

Remote Teaching and Learning Provision at Rossett Acre Primary School: information for parents

Background

The following plan has been created in response to Government Guidance from 7th August 2020 which states that all schools must have a remote teaching and learning contingency plan in place in case of a local lockdown or coronavirus outbreak within the school or area. It has also taken into account the Government Guidance, 'Remote Education Good Practice' from 27th October 2020 and 'Restricting Attendance during the National Lockdown: Schools' from January 2021.

Please be aware: This plan only comes into effect if whole classes, year groups or the whole school are sent home due to local lockdown/coronavirus outbreak.

Remote teaching and study time each day

At Rossett Acre, we teach the same curriculum remotely as we do in school, wherever possible and appropriate. However, we may need to make some adaptations in some subjects. We expect that remote education (including remote teaching and independent work) will be as follows:

<p>Whole School - these will be in place for classes, year groups and whole school if required.</p>	<ul style="list-style-type: none"> • Whole School Assemblies – on a Monday at 9.15am. These may be recorded or live via Microsoft Teams. • Am: Online Daily Teacher Check In with the children – this will be live via Microsoft Teams or a check-in question via Teams or Class Dojo where the children can respond on Class Story. We will endeavor to record any live check-ins to allow those who are not able to watch the live broadcast to watch at a time that suits them. • Daily class reader. The teacher will read the class reading book or a story at the end of the school day. This may be recorded or live via Microsoft Teams. • A weekly overview of work, including spellings, for the following week will be sent out via Class Dojo or Teams by 5pm each Sunday.
<p>Early Years – EYFS</p> <p>UTW = Understanding the World</p> <p>EAD = Expressive Arts & Design</p>	<p>In Early Years, lots of the learning is active and play-based, and we would therefore encourage children to engage in lots of active learning at home. Parents are encouraged to share home learning on Tapestry.</p> <p>Teachers will provide a weekly overview on a Sunday evening. Each day they will provide:</p> <p>1 x morning meeting (live) to check in and introduce learning for the day. Lesson may be literacy/theme based.</p> <p>1 x pre-recorded phonics lesson</p> <p>1 x pre-recorded maths lesson</p> <p>Maths and phonics lessons might also provide additional learning activities.</p> <p>1 x afternoon meeting (live) to share a story.</p> <p>Additional learning (UTW/EAD) activities will be shared throughout the week, either via recorded lessons or messages on Teams/Tapestry. Children will have access to Phonics Hero games, EPIC online book archive, phonics worksheets and linked activities.</p>

<p>Years 1-6 ‘Restricting Attendance during the National Lockdown: Schools’ January 2021 stipulates: Key Stage 1: 3 hours a day on average, with less for younger children Key Stage 2: 4 hours per day</p>	<ul style="list-style-type: none"> • Three daily tasks based around the curriculum will be set per day and delivered via Teams or Class Dojo (either live or pre-recorded) <p>A paper pack will be provided for those without internet access. This will include:</p> <ul style="list-style-type: none"> • Maths – following the White Rose Scheme of learning. A link to videos/live recordings and worksheets will be available on Teams/Class Dojo. • English – a live or pre-recorded task / link to Oak National Academy or relevant slides/other resources will be provided. • A reading task will be set, appropriate to the year group of the pupil. <p>In addition:</p> <ul style="list-style-type: none"> • a daily wider curriculum task will be set in line with the Rossett Acre School Curriculum/National Curriculum via Teams/Class Dojo. This could be for RE, PSHCE, Art/DT, Geography, History, Music, Finance and Enterprise, (Languages – Key Stage 2). (A paper pack will be provided for those without internet access). • a weekly Science task will also be set • a phonics task will be set 3 x per week for children in Years 1 and 2
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Century
Children in Key Stage 2 are developing independence and will have access to Century which will provide independent, individual challenges in core subjects. Teachers may direct children to this resource or children may follow their own pathway.

Additional Online Resources
Children will also have access to online platforms. Work on these may be set by the class teacher, in addition to the children being able to access the platforms independently.

Examples of online platforms that may be used are:

- Purple Mash (All year groups)
- Developing Experts (All year groups – Science)
- Times Table Rock Stars (Year 2 upwards)
- My Maths (Year 2 upwards)
- Read Theory (Year 5 and 6)
- Oxfordowl.co.uk
- Phonics Hero
- Learning by Questions
- Bug Club

Other links to resources that we feel are appropriate.

Accessing remote education

At Rossett Acre, we will deliver our remote learning via Microsoft Teams, Tapestry and Class Dojo.

We recognise that some children may not have suitable online access at home. We will ensure that there is a high level of communication between children, parents and staff. Therefore, if children and families are unable to access the remote teaching and learning, support will be given quickly. Parents can contact school via Tapestry, Class Dojo or through the School Office. We will take the following approaches to support those children to access remote education:

- We will identify children in need of a device and issue them with a laptop or Ipad to borrow, where possible. These will be recorded as being provided and need to be returned after lockdown please.
- Other technical equipment may be issued to those who are struggling with internet access, if available.

- Printed packs of resources will be issued for children, as required. These will need to be collected at an arranged time once a week from school.
- If children do not have online access and are unable to upload their work, they will be able to deliver their work at an arranged time once a week to school.

Remote Teaching and Learning

At Rossett Acre we will use a combination of the following approaches to teach children remotely:

- Live teaching (online lessons)
- Pre-recorded lessons by the class teacher or other staff
- Recorded teaching (e.g. White Rose Maths, Oak National Academy, video/audio recordings made by teachers)
- Printed paper packs produced by teachers
- Online reading books
- Commercially available websites supporting the teaching of specific subjects, including video clips.
- Long-term project work and internet research.

Engagement and feedback

At Rossett Acre we expect all Children, Parents and Staff to adhere to the Remote Learning Code of Conduct.

We expect all children to engage in remote learning every day. We appreciate that this may vary between being able to access the live teaching and the recorded teaching due to the number of children in a household and devices. Children are encouraged to use the chat function in Teams to ask learning related questions and to ask for support. Staff will answer these and, if needed, 1:1 time may be offered to go over the work with them.

We ask that parents/carers support their children to access their learning and their work, supporting activities; as well as their child to upload their completed work and communicate with staff directly if they need advice and support. We expect parents to encourage their children to follow the school behaviour rules and to be dressed appropriately.

Staff will identify any children who are not engaging in remote learning. Staff will offer meetings and/or calls for children/parents to support them with remote learning, as required. The Nurture team will make regular phone calls to vulnerable children who are not accessing learning in school. These are communicated to the Senior Leadership Team (SLT) and the class teacher. Pupil engagement will be checked daily. If a child is not seen to be engaging, joining live lessons and uploading work, the class teacher/support staff will contact them via Class Dojo/email. If there is a concern, SLT and the Nurture team will be informed and a call to parents/carers will be made.

Completed work is to be uploaded by the deadline set by the class teacher and feedback on core learning will be given in a timely manner. Extra work and photos which are uploaded will receive some form of acknowledgement.

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.

Additional support for pupils with particular needs

We recognise, that some children, for example those 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 children in the following ways:

- Class teacher will continue to provide support, adaptation and advice for parents with children with SEND.
- Children with EHCP's will be offered/will have some daily 1:1 support regardless of if they are in school or at home. Tasks will be tailored to their needs and packs can be sent home.
- Parents will be encouraged to communicate with the class teacher and along with the Inclusion Manager/Nurture Team, resources and advice will be given.

Remote education for self-isolating pupils

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

Where there are individual cases of absence due to Covid-19, class teachers will provide work for the child to complete provided they are well enough to do so. This work, where possible, will be in line with the learning in school and will be sent via Teams, Tapestry/Class Dojo or email. If the child does not have access to the internet, or a device then a short term loan of a device may be offered or a pack of work will be available to collect.

January 2021