



Believing Together, Achieving Together

January 2021, Updated September 2021

Remote Education Plan: Parents

Important note

If a Remote Education plan is needed, teachers will revert to the use of the learning platforms that were used during lockdown and is still being used for information and homework—Class Dojo. All staff are familiar with this platform and will be able to use quickly and to immediate effect. The guidance given to teachers re the Teaching videos and daily tasks will be in operation again.

This Remote Education Plan in its entirety will be in operation from the week beginning 5.10.20

Purpose of Plan

Section 1 of this Plan outlines the actions the school will take to provide remote education under the following circumstances:

- where a class or year group bubble need to self-isolate following a confirmed case of COVID
- where more than one class or year group bubble across the school need to self-isolate following a confirmed case of COVID

Section 2 outlines the actions the school will take to ensure that pupils, who are not ill, have access to remote learning in the following circumstances:

- a) When individual pupils are long term shielding at home but **their cohort is in school** and therefore entitled to quality remote education in the longer term
- b) They are well, but having to self-isolate for 10 days **while their cohort is in school**
- c) They are well but having to **isolate for a few days** while awaiting a household test result (short term provision)

For pupils with an EHC plan, a separate Risk assessment will be written in any of the above circumstances to ensure that provision and needs are met as much as possible.

Aims and design considerations

- To ensure we have a plan that can be up and running **the following day** should a need arise to educate a class/year bubble or group of pupils off site.
- To support our pupils to **continue to receive the best teaching and learning we can facilitate** under these difficult conditions and to **minimize lost learning** as much as possible
- To provide a '**learning at home**' timetable which balances an expectation of 4 hours of work per day (KS2) 3 hours (KS1) and 2 hours (EYFS) with flexibility and the need to respect difficulties parents may have in supervising and supporting this expectation.
- To ensure **consistency in the approach** to remote learning for pupils who are not in school
- To keep the model as simple as possible to ensure that pupils, parents/carers and teachers know what is being asked of them and to ensure all involved **are trained in their use**

- To ensure that maximum teaching and learning is maintained between teachers and pupils at home through the **use of videoed teaching sessions**.
- To ensure that our remote teaching allows **interaction, assessment and feedback** to take place **daily** using high quality remote education resources
- That all staff are **committed to the emotional and pastoral connection and support** of all our pupils on a daily basis whilst they are learning from home
- To **provide printed resources**, such as textbooks and workbooks, for pupils who do not have suitable online access

Anticipated challenges and how we can respond

- **Remote education for younger children will typically need more involvement from parents and parents may be facing a range of pressures at this time.** We will be flexible and supportive and will be available for parental general queries and specific learning support during the designated slots. With the older pupils, teachers will develop pupils' sense of autonomy and self-management through their video sessions and design of daily tasks.
- **Maintaining engagement from pupils on a daily basis.** Teachers will make good use of opportunities within teaching videos to set clear expectations for work submitted and to provide encouragement and celebration.
- **Supporting those pupils who usually rely on a high level of support** in class. Teachers will provide differentiated work for different pupil groups – especially those needing learning support. Additional teaching videos may be available to these pupils to allow them to slow learning down to a more manageable pace through 'play and pause' facilities.
- **The demand on technological devices in the home** may be stretched if more than one pupil in a home is needing to use a device at the same time. Timetables for video lessons will need to recognise such demands and will be adapted accordingly, particularly in the event of a tier 4 lockdown (school is closed for all pupils except priority groups).

Section One

Teaching and Organisation

Your child's teacher will:

Set work – general guidance

- set work in order that **pupils have meaningful and ambitious work each day** in Reading (including phonics) Writing and GPS, Maths and Themes/Science/pastoral and keeping active
- encourage their class through daily videos about the importance of a work routine and the expectations of completed work every day from them. Perseverance and 'having a go with tricky learning will also be emphasised and encouraged.
- plan a programme that is a good way towards the **equivalent length to the core teaching pupils would receive in school**.
- continue to 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 through high-quality **video lessons and curriculum videos**.

Set work – specific guidance

- **On the day before a remote education plan comes into operation**, parents will receive a letter informing them of the closure of school to their child. Parents will receive the following documents both by email, Email and Dojo.
 - A copy of *A Guide to supporting your child through their Remote Learning plan*
 - Day One Activities – this is a document containing links to core skills learning and one wider curriculum activity that pupils can be getting on with immediately.
 - A proposed ‘learning at home’ timetable along with the times for the daily video lessons
- Parents will have 24 hours’ notice before the video lesson timetable begins.
- An overview of daily tasks will be posted by 9.15 each morning.

Video teaching lessons

	Core teaching daily	Video lessons	Theme/Science/PE/PSHE
KS2	45-60 mins Reading 45-60 mins Writing 45-60 mins Maths	8 minutes long introduction video’s will be pre-recorded by the class teacher for each of the core lessons. Flip charts for step to success will also be uploaded. <i>** recordings – please see below</i>	45 mins afternoon learning on a weekly range of the above subjects
KS1	30 mins Phonics/Reading 30 mins Writing 30 mins Maths	8 minutes long introduction video’s will be pre-recorded by the class teacher for each of the core lessons. Flip charts for step to success will also be uploaded. <i>** recordings – please see below</i>	An hour afternoon learning on a weekly range of the above subjects
EYFS	10-20 mins Phonics/reading 10-20 mins writing 10-20 mins maths	8 minutes long introduction video’s will be pre-recorded by the class teacher for each of the core lessons. Flip charts for step to success will also be uploaded. <i>** recordings – please see below</i>	Activities totalling up to an hour will be provided for the remaining EYFS curriculum areas.

*** All lesson introductions will be pre-recorded and uploaded to Dojo to enable flexible use. Information Governance within Stockport Local Authority have disabled the video function from Google Meet so we are currently unable to provide video’s any longer than 8 minutes.*

- The introductions and flip charts will remain on the class Dojo page so that parents can access it for learning when it is suitable for them to do so.
 - Parents will be asked to stay with their child during video to aid the child’s learning
 - Teachers will explain concepts and provide modelling.
 - Work will then be set following the introduction for the child to complete and upload onto Dojo.
 - The class teacher, will then provide feedback
- Reading every day for 15-20 minutes will be part of all pupils remote learning programme. This can be accessed via the school subscription to Bug Club.
 - Whilst general class work will be set for the vast majority of pupils, videos and supporting resources will be included and used for the those pupils who need additional teaching and/or those pupils who will require extending and challenging beyond the class lesson.
 - For those pupils with identified SEND, adapted activities will be set through the above class process: for individual pupils with an ECHP and who need more personalised learning tasks, these will be provided for by class teachers and SEND TA’s.
 - **Providing feedback on work** - Teachers will continue to offer the high level of support and feedback that was given through the lockdown/Summer term period. Whilst not being expected to feedback on every child’s every piece of work, teachers will assign certain tasks to receiving more feedback than others.
 - Use of digital sites. Teachers will continue to use these to support practise and consolidation of core skills.

- In KS1 and EYFS, there will be a balance of parent supported activities and independent activities. In the former, parents will be asked to support and aid the learning for their child for the designated session.
- **Sharing, celebrating and supporting well-being.** Work amongst the pupils on the platforms will help to maintain connection, belonging and a sense of accountability to school. Teachers will celebrate individual pupils, share work and maintain the strongest sense of 'belonging' and class identity on a daily basis
- Themes/Science/PE and PSHE-. Teachers will plan activities and learning for the afternoon that will develop any of these aspects. They will be in line with the current learning and be a range of different activities across the week.
- Weekly live catch up sessions will be provided for pupils with their peers.

Section Two

Provision for remote learning for pupils who:

a. Are long term shielding at home but their cohort is in school and

b. Are having to self-isolate for 10 days but their cohort is in school

- Currently Government guidance is that there are no pupils who need to shield.
- If your child is having to isolate as they have tested positive then remote provision will begin on the second day. If your child is well enough to be able to engage with learning then work will be set on the Dojo platform as previously. As teachers will be teaching, flipcharts of the work will be set to aid learning along with worksheets. If work is then uploaded, teachers will return feedback as soon as possible. Individual support will be given via Dojo messaging if required. If you require a device in order for work to be completed, then please message the office and we will arrange for a Chromebook or iPad to be made available for the isolation period.