copies of suitable work that can be collected from school.

## **Rewards and celebrations**

Rewards will reflect the on-site school where possible, with positive praise and Dojo points being awarded during zoom sessions. Each week, a Star of the Week will be identified and celebrated on the Friday zoom session. The stars from both the on-site school and the remote learning groups will be identified on a newsletter to all families. The school Facebook account will be used to celebrate the work the children are producing; each year group will post 1 piece of work a week from home learning and 1 piece of work from the on-site learning.

## **When a small group of children or bubble has to isolate:**

There is still the possibility of a bubble popping on site during lockdown. If a bubble is required to isolate, remote learning activities will be uploaded and available within 24 hours. In the interim, the following on-line platforms will be available: **TT Rockstars, Purple Mash, Numbots, Spelling Shed and Bug Club**. Children are also encouraged to read their home school reading book and any other reading material they may have at home.

By the second day of isolation, the children will be able to access the same remote learning offer as the rest of their year group. There will be the same expectations of attending the zoom sessions and completing the appropriate number of hours learning.

## **When there is a local/national lockdown and the school is closed to all children and staff:**

This remote offer will be expanded to include all children working from home. At this point, there would be a review to decide if this was a viable and sustainable offer for all.

## **Senior/ Extended Leaders will:**

- Monitor and support staff to ensure families are contacted regularly and any issues are followed up.
- Ensure the day to day running of 'remote' education, with the support of the Computing Lead, is successful.
- Monitor and evaluate the provision to ensure high quality learning is delivered effectively and safely, with the support of Unit Leaders.
- Provide training and support for staff in the delivery of remote education.
- Provide remote assemblies.
- Provide communication via parentmail.

## **Unit Leaders will:**

- Ensure home learning tasks are set to a high standard for their unit in line with year group expectations.
- Monitor weekly timetables provided for Parents/Carers.
- Maintain contact with their staff to ensure well-being and provide support as and when necessary.

**Class Teachers will:**

- Follow their usual planning for all subjects, wherever this is possible, to ensure progression of skills and knowledge.
- Provide the appropriate number of hours learning for the children.
- Provide opportunities to ensure children understand their learning tasks – through Tapestry/Class Dojo, Teams and Zoom.
- Provide feedback via Tapestry/Teams.
- Provide additional support for children/parents/carers through Tapestry/Class Dojo.
- Monitor the daily engagement of pupils.

**Other staff will –**

- Contact parents/carers when children are not engaging in the remote learning
- Provide weekly welfare calls to all families engaging in remote learning

**Pupils/Parents will:**

- Logon to the daily zoom sessions as per the timetable.
- Watch learning videos, taking a full and active part in them.
- Complete the learning set each day and upload their learning as requested by the teacher.

**Parents/Carers will:**

- Set a clear routine with their child using the timetable and the daily learning set.
- Login each day for the zoom session(s)
- Read all the communications to ensure they are fully aware and up to date with news.
- Liaise with school staff and seek support on behalf of their child when needed – via Tapestry/Class Dojo.
- Ensure courtesy and politeness to any member of staff with any communication.
- Provide access to the learning offered for their child.

**Selected Online links offered for additional support based on DFE Guidance****English**

Letters and Sounds for Home and School:

[https://www.youtube.com/channel/UCP\\_FbjYUP\\_UtldV2K\\_-niWw/featured?disable\\_polymer=1](https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw/featured?disable_polymer=1)

Read, Write, Inc. Ruth Miskin:

[https://www.youtube.com/channel/UCo7fbLgY2oA\\_cFCI9GdxtQ](https://www.youtube.com/channel/UCo7fbLgY2oA_cFCI9GdxtQ)

Audible stories:

<https://stories.audible.com/start-listen>

Love for Reading:

<https://www.lovereading4kids.co.uk/genre/12/11-plus-readers.html>



Poetry:

<https://childrens.poetryarchive.org/>

Writing Stimulus:

<https://www.pobble365.com/>

### **Maths**

<https://www.mathematicsmastery.org/free-resources>

<https://nrich.maths.org/>

<https://www.topmarks.co.uk/maths-games>

<https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths>

<https://www.themathsfactor.com/>

### **Science**

<https://www.bbc.co.uk/bitesize/primary>

<https://www.bbc.co.uk/teach/terrific-scientific>

<https://wowscience.co.uk/>

### **Supporting documents**

EEF Covid 19 support guide for schools

What's working well in remote education GOV.UK

Get help with remote education GOV.UK

Get help with technology GOV.UK

Providing remote education information to parents GOV.UK

Remote education good practice

Remote education lesson examples

Review your remote education

**This remote learning recovery plan will be under regular review and amendments made by the ELT.**

**Amended: 12.01.21**

## REMOTE LEARNING TIPS

The advice below can help us all make the best of new and sometimes unfamiliar remote learning environments. It can help you be ready for some of the more practical aspects of learning from home.



**1. Establish routines and expectations:** It is important to develop good habits from the start. Create a flexible routine and talk about how it's working overtime. Chunk your days into predictable segments. Help your child get up, get dressed and ready to learn at a reasonable time. Everybody make your bed! Keep normal bedtime routines, including normal rules for digital devices. Adjust schedules to meet everyone's needs but don't default to staying up late and sleeping in (However, a 'duvet day' now and then can be a treat).

**2. Choose a good place to learn:** Your family's regular learning space for occasional homework might not work for extended periods. Set up a physical location that's dedicated to school-focused activities. Make sure it is quiet, free from distractions and has a good internet connection. Make sure an adult monitors online learning. Keep doors open, and practice good digital safety. Our teachers and safeguarding team will do the same.

**3. Stay in touch:** Teachers will mainly be communicating regularly through our online platforms and virtual learning environments. Make sure everyone knows how to find the help they need to be successful. Stay in contact with your child's teacher, school. If you have concerns, let someone know.

**4. Help your child 'own' their learning:** No one expects parents to be full-time teachers or to be educational and content matter experts. Provide support and encouragement, and expect your children to do their part. Struggling is allowed and encouraged! Becoming independent takes lots of practice.

**5. Begin and end the day by checking-in:** In the morning, you might ask:

- What classes/subject do you have today? Let us look at the weekly timetable.
- How will you spend your time? Let us plan in some breaks too.
- What resources do you need? We can get them ready.
- You can try and complete some tasks yourself but let me know what I can do to help?

At the end of the day you might ask:

- What was the favourite of your learning tasks today?
- What did you discover? What was hard?
- What could we do to make tomorrow better?

These conversations really matter. It is important that you check your child processes instructions they receive from their teacher: it helps them to reflect on their learning and encourages independence. Not all children thrive in distance learning; some struggle with too much independence or lack of structure. These check-in routines can help avoid later challenges and disappointments. They help children develop self-management, flexible thinking and resilience, that are essential skills for life.