

St Nicholas School Remote Learning Plan

October 2020 (reviewed Jan 2021)



ProfessorAssessor
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Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home or in the event of whole school closure due to Local/National Lockdown.

This Remote Learning Plan is for children who are well enough to attend school but school is not accessible to them due to current Covid-19 restrictions.

Level 1: A child is self-isolating because of a positive test within the household, but the class bubble remain operational.

Level 2: A group of children are self-isolating because of a case of coronavirus or a whole bubble or cohort is self-isolating because of an outbreak of coronavirus.

Level 3: Whole School Closure. Provision only to priority groups on site. Remote education provided for all other children.

The plan complies with the expectations and principles outlined in the DfE documents [Guidance for Full Opening of Schools](#)

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in Home Learning is compulsory, as is the expectation that St Nicholas Primary School makes provision available and accessible for all. However, if children themselves are too ill to attend school they should not be expected to engage in home learning.

The Remote Curriculum: What is taught to pupils at home?

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

Level 1: A child needs to isolate because someone in their household is symptomatic or tests positive and the class bubble remains operational.

REMOTE LEARNING

Day 1 of absence: Each Friday the class teacher will continue to upload the home learning tasks. Links to online learning are also made available through Topic Webs each term on the Class Learning Pages on the Website.

From Day 2 absence: The class teacher will post links to remote learning support and assignments on Google Classroom this will consist of 2 core activities (1x English and 1x Maths) a Foundation lesson and a reading activity each day. Depending on the class age there may be additional weekly assignments to complete covering other aspects of the curriculum.

Children should also be reading daily either from their school book, another suitable book from home or accessing ebooks from Oxford Owls.

A call will be made where possible either via Meet or Phone to check the child's understanding and offer support as needed during the Class Teachers' PPA time.

Level 2: A whole bubble of children is self isolating because of an outbreak of Coronavirus.

Day 1: Each Friday the class teacher will continue to upload the home learning tasks. Links to online learning are also made available through Topic Webs each term on the Class Learning Pages on the Website.

Day 2: The teacher will schedule a 'Meet' through Google Classroom with the children and parents. In this meeting the teacher will discuss the remote learning arrangements and expectations.

The teacher will also share a timetable of learning- this will consist of 2 core activities (1x English and 1x Maths) a Foundation lesson and a reading activity each day. Depending on the class age there may be additional weekly assignments to complete covering other aspects of the curriculum.

This is in addition to the usual weekly homelearning for that class (Spellings, Reading Lists, Number Facts (KIRFS), Professor Assessor/Numbots) that will continue to be provided through Google Classrooms.

Children will receive feedback from quizzes and assignments each week.

Children should also be reading/being read to daily either from their spot book, another suitable book from home or accessing ebooks from Oxford Owls. Advice and expectations relevant to the year group will be set by the Class Teacher.

Level 3: Local Authority enforced Lockdown/Emergency Closure of the School (Either for COVID or other serious incident): Provision only to priority groups on site. Remote education provided for all other children.

Day 1: Each Friday the class teacher will continue to upload the home learning tasks. Links to online learning are also made available through Topic Webs each term on the Class Learning Pages on the Website.

Day 2: All Teachers will schedule a 'Meet' through Google Classroom with the children and parents of their class. In this meeting the teacher will discuss the remote learning arrangements and expectations.

Teachers will also share a timetable of learning- this will consist of 2 core activities (1x English and 1x Maths) a Foundation lesson and a reading activity each day. Depending on the class age there may be additional weekly assignments to complete covering other aspects of the curriculum.

This is on top of the weekly homelearning (Spellings, Reading Lists, Number Facts (KIRFS,) Professor Assessor/Numbots) that will continue to be provided through Google Classrooms or the Class Learning Page on the Website.

Children will receive feedback from quizzes and assignments as per the Remote Learning Policy.

Children should also be reading or being read to daily either from their spot book, another suitable book from home or accessing ebooks from Oxford Owls. Advice and expectations relevant to the year group will be set by the Class Teacher.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. Remote Learning is of a high quality and is meaningful and ambitious. The class teachers will set work across all areas of the curriculum, as they would in school. However, we have needed to make some adaptations in some subjects. For example, in practical lessons such as PE, Games, Music, Art or DT, lessons may be adapted to enable all pupils to access the learning without the need for specific equipment.

Remote teaching and study time each day: How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.

Work is pre-recorded and uploaded at the end of the previous school day. This gives parents/carers flexibility and time to plan their next day accordingly when multiple children are remote working. Teachers will share a weekly timetable with parents but timings can be set by parents/carers to fit around their individual circumstances.

The amount of remote education provided should be, as a minimum:

Key Stage 1 children: 3 hours a day on average across the cohort, with less for younger children

Key Stage 2 children: 4 hours a day

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

We complete parent surveys regarding home learning and communicate through our newsletter about access to technology/internet at home. Parents/carers can contact the school to speak to the Deputy (Lucy Hill- Deputy@stnicholas.wilts.sch.uk) who can assist in supporting pupils when working remotely. If your child does not have access to a laptop or other suitable device parents/carers should make contact with Lucy Hill and we can discuss alternative arrangements based on individual circumstances.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

All pupils will have access to high-quality education when remote working. The school will use a range of teaching methods to cater for all different learning styles, this includes:

- pre-recorded video or audio lessons by the class teacher or commercially available online resources
- powerpoints and worksheets created by the teacher or from carefully selected online resources
- educational websites
- long-term project work and/or internet research activities
- children continue to use the range of online tools that they are familiar with and use in school e.g. Numbots/Professor Assessor

Each lesson will include an independent task for children to complete, this could be a written or practical tasks.

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

In exceptional circumstances, the school may reduce its curriculum offering to enable individual pupils to cope with the workload – the Headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

In exceptional circumstances, the school may need to reduce its curriculum offering due to staff capacity, this will be done as a last resort and will be clearly communicated with parents.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

There is an expectation that pupils engage in online remote learning each day. Children are expected to watch the lesson's video and complete the relevant activity. Teachers will clearly identify work that is 'optional' as we are aware some pupils may complete work quicker than others.

Parents should support their child with logging in and accessing the online provision. Younger children are likely to require greater support with accessing and completing tasks each day. Older pupils are likely to become more independent and require less support as they become familiar with the provision.

Families are invited to a daily Zoom meeting with their teacher to raise any questions or concerns about work set. This call is optional but teachers will keep a log of pupils who have attended for monitoring purposes.

The school is aware of the pressures remote learning places on parents/carers balancing home learning and trying to work from home so we ask parents/carers to support their child in completing what is suitably possible throughout the day. If parents/carers are struggling to engage their child in learning, they should contact their child's class teacher or Mrs Hill.

If your child is poorly and not able to complete their home learning, please contact the school. Children won't be expected to do any home learning until they are feeling well again. If parent/carer is poorly and children are unable to access work independently, minimum expectation is the videos are watched, please inform us so we can let teachers know to expect less work.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Class teachers will keep a daily register of pupils who have engaged in home learning and, in the case of a full lockdown, who have been in school as a vulnerable / critical worker.

If a pupil does not engage on two consecutive days, the class teacher may call parents/carers to offer support and advice in helping them access the activities. If a pupil does not engage on four consecutive days, the class teacher will escalate to Lucy Hill, Deputy Headteacher. Those pupils not engaging with work will be added to the Senior Leadership Team's record for weekly check in calls.

The Senior Leadership Team will also be monitoring Google Classrooms and may also attend Meets across the school to ensure consistency in teaching practice and engagement with families.

How will you assess my child's work and progress?

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. Our approach to feeding back on pupil work is as follows:

Teachers will assess and feedback work submitted onto Google Classrooms once it has been received. This must be before 3pm on the day it is set. Work submitted after this time will be assessed but may not get a comment. Feedback can take many forms and may not always take the form of a written comment.

For example, our approach to feeding back on pupil work could include:

- written comment on work uploaded to Google Classrooms
- returning work submitted which will show as a tick
- Informal verbal feedback in a Meet
- where necessary, more detailed feedback may be issued to help a child or group of children understand a misconception in a virtual live meeting
- For children in school teachers may address misconceptions with children when in school working with bubbles

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

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

- Teachers will set work according to the needs of the pupil. This will be in the form of differentiated work to enable all children to access the remote learning at their specific level.
- Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND. All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.
- All pupils are encouraged to take regular breaks and time away from the screen. Parents can manage this around the needs of their individual child.
- Teachers will monitor the academic progress of all pupils, including those with SEND and discuss additional support or provision with the Special Educational Needs Coordinator (SENCO) as soon as possible.

- In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the Headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.
- If a child needs additional scaffolding with their work they will be set individual assignments via Google Classrooms or in personalised work sent home. A teacher may provide further support over the phone or through Google Meet.
- To support younger pupils, not all work set will require a formal written outcome. Tasks may include more practical activities that can be completed independently within the home.

Software and Online Platforms:

Within all plans, teachers will set appropriate work in-line with our current curriculum and primarily supplemented by resources provided by Oak Academy and White Rose Maths. **Oak Academy** has been selected to support remote learning for a number of reasons. The Oak Academy lessons are in-line with our teaching ethos- they encourage the use of retrieval practice, explicit teaching with high quality modelling and the deliberate use of practice. The online lessons are free to all and offer a recorded taught session so that children can access physical teaching from a teacher and then access work related to that lesson from the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support. Class Teachers will be using some of these lessons in the classroom so that children become familiar with the platform. <https://support.thenational.academy/en/collections/2342140-for-parents>

White Rose Maths resources will be used for remote Maths teaching. These provide videos and worksheets for use at home and are closely aligned with the progression of small steps we teach in school. White Rose Maths Hub follow a Mastery approach to Mathematics which is how Maths is taught across the school. **Professor Assessor** is already familiar to the children for their home learning and teachers can easily set and assess work and times tables progress (in KS2) through this platform. **Numbots** will be utilised to continue to support acquisition and retention of number facts in KS1.

Oxford Owls provides free online texts and activities to support reading and to ensure children have access to a wide range of texts from home.

Google Classrooms will be used in the first instance for Homework assignments in order to help children and parents feel confident using this learning platform. It will then be used more widely in the case of Remote Learning being required.