

## Principles for Remote Learning – ECM Trust



The platform that will be used for the remote learning offer at Laithes Primary School is Seesaw.



**This Remote Education plan aims to:**

Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos

Provide clear expectations for members of the school community with regards to delivering high quality interactive remote learning

Include continuous delivery of the school curriculum, as well as support of Health and Well-Being and Parent support

Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)

Support effective communication between the school and families and support attendance

**Remote learning will not be offered**

- During school holidays
- During a term time holiday
- Where a child is ill and the illness is unrelated to C19
- Where a child is being kept at home but is not shielding as a result of clinical vulnerability.

Although the guidance says pupils should be given access to high quality remote education resources, schools must make it clear to children and parents that the engagement in learning is non-negotiable.

**During remote learning schools will:**

- 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
- gauge 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

**Resources to deliver this Remote Education Plan include:**

Online tools for EYFS KS1 KS2 (Teams/Zoom/ Class Dojo/Seesaw), as well as for staff CPD and parents' sessions.

Use of Recorded video (or Live Video if used) for start of day registration, instructional videos and assemblies

Phone calls home

Printed learning packs in some circumstances

Physical materials such as story books, maths equipment and writing tools

Use of White Rose Maths videos and Read Write Inc virtual lessons.

**Laithes Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.**

Laithes Primary School will provide a refresher online training session and induction for parents on how to use Teams and Seesaw/Classdojo as appropriate and where possible, provide personalised resources. Where possible, it is beneficial for young people to maintain a regular and familiar routine. Laithes Primary School would recommend that each 'school day' maintains structure. We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

**Staff can expect pupils learning remotely to:**

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers

- Alert teachers if they're not able to complete work

**Staff can expect parents with children learning remotely to:**

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

**The governing board is responsible for:**

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Situation	DESCRIPTION OF WHAT OFFER WILL BE / WHAT WILL HAPPEN	
Child shielding due to clinical vulnerability  and  Child not in school because of family self-isolation	*School will ascertain accessibility to virtual learning and act accordingly *Children will be directed to the Learning from a variety of virtual platforms – <i>where possible, staff may upload learning to match the learning of children remaining in school. This may be achieved through uploading of slides, notebooks, videos or resources to online learning platform</i> *Regular virtual check in will take place with staff from school this will be arranged depending on the individual circumstances  *Applicable resources will be uploaded to the virtual platform *Online learning platform to be used for pupils to upload work *Class teacher and Teaching Assistant will be responsible for checking work daily	
Bubble Closures (Staff member well)	*School will ascertain accessibility to virtual learning and act accordingly *Children will access class lessons virtually; this may happen through Microsoft teams or Zoom. Staff will deliver this from home, following risk assessment. <i>This may happen through uploading of videos, models, explanations depending on the year group or content to be delivered – see separate risk assessment</i> *Applicable resources will be uploaded to the virtual platform *Online learning platform to be used for pupils to upload work *Class teacher and Teaching Assistant will be responsible for checking work daily	
Bubble closure (Staff member unwell)	*School will ascertain accessibility to virtual learning and act accordingly *Within 36 hours, virtual learning will be provided and facilitator of learning will be identified *The role of the facilitator is to direct children and families to online learning resources that have been identified for the appropriate year group (see appendix) *The facilitator will ensure children engage with the daily planned program of work and provide appropriate feedback	
School Closure (open to Key Worker and Vulnerable children)	*Schools will follow virtual plans as per Lockdown and staff allocated roles as required through risk assessment	

School Closure complete shutdown	<ul style="list-style-type: none"> <li>*School will ascertain accessibility to virtual learning and act accordingly</li> <li>*Children will access class lessons virtually; this may happen through Microsoft Teams or Zoom. Staff will deliver this from home, following risk assessment</li> <li>*Applicable resources will be uploaded to the virtual platform (Seesaw)</li> <li>*Online learning platform to be used for pupils to upload work</li> <li>*Class teacher and Teaching Assistant will be responsible for checking work daily</li> </ul>	
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### Appendix 1 – Example timetable

When planning your timetable and links, think about which curriculum aspect are taught more than once or fit in well with curriculum content. The unit of work planned could be used at any moment in time for literacy and the wider curriculum. Facilitators need to be aware of where to find the appropriate lessons for maths (maths leaders can support with this).

#### Week 1

Year 3		
9-9.30	Reading	Setting Descriptions
9.30- 10.30	Writing	<a href="https://classroom.thenational.academy/subjects-by-year/year-3/subjects/english">https://classroom.thenational.academy/subjects-by-year/year-3/subjects/english</a>
10.30-10.45	Break	
10.45 – 11.45	Maths	Age appropriate content from white rose and maths hubs
11.45 – 1.00	Lunch	
1-2	Curriculum	Science – Plants <a href="https://classroom.thenational.academy/subjects-by-year/year-3/subjects/foundation">https://classroom.thenational.academy/subjects-by-year/year-3/subjects/foundation</a>
2-3	PHSE /PE	<a href="https://classroom.thenational.academy/pe">https://classroom.thenational.academy/pe</a>  <a href="https://classroom.thenational.academy/subjects-by-year/year-3/subjects/pshe">https://classroom.thenational.academy/subjects-by-year/year-3/subjects/pshe</a>

#### Week 2

Year 3		
9-9.30	Reading	Setting Descriptions
9.30- 10.30	Writing	<a href="https://classroom.thenational.academy/subjects-by-year/year-3/subjects/english">https://classroom.thenational.academy/subjects-by-year/year-3/subjects/english</a>
10.30-10.45	Break	
10.45 – 11.45	Maths	Age appropriate content from white rose and maths hubs
11.45 – 1.00	Lunch	
1-2	Curriculum	Science – Water <a href="https://classroom.thenational.academy/subjects-by-year/year-3/subjects/foundation">https://classroom.thenational.academy/subjects-by-year/year-3/subjects/foundation</a>
2-3	PHSE/PE	<a href="https://classroom.thenational.academy/pe">https://classroom.thenational.academy/pe</a>  <a href="https://classroom.thenational.academy/subjects-by-year/year-3/subjects/pshe">https://classroom.thenational.academy/subjects-by-year/year-3/subjects/pshe</a>