

Remote Learning Plan- Our offer



Policy

Reviewed: January 2022

To be reviewed: January 2025 or earlier if needed.



St John's C E (C) Primary School Remote Learning Plan – Our Offer



This policy was initially designed in response to the COVID-19 pandemic. Now it is intended to be used for any similar closures that schools may encounter in the future, should such periods occur that involve children not being able to attend our provision on site. This does NOT apply to individual absence due to illness. Other arrangements, in discussion with the class teacher or a member of SLT, will be made in these cases providing the length of the absence is significant.

Intent

- To support children's learning to ensure that they can continue to access our Rainbow curriculum in the case of Remote Learning having to take place for one of the following 4 reasons:
 1. If a class/bubble is forced to work from home due to unavoidable circumstance like during the COVID-19 pandemic.
 2. A whole school lock down is put into place (time unknown)
 3. An individual child is shielding (time unknown)
 4. An individual child who are isolating (10 days)
- The home learning provided would support the curriculum and recovery curriculum plans and allow children to progress through challenging work that is appropriately set.
- Home learning should reflect the teaching hours children would receive in school e.g. 4 sessions of learning a day.
- Home learning tasks should include daily Maths, Phonics and English (writing/reading) tasks for all children.
- Learning tasks should include the option of providing a response to the teacher who can then give suitable feedback referring back to the objective for the lesson. This should enable staff to then have an insight into how well children are progressing towards year group expectations.
- Provide frequent explanations of new content, delivered by a teacher in school or through curriculum resources and/or videos (e.g. Oak Academy resources).
- Teachers should adjust the pace or difficulty of what is being taught in response to questions or assessments.
- Teachers should avoid an over-reliance on long-term projects or internet research activities.
- Teachers will always consider these expectations in relation the children's age, stage of development and SEND, and try to avoid making significant demands for parents' help or support.

Implementation

The Remote Learning Plan will be shared with staff and communication made with parents. It will also be made available on our school website.

- Class Dojo will be used for teaching staff to post daily work on for their class during the whole class closure.
- Staff can post work in the format of a worksheet to complete, a set of written instructions or an 8 minute video/recording.
- Children's responses will be in the format of any of the below, as directed by the teacher:
 1. Text
 2. Video
 3. Photo
 4. Drawing
 5. Completed worksheet using online writing tools.
- Work will be assessed virtually and feedback will be given to the children before the end of the next working day (not weekends). During whole class closure periods, everyday there will be an allocated member of staff for each class to respond to children and give feedback and next steps via Dojo.
- A daily phonics session for children will be provided on Class Dojo in the format of a video (maximum of 8 minutes). RWI videos may be used, as long as they are targeted at the right level for children.
- During periods of children self-isolating/shielding, weekly tasks for children will be provided through Class Dojo for parents to access with their child.
- Where possible, printed resources, such as workbooks, will be made available for children who don't have suitable online access.
- Some children with SEND may not be able to access remote education without adult support and so we will work with families to deliver elements of the Rainbow Curriculum at their level. During closures, SEND children may be offered 1:1 sessions via Zoom for up to twice a day, lasting no more than 1 hour per session.
- Daily Act of Worship will be provided through Class Dojo to aid children's spiritual development. Each week there will be a celebration act of worship. Throughout the week there will be a theme and a range of activities posted.
- At the start of each half term/closure period on the website, under class pages, there will be an activity plan that can be used by children and parents to select activities linked to the current topic on the Breadth Maps (Long Term Plans) in school. There is no order or requirement for children to do this. Activities will vary in the type of skills being developed and practised and which subject from our Rainbow Curriculum (National Curriculum) they are linked to. Parents can select

which activities to access with their child. Responses can be submitted to school using one of the 5 response types listed previously.

- Live whole class teaching will not be used due to the fact that we feel it is not best suited to the majority of our families (see Appendix 1 for some of our reasons justifying our choices to parents).
- Recorded presentations will be used at least twice a day during whole class closure periods. This is to allow teachers to model and teach that lesson's learning. We appreciate that parents may need to complete this learning at different times during the day, as well as allow children to stop the presentation and consolidate learning.
- During class closures, school will remain open for the children of Key Worker families or vulnerable children, as defined by SLT if the site is deemed safe. The DfE's criteria for qualifying for a Key Worker place used during the COVID-19 pandemic will be used. See information online at <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>
- Electronic devices will be distributed to families in need where possible. Individual needs and circumstances of families will be considered and prioritised accordingly.
- Engagement in remote learning will be tracked using a RAG rating scoring system and data stored within school. During class closure periods, welfare calling will take place on a weekly basis. In other times messaging via Class Dojo or welfare calls will be made.

Impact

- The learning gaps that staff have already identified do not get wider.
- Children to have accessed as much of their 'normal' curriculum as possible.
- Children's transition back into school to be less problematic.
- Parents feel more supported with home schooling their child during class closure periods.
- Children's well-being kept as high as possible, which is at the centre of all our plans at St John's. In time it will then result in a greater positive affect on children's academic progress in our school.

Written by A Blackburn. 21.09.2020. Updated 05.01.21. Updated January 2022.

Teaching staff presented with document and agreed details on 23.09.2020 and on 06.01.22.

Appendix 1:



Together in love we learn with

Respect, Hope, Friendship and Forgiveness.

St. John's C.E. (C) Primary School

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Remote Learning Update

Dear Parent/Carer,

I would just like to start this letter by once again saying a huge thank you for all that you are doing as parents/carers to support your child/children with their learning in these difficult times. We really appreciate everything and with a lot of our team also being parents, we really do sympathise with trying to balance supporting your children with other pressures of everyday life such as work. You are doing a great job!

I just wanted to update you about our offer for Remote Learning and reasons why it is delivered in such a way. We do take on board all feedback from parents and carers but it is really difficult to please all parents 100% of the time due to everyone's circumstances being very different and unique. In all the decisions that I make, I firstly consider what has the most benefits to the children but I also consider your well-being and staff well-being as they are also in school delivering learning to our Key Worker children. Hopefully you are managing to access the learning in some way and there is enough variety for children to continue to make progress academically, socially and emotionally by engaging in activities that interest them. Outlined below are some of the main choices we have made and our reasons for doing so:

1. **Class Dojo as our chosen Online Learning Platform:** After Lockdown one, which was very unfamiliar and a new way of working for us all, all schools were offered the option of taking up training from the government to set up an Online Learning Platform for future lockdowns or when children are isolating due to Coronavirus. We did take up the offer of the training but as a team we felt it was far too complicated to use and not very child friendly. We felt it was too much to ask of parents, especially given the age range of our children. Staff also felt it was another log in and another system for all of us to get used to when you have all made a tremendous effort over the last few years to access Dojo to its full potential. We therefore decided that Class Dojo gave us all the tools we needed to deliver highly effective online learning in a format that was somewhat familiar to us all. Pictures, worksheets, instructions, videos and links can all be uploaded for lessons with children being able to respond in a variety of different ways, suiting their needs and interests.
2. **Timetabling of Staff:** Staff have been timetabled very carefully so that we can provide quality education for the Key Worker children and provide almost the same education to the majority of children at home during lockdown. The way they have been timetabled means that throughout the school day there is a member of staff allocated to each class to respond to work submitted and give feedback for the

children. This seems to be working well - both parents and children have responded positively to it. We are also working extremely hard to adhere to government guidelines by minimising the number of staff & children in school to reduce the spread of Coronavirus.

3. **Live Teaching:** We have investigated thoroughly the option of using live teaching and after doing so I feel it is not the best option for our families. Firstly, whilst I recognise some schools are using live lessons, I have huge concerns about the safeguarding element of this. I also worry that some families may find it uncomfortable for other children/parents seeing their house (privacy) and I would hate to be putting anyone under added pressure. Furthermore, live teaching means that parents and children are set to fixed lesson times and I worry if families have more than one child then it is not possible to access quality education due to limited devices in the house. Live teaching for children of Infant age still involves a parent sat with the child. Live lessons would also be short due to the attention spans of children under 7. The majority of the lesson would still involve a task that would need to be completed with the support of a parent/carer. Research does not suggest that live videos have a more positive impact than recorded videos.
4. **Rewarding children:** We have ensured that we deliver a weekly Celebration worship to award stars of the week. We also are ensuring that all work is responded to with a positive comment to encourage children to engage and develop self-confidence.
5. **Worship to support child mental health and well-being:** Daily worship has been delivered to children with the aim of developing a Growth Mindset and developing positivity. The sessions are aimed to be accessible by the children without an adult as much as possible to increase independence.
6. **1:1 Zoom Sessions for SEND children:** This is something that is new and is starting to be developed for children whose needs cannot be met by Class Dojo due to additional needs identified by the SENDCO.
7. **Welfare Calls:** A dedicated team of staff have been allocated the role of carrying out welfare phone calls to support families on a weekly basis.
8. **Daily Storytime:** At the end of day children have access to a story read by their class teacher.
9. **Small bubbles with limited staff in school:** This has increased the safety of all in school and enabled more staff to be available out of class to run the home learning.
10. **Full Curriculum:** A full curriculum is being delivered as much as possible and is closely matched to the needs of different groups of children. Each child has daily access to a Phonics lessons with a video to support reading, access to reading books via Oxford Reading tree online, a maths lesson with a video to support the learning and at least one other video to accompany remote learning activities.
11. **Devices:** We have gone above and beyond to provide devices to support learning at home and have treated each family's situation with care and consideration. The majority of devices have been self-funded by school. We have also self-funded a stationery pack for every child to access learning at home

Future Development:

We are always looking at different ways to improve our remote learning offer and are all more than willing to listen and consider ideas from parents. However, I hope you have faith in our ability to make the best decisions in the interests of all children – please do not think we are ignoring any comments. Future ideas we are considering include running optional Class Zoom parties/circle time activities that are live, increasing the amount of sharing of work that we do and handing out SIM cards on behalf of Virgin Media.

I hope that you find this letter of explanation useful and informative. The staff are all working extremely hard and doing everything they can to support all of the children in school to the best of their ability. If you have anything you would like to share with us regarding Remote Learning then please fill in the box below and return to school via Class Dojo Portfolios. Alternatively send us a Dojo message or give us a call. We will be more than happy to discuss any of your queries.

Kind regards,



Mr A Blackburn
Headteacher

Comments: