



Remote Learning Plan - 2020/2021

Introduction:

This Remote Education Plan has been drawn up to ensure we can put in place a strong contingency plan should a class, group or small number of pupils need to self-isolate or in the worst case scenario that there is another lockdown (local or national). Please see the government expectations around remote education support at the end of this document.

We aim to:

- set work that is meaningful and relevant each day of the week
- set work across different subjects
- provide clear explanations to enable maximum learning opportunities
- set clear expectations on how regularly pupils work will be checked
- plan a programme that increases over time to be of an equivalent length to the core teaching pupils would receive in school and includes daily contact with teachers.

Organisation:

The delivery of content for each class will be a mix of offline resources, online resources and class teacher interaction via video. This may be consistent across year groups or it may vary dependent on the make-up of the class, the home background (especially in relation to digital availability and digital competence) and class teacher well-being / availability.

Offline resources - may consist of textbooks, workbooks, printed packs.

Online resources - may consist of the video lessons or aspects of school resources such as MyMaths, Time Tables Rockstars.

Class teacher interaction via video - may consist of recorded lessons on Google Classroom. Education or interaction via the school class page on the school website.

The following subjects will be the focus of school's remote curriculum during Autumn and Spring - English, Maths, Science, RE, Computing, History, Geography and the Arts (Art & Design and Music). Parents will be offered guidance in relation to PE.

The following will be added in the Summer term - EPR, DT and MFL.

Remote learning for pupils

We will provide links to appropriate remote learning for pupils who are not able to attend school so that no-one need fall behind. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

The Remote Curriculum

English:

For English, teachers will continue to ensure that an English lesson is delivered each day. The content of the lesson will depend on the age group, time of the academic year and the findings of any assessment analysis as to the particular needs of that class.

Mathematics:

For Mathematics, teachers will continue to follow the scheme of work from the point at which there is a local or national lockdown, ensuring that a mathematics lesson is delivered each day.

Our approach includes a blend of paper resources, online learning including some virtual sessions through Google Classroom and resources available through online learning platforms such as:

- BBC Bitesize
- White Rose Maths
- Ruth Miskin/ YouTube for Read Write Inc Phonics
- Times Tables Rockstars
- Sumdog (for EYFS)
- Spelling Shed
- MyMaths

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.

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

The governors and senior leadership team at St Clare's Catholic Primary School are fully aware that these are exceptional times and each family is unique, because of this will approach remote learning in way which suits their individual needs. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- parents may be trying to work from home so access to technology as a family may be limited;
- parents may have two or more children trying to access technology and need to prioritise

Teacher expectations

Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for home learners. Should remote learning need to be set for a class or bubble, the work for the week in English, Maths and other subjects will be posted

on the class page of the school website and within the 'Homework' section by 9.00am on a Monday morning.

The information will contain:

- all website links needed to access home learning resources along with clear information about the learning for that week. This will include reference to daily tasks for relevant subjects
- Links to daily English lessons - using the school's own curriculum plans.
- Links to daily Maths lessons - these will predominately be linked to the 'Power Maths' maths curriculum however teachers may provide further resources and guidance.
- Worksheets to accompany lessons will be available to download

Staff will add these resources to their class webpage electronically and it will be the responsibility of families to print/use these resources at home.

Teachers will respond promptly, within reason, to requests for support from families at home. This should be done via the home learning email address that corresponds to each child's year group i.e. the address for children in Asia is asiahomelearning@stclares.cheshire.sch.uk

Staff and parents should communicate via the class email address.

Teachers will receive additional training and guidance so that they are confident in using Google Classroom. The remote learning approach was developed and used at St Clare's Catholic Primary School, during the school closure between March and July; therefore, there is a high level of confidence when using the various remote learning approaches.

Teachers will make sure all children and parents have access to logins by recording them in the child's reading record or homework book.

Family (pupil/parent/carers):

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. St Clare's Catholic Primary School recommend that each 'school day' maintains structure. A suggested timetable will be made available on the relevant class web page as a guide. This includes regular bedtimes and daily reading for pleasure.
- If a class bubble is isolated, the children will be sent home with their home reading book in addition to their English and Maths books; this is so that work that children complete at home can be kept safe, ideally in their exercise books, and can be brought back to school when safe to do so.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the class email address or by contacting the school office. They should make clear which year group and subject the question relates to.
- We encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration.

- Parents will be required to provide feedback to the pupils for any work completed in isolation.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available. These will be discussed on case-to-case basis.

To establish which families may need further support or access to IT equipment, class teachers will survey parents so that any potential barriers to children accessing online learning can be addressed as soon as possible.

Remote teaching for staff who are self-isolating

- Whilst self-isolating, and if able to do so, non-teaching staff will be given an individual project to work on which is in line with whole school improvement priorities or asked to support with the online learning provision for their year group. These projects will be communicated by the Assistant Headteacher or Headteacher and will be allocated on a case-by-case basis.
- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.

Government expectations around remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- 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 by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.