

Remote Learning Plan November 2021

School Vision, Values and Aims

Our school vision, values, aims and motto are rooted in the Church of England's Vision for Education; *Deeply Christian, Serving the Common Good* and the biblical teaching of;

“Love the Lord your God with all your heart, and with all your soul, and with all your mind and with all your strength; and love your neighbour as yourself” (Mark 12.30,31).

Vision

Open Hearts, Open Minds, Open Doors

Values

Respect	Mark 10.14: Let the children come to me
Responsibility	Colossians 3.23: Whatever you do, work at it with all your heart
Compassion	Colossians 3.12: Clothe yourselves with compassion, kindness, humility, gentleness and patience
Perseverance	Deuteronomy 13.6: The Lord your God goes with you; he will never leave you or forsake you

Aims

Our principle aim - For all to know that they are welcome

To show kindness and forgiveness

To listen to one other

To seek enjoyment in our work.

To show patience with one other

To show love towards one other

To show courage in our work

To keep the children at the heart of our decisions

To embrace innovation and change

To trust one other

To inspire one another

To celebrate the dignity and worth of each individual

To begin each new day positively

To reach out to one other

To have confidence

To encourage one other

To support and challenge one other

To believe in one other

Aims

Through our remote learning plan we aim to:

- stay connected with our children and families through providing structured learning opportunities via Microsoft Teams.
- mirror our broad and balanced curriculum as closely as possible, in line with our school's vision and values and aims.
- maximise learning opportunities and pupil progress through high quality teaching and learning provision and relevant feedback.
- sensitively and effectively meet the needs of our children and families, especially those who may need additional guidance or support.

Government Expectations of School's Remote Learning

- Remote education, where needed, is high quality and aligns as closely as possible with in - school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.
- 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, the government 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.
- provide 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 and confident 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, schools are expected 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 and/or videos.

- assess 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.
- avoid an over-reliance on long-term projects or internet research activities.

The School's Remote Learning Provision

If a child is unwell with COVID – 19, there is no expectation that work will be completed. Parents should contact the school office to report illness and any suspected symptoms of COVID – 19 in the usual way.

Case 1: A child is self-isolating/quarantining at home due to symptoms of COVID 19 or awaiting test results.

First Full Day of Absence:

1. Parent informs the school office that child is unable to attend school, outlining reason in Case 1.
2. Office staff remind parents of our remote learning plan and to follow the daily schedule on The Oak National Academy (<https://www.thenational.academy>) in its entirety. School office to inform class teacher.
3. Parents access The Oak National Academy and support the child in accessing and working through the areas covered for the day. New learning is added weekly – this website is funded and supported by the government and staff are familiar with the content which links to the National Curriculum for each Key Stage.
4. Children to complete all work from Oak Academy whilst awaiting the results of a PCR test.

Upon Receipt of a Positive PCR Test Result:

Day 1

1. Parents inform the school office of the PCR test result. Office staff remind parents how to access Teams
2. The teacher will make contact with families/pupils to arrange mutually agreed times to check-in so that they can ensure that the child and family feel supported during the period of isolation. The child will be invited to join the daily live input sessions in English and Maths.

From Day 2 until the End of Isolation Period:

Pupils at home join the daily English and Maths class input via TEAMS, before completing their work independently offline. This work should be submitted to the class teacher for review and feedback. Pupils will be directed by the teacher to carry out independent tasks in foundation subjects in the afternoon or they will be directed to follow The Oak National Academy.

1. Pupils access the live daily English and Maths input and complete set work independently. Work to be submitted daily via TEAMS in order for staff to give effective daily feedback and evaluation.
2. Parents/Pupils need to access Teams every day to collect any new work and submit work completed. Teachers will make it clear exactly which work should be submitted. Not every piece of work submitted will receive written feedback.

If a child is in isolation or quarantining and they are not experiencing any illness, they will need to complete and submit all work set. This includes all work set by the teacher and work from The Oak National Academy. It is expected that the child will return to school on Day 11, if they are well enough to do so.

Case 2: The child's class is sent home to isolate including all staff.

The school informs parents that children are to remain home for 10 days upon advice from Public Health England. Parents are reminded of our remote learning plan, how to access Teams and to follow the schedule on The Oak National Academy (<https://www.thenational.academy>) in its entirety.

Day 1 First Full Day of Absence

1. Parents access The Oak National Academy and support the child in accessing and working through the areas covered for the day. New learning is added weekly – this website is funded and supported by the government and staff are familiar with the content which links to the National Curriculum for each Key Stage.
2. Children to complete all work unless directed otherwise by the class teacher.

Day 2-10

1. A Teacher will teach remotely to the class via Teams – this will be a combination of streamed lessons, online activities, non-computer based learning and check-in sessions. This may be a variety of staff, mostly from the same year group and is dependent on staff being fit to work.
2. A typical day will consist of Maths and English and at least one other curriculum subject. Children will be directed to work independently for an allocated time, before submitting their work to the teacher. Work submitted will be evaluated by the teacher, with feedback given orally or through teams. Any individual feedback will be shared via the private chat facility or directly on the piece of work submitted, however most feedback will be collective and new learning will take consolidation and rehearsal into account.
3. Children/parents are to upload all completed work onto Teams for staff to review with support from parents – this could be photographic evidence or documents. Staff will offer feedback if appropriate to move learning on – they will also review the class' learning and set new tasks to support and develop (just as if they were in school). Pupils will receive written feedback on their Maths and English work at least twice a week, with additional feedback on a foundation subject once a week.
4. The government expect pupils to work at home as if they would in school and therefore work is mandatory, as is the submission of work onto Teams.
5. For those with an EHCP, the work will be tailored to meet the child's educational needs. Teachers will offer additional support to those who may require it as necessary.
6. Monitoring of pupil attendance takes place daily via the online TEAMS register. If children are unable to attend the virtual lessons on a particular day, parents should contact the school office to report the absence in the same way they would routinely. If non-attendance occurs without a parental explanation, staff will contact parents by telephone to ensure that the family feel confident with the remote learning expectations.

Case 3: School allows full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. Remote education to be provided for all other pupils.

On the day of closure:

The school emails parents to inform them of the school closure and arrangements for access to school as well as our remote learning plan and how to access Teams. Parents should follow the schedule on The Oak National Academy (<https://www.thenational.academy>) in its entirety.

Day 1 onwards

1. A teacher will teach remotely to the year group via Teams – this will be a combination of online lessons, online activities, non-computer based learning and check in sessions. Children may not be taught by their usual class teacher as staff may need to be redeployed to teach a priority group or as a result of staff absence.
2. A typical day will consist of Maths and English and at least one other curriculum subject. Children will be directed to work independently for an allocated time, before submitting their work to the teacher. Work submitted will be evaluated by the teacher, with feedback given orally or through teams. Any individual feedback will be shared via the private chat facility or directly on the piece of work submitted, however most feedback will be collective and new learning will take consolidation and rehearsal into account.
3. Children/parents are to upload all completed work onto Teams for staff to review with support from parents – this could be photographic evidence or documents. Staff will offer feedback if appropriate to move learning on – they will also review the class’ learning and set new tasks to support and develop (just as if they were in school). Pupils will receive written feedback on their Maths and English work at least twice a week, with additional feedback on a foundation subject once a week.
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Monitoring and Evaluation of the Plan

This plan will be regularly reviewed in order to ensure it is meeting the remote learning aims. Stakeholders will be consulted on the effectiveness of the plan and the school will look to make changes in response to feedback. Changes will be implemented where the outcome will improve the learning experience for pupils, whilst taking into consideration the demands placed on families and school staff as a result of remote learning.