

Approach to Remote Learning

School: Crooksbar Primary School

Named lead for remote learning: SLT

<p>1.1 Principles of remote learning contingency plan</p>	<p>We always strive to be creative, innovative and supportive with our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this in the following ways.</p> <p>Safety – ensure safety and well-being of individual pupils and staff</p> <p>Community – Build a community with pupils and families in this new phase of learning</p> <p>Academic – Provide all pupils access to academic materials and resources that are developmentally appropriate</p> <p>Lifestyle- Provide all pupils and families access to learning materials that promote healthy behaviours</p> <p>Staff well-being – Ensure staff feel empowered to collaborate, connect, and contribute to remote learning in sustainable and successful ways</p>
<p>1.2 Immediate Remote Education</p>	<p>If closure is short notice, the pre-prepared isolation email will be sent to all parents with information regarding the expected school plan.</p> <p>This will give staff one day to prepare for the remote learning plan as set out below.</p>
<p>1.3 Platforms used to deliver remote learning</p> <p>*learning platforms *online platforms *remote learning offline *workbooks/ pupil packs etc</p>	<p>All parents/children will be able to access the work set for home learning via the school website and/or email.</p> <p>Staff will deliver parts of these lessons through the day via zoom.</p> <p>Parents can all contact staff via the team emails set up purposely for home learning- they can ask questions and upload work through this.</p> <p>We will also share ideas and links to various activities through twitter. Parents can also share work this way too.</p> <p>For those children that cannot access online platforms, cpg books will be available for the children to take home and/or work packs.</p>
<p>1.4 Remote learning planning</p> <p>*Expectations of learning in Key Stages (example 1)</p>	<ul style="list-style-type: none"> • Nursery, Reception, Y1/2, Y3/4 and Y5/6 to have their own website page. • Each page to have a very similar message and to remain the same throughout. • Work to be uploaded for the week by Sunday 7pm • Links attached for bbc bitesize, oak academy, athletics, reading buddy, ttrackstars, prodigy, etc and left on the page.

*Sample timetables/
schedules of learning
(example 2)
*Checklists for pupils
(example 3)

- All parents to have been contacted prior to lockdown to share expectations and protocol and outline the expected learning timetable.
- All children to be given a book to have at home in preparation for lockdown.
- Book to contain information to check the website, check their emails and to download zoom in preparation.
- Parents to be contacted about lockdown and given information of how to access work and zoom links and zoom protocol.
- EYFS/KS1/KS2 - Each team will be timetabled to provide 2 zoom sessions a day.
- Zoom sessions to have 2 members of staff on- 1 taking the session and 1 in chat.
- Zoom sessions to be timetabled throughout the day so siblings can access sessions at different times.
- Work to be discussed the next day and feedback given/misconceptions addressed.
- Any work emailed should be given written feedback.

eg of timetable and some information given to parents

Time	Team	Zoom link or Room ID	Passcode
9-9.30	EYFS	https://adastraacademytrust.zoom.us/j/3011967464 Room ID: 301 196 7464	Crooksb@rn
9.45-10.15	KS1	https://adastraacademytrust.zoom.us/j/5040635677 Room ID: 504 063 5677	Crooksb@rn
10.30- 11	Y3/4	https://adastraacademytrust.zoom.us/j/3474515108 Room ID: 347 451 5108	Crooksb@rn
11.15-11.45	Y5/6	https://adastraacademytrust.zoom.us/j/2249184900 Room ID: 224 918 4900	Crooksb@rn

12.30-1pm	EYFS	https://adastraacademytrust.zoom.us/j/3011967464 Room ID: 301 196 7464	Crooksb@rn
1-1.30pm	KS1	https://adastraacademytrust.zoom.us/j/5040635677 Room ID: 504 063 5677	Crooksb@rn
1.30-2pm	Y3/4	https://adastraacademytrust.zoom.us/j/3474515108 Room ID: 347 451 5108	Crooksb@rn
2-2.30pm	Y5/6	https://adastraacademytrust.zoom.us/j/2249184900 Room ID: 224 918 4900	Crooksb@rn

Each team will provide a timetable for the day which will reflect normal school hours.- please see an example below.

Y5/6 Timetable

9am Tough ten
Reading

9.30 Complete any activities from the previous day.
Once you have caught up with all of your work choose from some of the following activities- do something different each day:-

- Joe Wicks PE online
- Spanish
- Athletics
- Purple Mash activities

10.30 Break

	<p>10.45 English- do the first English activity on the powerpoint.</p> <p>11.15- 11.45 Access the first zoom session- we will discuss the English activity you have just completed and move onto the next part of English.</p> <p>11.45- 12.30 You will then have time to complete your English work- staff will try to remain online with you if possible and if needed.</p> <p>12.30- 1.15 Lunch</p> <p>1.15 pm Complete the science/topic/art/computing activity on the powerpoint.</p> <p>2-2.30pm Access the second zoom session- this may include some discussion about your science/computing/topic/art work and will then introduce your maths for that session.</p> <p>2.30-3pm You will then have time to complete some or all of the maths for that session.</p> <p>3-3.15- Reading session- either online or the pages will be on the powerpoint for you if you cannot access zoom.</p>	
<p>1.5 Digital Protocols E.g. *Children's Commissioner Digital 5 a day framework (appendix 4) *Trust protocols for learning online (appendix 5) *School's acceptable use policy</p>	<ul style="list-style-type: none"> • All parents have access to the safety policy on the website. • A link has been placed on the school website and on the team home learning messages to the digital 5 a day framework. • A zoom protocol for our school has been sent to all parents using the Trust guidelines as its basis. 	
<p>1.6 Teachers Expectations for Tier 1 – delivery of explicit instruction</p>	<ul style="list-style-type: none"> • Tasks set will relate to work that would have been taught in school. • Content will reflect medium term planning, ensuring that children are set to achieve the required coverage in each subject. The order of this coverage may differ from the medium term plan, dependent on which content teachers deem to be more suitable for delivering remotely. • Teachers will use assessment (see 1.5c) to inform planning and feedback for future sessions. This will ensure that work is both meaningful and suitably pitched. • Zoom session will help introduce/clarify and develop each task. This will ensure there is clarity around the expectations for the work. • Teachers have attended two Zoom CPD sessions to help them become familiar with the platform. This will open up more opportunities for using high-quality resources 	

	<ul style="list-style-type: none"> • For those children that cannot access zoom- work will be uploaded to our website to complete. • For any children that cannot access any online provision, work packs and workbooks will be provided.
<p>1.6a Setting work & Accountability</p> <p>*Delivery of explanations</p> <p>*Tasks set</p> <p>*Deadlines for work E.g. complete the maths task by 3.30pm the same day as the instructional explanation</p>	<ul style="list-style-type: none"> • Staff to deliver and explain the task via zoom – this will also be available on the website. • Children will be given time to complete the task after the zoom session when possible, the teacher will be available during this time via zoom chat or email. • The children will need to have the task completed ready for the next session the day after. • Real time accountability will be used and children encouraged to use the Zoom tool to thumbs up and answer questions. • Implicit accountability will be used for children to complete tasks and to compare answers with peers. • Lagging accountability will give the children the opportunity to upload work and to receive feedback. • Staff to keep a record of children's work uploaded/zoom attendance and absences will be followed up with a phone call to offer support if required
<p>1.6b Providing feedback</p> <p>*Work submitted</p> <p>*Live feedback sessions</p> <p>*Intervention or support group sessions</p>	<ul style="list-style-type: none"> • Staff to take feedback from the children at the start of the next lesson and respond to this. • Staff to respond to work emailed to them via email but may also bring it to the zoom session to peer mark/comment upon. • Work tweeted can also be used for peer marking. A positive response will be tweeted. • Live feedback will be provided in some session depending upon the task. • If a teacher notices a particular issue a shorter zoom session focussing upon this may be offered at a different time. • TA's may be able to provide some intervention or reading sessions. • EYFS will celebrate effort and work on a Friday with a celebration Zoom session.
<p>1.6c Assessment & Review</p> <p>*Quizzes and reviews</p> <p>*Modelling of good answers</p> <p>*Consolidating learning</p>	<ul style="list-style-type: none"> • Staff will review what the children have been set through a variety of ways. • Online resources such as Kahoot and Oddizzi will be used for a quiz at the end of topics. • Through the lessons and during feedback sessions, some of the children will be asked to verbally respond. • Following the reviewing of work, plans may be changed for the next lesson/week or when the children return to school.

	<ul style="list-style-type: none"> • Assessment for Learning opportunities will be created during the delivery of sessions.
<p>1.7 Provision for SEND pupils</p> <p>*SENDCo consultation with families where pupil has an EHCP. *Identify support & best approach *SENDCo liaises with external agencies to make arrangement as required</p>	<ul style="list-style-type: none"> • SENDCo and PSA to contact families prior to homelearning to ensure parents are able to access work assigned and identify any difficulties. • SENDCo and PSA to support staff in ensuring the needs of the children are met. • SENDCo and PSA to liaise with any external agencies. • Cognitive load theory will be considered and presentations will be created with this in mind to support SEND learners. • Specialist packs can be given tailored to the specific need of the SEND children. • Some children will be offered access to the zoom sessions of other year groups.
<p>1.8 Teachers Expectations for Tier 2</p> <p>*support sessions to small groups *intervention sessions *Wellbeing sessions *Social and emotional sessions *Community/whole school sessions – assembly</p>	<ul style="list-style-type: none"> • TA’s and teaching staff to try to carry out smaller group/intervention sessions • TA’s and PSA to contact families. • Staff to set activities to support wellbeing. • Fun quizzes/activities to be set. • Ideas for support/activities to be shared via twitter • Pupils to be given life skills tasks to help at home.
<p>1.9 Teaching Assistants – Roles and Expectations</p> <p>*Tasks directed by SLT *CPD *Related reading *Timetable for listening to pupils read 1:1 online</p>	<ul style="list-style-type: none"> • Support teacher on zoom sessions- monitor and respond to the chat. • Create resources for children unable to access zoom or for SEN children. • Monitor reading buddy, lexia, mathletics usage for their team. • Create quizzes/ fun activities for teams/whole school • Contact vulnerable/SEND families • Hold some small group reading zoom sessions • CPD • To monitor and respond to twitter- retweet tweets that may be useful for parents.
<p>1.10 Clear communication with parents/carers communicating engagement in work</p>	<ul style="list-style-type: none"> • Staff to regularly email and stay in contact with parents. • All staff to tweet regularly. • Teams to check in with each other regularly. • Staff whatsapp and email to be used to keep each other updated.

<ul style="list-style-type: none"> *Weekly check ins with pupils *Meetings with teachers *Meetings with phase leads *Monitoring offline remote learning *Communicating concerns to DSL 	<ul style="list-style-type: none"> • SLT to drop in on online sessions • All staff to ensure any concerns are added to CPOMs and DSL contacted immediately if necessary. • PSA to provide support to parents to access remote learning when needed. • Record of attendance kept for all children- emails sent to parents initially and then phonecalls made and support provided by PSA.
<p>2.0 Monitoring the effectiveness of remote learning</p> <p>E.g.</p> <ul style="list-style-type: none"> *Feedback from parents/ pupils on remote learning *Monitoring safeguarding and online safety 	<ul style="list-style-type: none"> • Teachers send an email to parents at the end of a two week bubble closure? A quick question to ask how they found remote learning and if there is anything they would like us to do differently. • Pupils to give feedback on learning experience at home and to discuss what has helped them most.
<p>2.1 Continually enhancing the effectiveness of remote learning</p> <ul style="list-style-type: none"> *Staff CPD *Phase meetings *Sharing best practice 	<ul style="list-style-type: none"> • Staff meeting cpd on zoom • Kahoot cpd • Team meetings to discuss and prepare for home learning provision. • Support throughout from Computing and team leads. • Staff to share best practice via email or staff meetings.