



## St James CE Primary School Remote Learning Plan

### Introduction

In the event that the school is temporarily closed due to a local lockdown, or where a class, group or small number of pupils need to self-isolate, this document will serve as our plan for providing immediate instruction to our pupils remotely.

The DFE has set out these expectations for remote learning:

- 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
- 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 - for pupils with SEND, their teachers are best placed to know how to meet their needs

When teaching pupils remotely, schools are expected to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:
  - primary: 3 hours a day, on average, across the school cohort
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- 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

The purpose of this document is to provide clarity around St James CE Primary School's approach to remote learning, the platforms being used, the responsibilities and expectations for our parents, students, and professional community, as well as any other considerations that need to be taken into account.

## Aims of remote learning

Remote learning cannot replicate the learning experiences our pupils have when they are in the school building. We have to think differently about the way our pupils will learn through remote learning. Teachers will utilise a variety of methods to support pupil learning and growth that will include some video, some offline work, some online work and ensure the crucial element of feedback is incorporated.

Our teachers are encouraged to think through their lessons and consider how they can best support their pupils' learning, how can they utilise available technology, how can these challenging circumstances present learning opportunities, how can they support their students emotionally, how can they continue to differentiate for different types of learners, and how will they assess their students learning in meaningful ways.

## Communication & Technology

This section provides information on relevant communication methods and technology platforms that will be in use during a remote learning period. How we communicate with our community will be through the same channels as during regular operations:

Channel	Audience	Description and Access
Class Dojo	Parents/guardians	Dojo will also be the primary channel for parents to message teachers.
TEAMS	Parents/guardians, pupils	Microsoft Teams will be used by teachers to deliver live lessons and assign work. Teacher will use this platform to mark, assess and feedback on work.
School website	Parents/guardians, pupils	Weekly remote timetables will be uploaded onto the school website for children to access if they are individually isolating. This will have links to other websites such as Oak Academy, White Rose etc.
Other sites: Purple Mash, TT Rockstars, RML, Learning by Questions	Parents/guardians, pupils	These sites may be used to set tasks for children that can be marked by teachers and feedback given. All children will receive a login where suitable.
Oak National Academy/White Rose Maths	Parents/guardians, pupils	Some pre-recorded lessons may be provided by nationally recognised websites and will align with teaching in school.

## St James Remote Learning Core Offer

Daily Deliberate practice	Daily Lessons	Weekly Lessons
Maths recall Spelling Handwriting Story time led by adult	Maths Reading/Phonics Writing	History/Geography/Art/DT Science RE PSHE/RSE Computing

\*this is age dependent. For our youngest of children, this will be adapted based on need.

The remote timetable will mimic the school day as much as possible and will account for a maximum of 5 hours of learning. This will be dependent on children's age and need.

### What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Children will be able to access the remote timetables that are uploaded onto the website weekly to engage with immediate remote learning. These have links to work that can be completed immediately at home which is aligned with the school curriculum. It will give teachers a day or two to schedule live lessons and set learning assignments on Teams.

These timetables can also be used for families who have multiple siblings and cannot access all scheduled live lessons.

An example timetable may look this this:

	Maths recall and rehearse	Maths (inc Oak links or White Rose)	Break	Handwriting	Reading	Spelling (No nonsense words to practise each day)	Writing (inc Oak links)	Curriculum (inc Oak links) and RE	Story time
Monday	Eg. <a href="#">IT Rockstars</a>	<a href="#">Rounding numbers to the nearest 10</a>	Ensure you have time for a break for 15 minutes	J, f, k, l	<a href="#">Retrieval and inference</a>	Eg. key words  Delicious Furious Obvious Serious Glorious	<a href="#">To plan the opening to a story</a>	<a href="#">What were the different periods in the stone age?</a>	Story time led by class teacher.  <i>Please continue to read your home reading books at least three times a week.</i>
Tuesday		<a href="#">Rounding numbers to the nearest 100</a>		<a href="#">To analyse characters</a>	<a href="#">Practise and apply knowledge of suffixes</a>		<a href="#">PSHE I roll with my role</a>		
Wednesday		<a href="#">Rounding numbers to the nearest 1000</a>		<a href="#">To answer questions</a>	<a href="#">Write an opening to a story</a>		<a href="#">Science Components of an electrical circuit</a>		
Thursday		<a href="#">Finding the odd one out</a>		<a href="#">Analyse author's use of language</a>	<a href="#">Plan the build up of a story</a>		<a href="#">Similarities and differences between stone age periods</a>		
Friday		<a href="#">Applying and consolidating</a>		Please see Power Point link on TEAMS/Dojo	<a href="#">Write the build up of a story</a>		<a href="#">RE How did the religion of Islam begin?</a>		

## **Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, Art and DT may have to be adapted in order for them to be delivered at home as they are resource dependent. This applies to PE also.

## **If my child does not have digital or online access at home, how will you support them to access remote education?**

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Home learning packs/workbooks will be available to send home with children in the event of any period of isolation and where access to technology is a barrier. Teachers will need to receive this work to feedback on so it can be dropped off to school or can be arranged to be collected by a member of staff. This will be done weekly.
- For parents who do not have access to wifi, we can send an application to mobile providers to try and increase data allowance on mobile phone contracts. This is dependent on parents' phone contracts and providers. Please email school to enquire.
- We are setting up devices to loan out to our most in need families (awaiting completion).

## **How will my child be taught remotely?**

Some examples of remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- use of school subscription websites such as TT Rockstars, purple Mash and White Rose
- printed paper packs produced by teachers (e.g. workbooks, worksheets) for children who do not have internet access

The number of hours of live teaching/ recorded teaching will be dependent on children's age and ability. It may be more suitable for a mixture of approaches to be used in these instances.

## Guidelines for Parents During Remote Learning

During remote learning, parents will have to think differently about what their child needs to be successful. It will likely be a challenging transition, made more difficult by circumstances where parents are also trying to work. We also ask that parents be patient and empathetic to our teachers, who are facing challenges of their own, as well as a transition to a different learning model.

Our guidelines for parents are:

- **Set up a routine with your child.** Talk through WITH them what a day looks like and what is expected. Having them be a part owner of setting the routine will help increase their buy-in on implementing the routine. Try to maintain normal routines as much as possible, and definitely have time for movement and exercise.
- **Help them be prepared.** Where do they want to do their work? Do they have the materials they need? Walk through instructions with them. Having a physical space that works, and having them ready to do their work will help with the effectiveness of their routine.
- **Monitor communications from your children's teachers.** Communications may come through email to parents (or pupils directly, depending on their age), or through Dojo or Teams
- **Set a time to check in with your children.** Are they prepared at the beginning of the day? Do they know what is expected of them? Would a checklist be helpful to organise themselves? Have them share at regular intervals or at the end of the day what they worked on and what they turned in. What this looks like will depend on their age, their needs, and what works for your family.
- **Be flexible and resilient as needed.** You may notice that one child needs something that helps make their day more successful, such as more or less frequent check-ins. Be willing to evolve as necessary.
- **Build in breaks and exercise.** Remember that during "normal" school hours, they have morning break, lunch, and on certain days PE. Make sure they have time to get outside and move!
- **Support them emotionally.** Children are very perceptive and pick up on how their parents are feeling. While it may be a difficult time, modelling calm and establishing a new normal can go a long way to supporting your child. St James Well Being Team are also available to help support your child.
- **Monitor how much time your child is spending online.** We ask that parents remember most teachers are not experts in remote learning and that it will require some trial-and-error before we find the right balance between online and offline learning experiences. We thank you in advance for your patience and partnership!
- **Set rules around their online interactions:** pupils may connect online and that will be a helpful way to remain connected with their friends. However, any school utilised platforms that are used inappropriately will be turned off for that pupil as a consequence. Additionally, older pupils may have access to other social media or platforms unrelated to school. We ask that parents monitor their children's use, and remind them to be respectful and kind.

## Pupils Roles and Expectations

- Establish daily routines for engaging in the learning experiences (e.g. 8:50am start)
- Identify a comfortable, quiet space in your home where you can work effectively and successfully. We ask that this is not a bedroom

- Dress appropriately (we know you are not in school but we still expect you to be fully dressed to attend virtual lessons)
- Regularly monitor online platforms (Teams, Dojo, email, etc.) to check for announcements and feedback from your teachers
- Complete tasks and work set, doing your best work
- Join online meetings and lessons on time and behave respectfully
- Do your best to meet timelines, commitments, and due dates
- Communicate proactively with your teachers if you cannot meet deadlines or need help
- Collaborate and support your peers in their learning
- Comply with St James' Acceptable Use Policy

### **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

- Teachers will use Teams to monitor children's engagement with remote learning. Registers will be taken for each live lesson attended. Records of assignments that have been completed will also be logged to monitor engagement with home learning.
- Where engagement is a concern, staff members will make contact with parents via Dojo or by phone. They will offer support in overcoming any barriers to accessing remote learning. If alternative methods of learning are required, these will be discussed.

### **How will you assess my child's work and progress?**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.

Our approach to feeding back on pupil work is as follows:

- With each assignment set on Teams, the children will be able to submit their work for the teachers to view and mark. Teachers will check each piece of work daily and provide feedback. They can resubmit a task if the child needs to redo something or the teachers may ask them to do something different
- Teachers will use the message function in the class channel to feedback to pupils on their work also
- Some phone calls/video calls may be scheduled for individual pupils who may need more support with their work
- Use of online tools that offer immediate feedback to questions such as Microsoft Forms, Learning by Questions

## **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- staff making contact via telephone (SENCo/Class Teacher)
- live sessions to be built in throughout the day for interventions and 1:1 work where suitable
- practical resources provided to support all areas of need. Resources may include sand trays to develop fine motor/mark making skills, sensory toys, cause and effect toys, fine motor activities
- structured practical resource packs provided for ASD pupils – visual timetables, ‘Now and Next’ boards etc
- we understand that younger children cannot access as many live lessons and recorded sessions so they will receive less ‘device time’ and be offered more suggestions each week to work on fine motor skills activities for example. Activities will be adapted to ensure children are more actively engaged in exploratory play.

## **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education provided will differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

Children will follow the weekly remote timetables (outlined above) that are aligned with in-school provision so learning is well sequenced. These are uploaded onto the school website at the start of each week. They include links to Oak National videos (and others) that children can access. They may also include resources such as PowerPoints that are being used in school.