



Remote Learning Plan - 2020/2021

Specific Aims

To outline our approach for supporting pupils who will not be attending school, as a result of government guidance or the closure of a 'bubble'

Who is the plan applicable to?

Every child is expected to access learning, whether on-site or remotely, from September 1st 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

This plan outlines expectations for whole school, bubble or partial school closure, as well as individual cases.

Individual Cases

Individual pupils who are isolating based on government advice 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 which can be accessed through the school website as directed by the class teacher.

Remote learning for pupils

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, schools are expected to have the capacity to offer immediate remote education. All pupils who are not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) related reason should have access to remote education by the next school day. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong offer in place for remote education provision.

If our school should need to close in any capacity, we will provide links to appropriate remote learning for pupils who are not able to attend school so that no-one need fall behind.

We will continue to use Tapestry (in YR) and Class Dojo in years 1 to 6 to set and receive daily work.

The DfE expectation is that primary schools will provide 3 hours a day, on average, across the cohort, with less for younger children in Key Stage 1 and 4 hours a day in Key Stage 2 as a minimum. Schools should have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern. We will set daily Maths, English and Foundation subject (history, geography, science, art etc) tasks on Dojo which all children will be expected to complete, as well as optional tasks for those who are able to do more. Children will also be encouraged to take part in daily exercise.

Parents will be signposted to additional home learning resources via class pages on our Website, on the COVID pages and through class dojo.

Teachers will also upload daily videos or photos to accompany work set so that the children know explicitly what they are expected to complete. These will run alongside optional weekly whole class Zoom meetings, as well as small group phonic and reading sessions in KS1.

For our more vulnerable children/families we offer we offer additional zoom sessions. The child will need be accompanied by an adult and the teacher accompanied by SLT, if thought necessary.

Staff will also direct the children to a range of websites and activities that relate to the curriculum content that the children would be receiving had they been in school. The children will be directed to these via class Dojo and Tapestry. The tasks set will comprise of worksheets that children can work on at home, as well as project ideas and shorter tasks – again all of which the children will be directed to via class dojo and Tapestry and will be available through The Holme Website.

Websites and links included:

- Times Tables RockStars
- Mathletics
- Phonics Play
- First News
- Classroom Secrets
- BBC Bitesize
- Assertive Maths
- Oak National Academy
- White Rose Maths

The remote learning set for children will be in line with the learning that would have taken place in the classroom. 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. Where this isn't possible or appropriate then alternative, valuable activities will be set.

Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

We will be understanding of cases where parents are trying to balance own work responsibilities alongside home educating their children, or where access to electronic devices is limited and we will work closely with those families on a case by case basis, to offer support.

As children upload their learning onto Class Dojo or tapestry teachers will provide feedback as appropriate. All core work will receive acknowledgement and comments where appropriate. If necessary, teachers will contact parents through Dojo messaging to discuss issues (and solutions) with any pieces of work.

Class teachers will contact any families who are not engaging with home learning to discuss how we can help and to remind them of the expectation for completing work. If this situation is not improving, SLT will become involved to reinforce the message, but this will be balanced alongside an understanding of the individual family circumstances and our need to be supportive (see above).

Teachers may make additional phone calls to the child and their parents/carers throughout the time that they are absent from school to check on the child's welfare, to give feedback on the child's learning, and to provide support where it is needed or appropriate.

If the child is unwell during their time of absence, then the child will not be expected to complete the home learning. However, calls will still be made to check on the child's welfare.

As mentioned previously, as a school we understand that home learning can be very difficult depending on family circumstances and staff are always available to listen to/correspond with parents and offer help or advice via Dojo, email or Tapestry. We also have capacity to assist families with technology if necessary. Depending on the level of closure and our ability to access school we may be able provide 'paper packs' if necessary.