

# Remote Learning Strategy



**School:** Abington Vale Primary School

**Remote Learning Leads:** PC Jodie Timmins/Jess Jeffs

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## Context

The remote learning strategy states how facilitation of home learning will operate within Abington Vale Primary School to meet the needs of the DfE guidelines and the NPAT Educational Guidance. The purpose of this is to ensure access to a high-quality education if they are not able to attend school for reasons related to Coronavirus.

Abington Vale Primary School aims to ensure that home learning and learning in school offer parity, meaning that all children are in receipt of the same curriculum and no learning is lost. This is also known as Remote Learning as home and school learning are remote together and not separate. It is our intention to provide an effective strategy and the resources necessary for to proactively support all children who are not able to attend school due to circumstances related to Coronavirus.

The curriculum for Remote Learning will match that taught in school so that all children continue to make progress in their learning whether accessing in-school or remotely. They will then be able to return to the classroom having kept up with subject knowledge and content. Please see the NPAT Long-term Maps for links to Oak Academy that mirrors the school’s curriculum. These can be found in TEAMS – AVP STAFF – BLENDED LEARNING

## Key Roles and Responsibilities

<b>Headteacher and SLT</b>	<ul style="list-style-type: none"> <li>- Ensure that there is a strategic plan in place for Remote Learning that effectively impacts children’s learning.</li> <li>- Ensure that staff are supported with training and the resources needed to fulfil their role in Remote Learning.</li> <li>- Door-step visits when required.</li> </ul>
<b>Remote Learning Leads</b>	<ul style="list-style-type: none"> <li>- Track and ensure every child who is absent and requires Remote Learning has access and appropriate arrangements in place.</li> <li>- Monitor Remote Learning curriculum provision across the school.</li> <li>- Engage with NPAT Remote Learning Lead Team</li> </ul>
<b>Class Teachers</b>	<ul style="list-style-type: none"> <li>- Equip the children with the skills and knowledge to confidently access Office 365.</li> <li>- Ensure learning is set online for every day of a child’s absence.</li> <li>- Communicate with parents to ensure that children are engaging in Remote Learning.</li> <li>- Praise and reward children</li> <li>- Support and mark every child’s Remote Learning work frequency according to Feedback policy.</li> </ul>

	<ul style="list-style-type: none"> <li>- Feedback to Remote Learning Leads if there are concerns or they require support.</li> <li>- Report any safeguarding concerns that arise using MyConcern.</li> </ul>
<b>Teaching Assistants</b>	<ul style="list-style-type: none"> <li>- Support teachers to deliver remote learning through Microsoft Teams.</li> <li>- Support teachers to collate items for the Remote Learning Packs, if necessary.</li> <li>- Complete interventions with children who require additional support to learn the skills and knowledge required to access Office 365.</li> <li>- Liaise with the class teacher to deliver interventions to small groups of children.</li> </ul>
<b>Office Staff/Pastoral Team</b>	<ul style="list-style-type: none"> <li>- Monitor absence and follow up reasons for absence with families.</li> <li>- Communicate with those who are absent due to Coronavirus to SLT.</li> <li>- Email class teacher so that they are aware of who needs to start Remote Learning.</li> <li>- Support with door-step visits to deliver packs when required.</li> <li>- Maintain communications with families, based on the tiered communication strategy.</li> <li>- Contact parents via phone on the first day that a child does not access learning from home.</li> </ul>

## Online Platform

At Abington Vale Primary School, we are using Microsoft 365- Teams- OneNote. Each child has an Office 365 account and individual class notebooks have been set up for each class All staff have been trained in using the school's online platform and time has been dedicated within class to introduce the children to Teams and to show them how they can access their work through their class notebook. Homework is being set through Teams so children are becoming familiar with using the platform to complete and submit their work. Reception will continue to use Tapestry as their online platform to set their home learning.

## Accessibility and Resources

An accessibility audit will be carried out in the first 4 weeks of school. We acknowledge that some children will have no internet access at home therefore, we will look at providing them with internet dongles using PP money. Our accessibility audit might also show that some children have no access to a device at home. If this is the case, PP money will be used to contribute to the purchase of a device.

Alternatively, for the 2020 to 2021 academic year, we will loan devices provided to school from the DfE to help children and families in need to access remote education during COVID-19. These devices will be made available for disadvantaged children in certain year groups who:

- are affected by disruptions to face-to-face education at their school.
- have been advised to shield because they are clinically extremely vulnerable.

## Remote Learning Paper Packs

If it is not possible to use an online platform straight away, paper packs will be created for children with relevant learning activities to continue the curriculum work at home. Class teachers / TAs will create the packs and will organise delivery and pick up following the Covid-19 Risk Assessment. All work returned will receive feedback from the class teacher in line with the schools Feedback Policy.

## Expectations for Remote Learning: Children

Children at home need to follow the same diet of learning as those in class. Work with be completed directly onto the class notebook or a file of completed work will be uploaded for the class teacher to see throughout the day.

Early Years	<ul style="list-style-type: none"><li>• Daily Reading</li><li>• Phonics</li><li>• Maths</li><li>• A challenge linked to one of the areas within the EYFS Curriculum</li></ul>
Key Stage 1	<ul style="list-style-type: none"><li>• One hour of Maths per day – White Rose or Live stream snippet input <b>or</b> power point with added teacher dialogue TT Rock stars (morning maths)</li><li>• One hour of English per day – Live stream snippet input <b>or</b> power point with added teacher dialogue for reading and writing session.</li><li>• Daily Phonics - Phonics sessions live stream snippet <b>or</b> Read Write Inc videos.</li><li>• One hour of a wider curriculum subject including PSHE per week– Oak Academy</li><li>• One hour of Science per week- Oak Academy</li><li>• A daily directed physical activity - Fitter Future</li><li>• Spelling – Set by the teacher as part of weekly homework and activities set on Oxford Owl.</li><li>• Daily reading with or to an adult- eBooks available on Oxford Owl or Accelerated Reader books (Year 2 if appropriate)</li><li>• Children in Year 2 may be assigned a SPAG.com activity to complete.</li></ul>
Key Stage 2	<ul style="list-style-type: none"><li>• One hour of Maths per day – White Rose or Live stream snippet input <b>or</b> power point with added teacher dialogue TT Rock stars (morning maths)</li><li>• One hour of English (reading/writing) per day – Live stream snippet input <b>or</b> power point with added teacher dialogue for reading and writing session.</li><li>• One hour of a wider curriculum subject including PSHE per week– Oak Academy</li><li>• 1.5 hours of Science per week- Oak Academy</li><li>• A daily directed physical activity - Fitter Future</li><li>• Spelling – Set by the teacher as part of weekly homework and activities set on Oxford Owl.</li><li>• Daily reading with or to an adult- eBooks available through myON (Accelerated Reader books)</li><li>• Children in Year 6 may be assigned a SPAG.com activity to complete.</li></ul>

**Suggested Example of a School Day: (we endeavour to mirror the school timetable as much as possible, so each day will look slightly different) These timetables will vary between year groups and campuses as well as the current situation of the school e.g. bubble closure/national lockdown.**

Reception		KS1		KS2	
9.00	Morning register	9:00	Morning register	9:00	Morning register
9.15-10.30	Maths/Writing/PE (Wednesday)	9:00-9:30	Phonics/Reading	9:00-9.30	Reading
BREAK		9:30-10:30	English	9.30-10:30	English
10.50-12.00	Phonics	BREAK		BREAK	
LUNCH		10.50-12.00	Maths	10.50 – 12.00	Maths
13.00-14.30	Topic	LUNCH		LUNCH	
14.30	Story Time	13.00 – 15.00	Wider Curriculum Subjects	13.00 -15.00	Wider Curriculum Subjects
		15.00	Story Time	15.00	Story Time

If your child does not engage in their home learning, a phone call home will be made that day to ensure that the next day of learning isn't lost.

### **Expectations for Remote Learning: Teachers/Staff**

One or a small group of child are absent from their bubble	<ul style="list-style-type: none"> <li>Teachers will set up a daily Teams call to register the children.</li> <li>Work will be set on Teams using Class Notebook and allocated to that child on a daily basis set as an assignment. Some lesson may be live streamed so children will dial in to the lesson input, delivered by the teacher. Teaching Assistants will then provide 'live' feedback to the children once they have completed their work. <b>Class Teacher and TA must be present.</b></li> <li>The Teacher/TA will provide feedback to work set as an assignment.</li> <li>Teachers will set up a daily Teams call for children to dial in during story time.</li> </ul> <p><b>If the Teacher is unwell the year group partner will set the work. Time will be given to support with this.</b></p>
The children within a bubble are all absent	<ul style="list-style-type: none"> <li>Teachers will set up a daily Teams call to register the children. Teachers and TA's will be present.</li> <li>Work will be set on Teams using Class Notebook and allocated to that child on a daily basis set as an assignment. Some lesson may be live streamed so children will dial in to the lesson input, delivered by the teacher. Teaching Assistants will then provide 'live' feedback to the children once they have completed their work. <b>Class Teacher and TA must be present.</b></li> <li>The Teacher/TA will provide feedback to work set as an assignment.</li> <li>Teachers will set up a daily Teams call for children to dial in during story time.</li> </ul> <p><b>If the Teacher is unwell the year group partner will set the work. Time will be given to support with this.</b></p>
The whole school is closed/national lockdown	As above. <b>Teachers will work with their year group partner to set work for their classes.</b>

## **Supporting the Well-Being of Children**

There may be situations where a child may be absent from school for extended periods of time. At Abington Vale Primary, the community and the well-being of all our students is of vital importance. To support a child who is off for a longer period of absence we will seek to involve them in school routines where appropriate. We will organise times when the child can join class lessons via Teams. We will also organise team phone calls with class mates.

## **Supporting Pupils' Social, Emotional, Mental Health**

The Pastoral Team will be responsible for contacting external agencies for children and or families who are struggling with mental health during this time. They will also maintain strong communication links with families through regular welfare checks as set out in the Attendance Addendum.

Where a child is struggling emotionally and additional support would benefit a child's wellbeing, a learning mentor will be assigned specifically to that child. They will have allocated time online for conversations to support learning or conversations and wellbeing intervention activities. For children who will be absent for a period of time exceeding three weeks, this will be allocated as a standard offer for the family.

The school will provide opportunities to have time talking with friends during break times may be used via live streaming. A staff member will be required to monitor these sessions at all times in accordance with the Virtual Learning Guidance.

It is recommended that where possible PSHE lessons are streamed live from the classroom, so that children can join in circle time and discussions that support SEMH.

In the event of a lockdown, staff will revert to the tiered communication with families as used previously and set out in the Attendance Addendum.

## **Supporting Children with SEND**

If staff require support with setting Remote Learning work for children with identified SEND they should contact the Inclusion Lead.

There should be a continued focus on children making progress while at home. Our children still require high expectations of their learning while at home and on each child achieving their targets, whether the target is Greater Depth, Age Related Expected or specific SEND targets.

As with children in school, work for children at home will need to be differentiated and appropriate to their ability. All books sent home should also be well matched to a child's learning needs.

Children with Speech and Language targets will require work to support these targets. Staff will be supported with this by the Inclusion Lead and Speech and Language Assistant.

Children who have an EHCP will need to continue to work toward the targets set out in their plan. Staff will be supported with this by the Inclusion Lead.

## **Supporting Children with EAL**

Google Translate offers flexible ways in which children and parents can translate into their home language. Children will be given teaching on how to use this tool in school. The Google Translate APP can be held over a text in a book and it will translate the text to the language selected. This is an ideal support for parents and children when using school text books.

Internet Explorer offers the ability to convert a page to immersive reader. This then can be changed easily to another language and even offers to read the text in the child's language to them. This is particularly useful for younger children or those who are new to English.

All letters and parent guides will be provided in the family's main spoken language where it would assist the family in understanding Remote Learning expectations and support. The school will seek to support parents of younger children with all these strategies. Children will be given opportunities to learn how to translate texts in school.

## **Assessment, Marking and Feedback**

The expectation from leaders is that this would not take longer than marking a child's book if they were in class. Quizzes and Assignments are functions in Teams that allow staff to set work and also set the marking criteria. This means that children will have work marked on occasions with instant feedback. Remote Learning Leads will monitor to ensure that all children receive feedback.

## **Online Safety**

More time will be given to online safety at the beginning of each term. Safeguarding information on the website will be updated so parents have up to date information. Additional safeguarding information, directly linked to home learning, will be updated on our website under our Home Learning section.

## **Safeguarding**

The expectation is that all children register via a Teams call each day. Therefore, if a child hasn't registered that morning, and the school hasn't been made aware of their non-attendance, the office will make a phone call home that afternoon. If the school are unable to contact the parents or carers on the day of the first day of absence, this will be referred to the Safeguarding Team. The school will follow the school's safeguarding procedures and a clear record will be kept on MyConcern. All phone calls made will be recorded on a class spreadsheet which will be monitored regularly by the Safeguarding Team.