

Appendix A For Remote Learning Policy

Education during Coronavirus

According to Guidance (updated 28 August 2020) ***“where a pupil is unable to attend school because they are complying with clinical or public health advice, we expect schools to be able to immediately offer them access to remote learning. Schools should monitor engagement with this activity as set out in the section for all schools and local authorities section.”***

School national restrictions guidance Jan 2021 we expect schools to:

“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 so that pupils can progress through the school’s curriculum”

Ofsted guidance on what makes good remote learning; Jan 2021

“Remote education is a means, not an end. The aim of education is to deliver a high-quality curriculum so that pupils know more and remember more. Remote education is one way of doing so.

This means that everything we know about what a quality curriculum looks like still applies. The remote education curriculum needs to be aligned to the classroom curriculum as much as possible. And, just like the classroom curriculum, it needs to be carefully sequenced and ensure that pupils obtain the building blocks they need to move on to the next step. Curricular goals should be made as explicit remotely as they would be in the classroom.”

The Topsham School wants to ensure that all our children can continue with the best quality education and support in their learning whether they are in school or learning from home during these challenging times. The school will use Google Classroom to facilitate remote learning; this was used effectively during Lockdown 2020. Tapestry may be used if this is deemed more appropriate to the child’s age and stage.

Key Headlines:

- Use a curriculum sequence that provides access to high-quality online and offline resources that are linked to the schools curriculum planning and expectations i.e. strive to follow the provision we would provide within school, this includes 'teaching' new learning through well planned and delivered sequences.
- Based on guidance the curriculum for home and remote learning should focus on filling the gaps in core knowledge and teaching new learning; where necessary the school may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances
- The online tools are consistent across the school in order to allow for consistency of interaction, assessment and feedback
- Printed resources are provided for those who do not have suitable online access. ***Devices such as ipads or chromebooks will be loaned to those that have been identified as being in 'ICT need' with the most vulnerable taking priority. Parents will need to agree and sign the school's loan agreement to access this.***
- Younger children and some SEND pupils may not be able to access remote learning without support and so schools should work with families to meet their needs appropriately; for example where this would place significant demand on parents. ***The school has also identified the following: providing paper based learning and in some cases mean attending school to carry out their learning; the SENDCO will work with our families to ensure the school provides the correct level of support.***
- Meaningful and ambitious work is set each day in a number of different subjects
- Knowledge and skills are built on incrementally
- Clear explanations of clear content are delivered by a teacher in school through high quality resources or videos
- Plan a programme of equivalent length of the core teaching pupils receive in school
- Teachers gauge how well pupils are progressing through the curriculum using questions and other suitable tasks. ***Suitable tasks set by the school will include a weekly/bi weekly Big Write and maths assessment tasks to be carried out by children independently***
- School sets clear expectations on how regularly teachers will check work
- Avoid long term projects or internet research activities
- Pupils learning is monitored and support is given to ensure they master the curriculum and make good progress

The Leadership Team have developed The following contingency plans IF a child/group of children/class are self-isolating due to suspected or confirmed Covid 19 case within their household. It is NOT for when a child/group of children are poorly due to a general cold, tummy bug or if they themselves have Covid 19.

Examples of the Resources for the core areas of Maths, English, Reading, Phonics and Spelling The Topsham School will use as part of it's Remote Teaching Provision

Subject	Resources to be used
Maths	<p>Platform to use for teaching remotely: Google Classroom</p> <p>Live or pre recorded teaching episodes by class teachers: these will include providing modelling/explanations of what is expected within a task to clarify expectations and steps to success</p> <p>Pre recorded lessons/episodes of teaching from: Oak Academy (where it fits in to your sequence), BBC Bitesize (where it fits in to your sequence), White Rose</p> <p>Platforms to use to supplement children's maths learning: MyMaths, TTRS, Numbots, Numberblocks, White Rose</p> <p>Documents to continue to use to inform planning: Nrich, Harts for Learning, Hamilton, NCETM, White Rose</p>
Literacy including READING	<p>Platforms to use for teaching remotely: Google Classroom</p> <p>Live or pre recorded teaching episodes by class teachers: these will include providing modelling/explanations of what is expected within a task to clarify expectations and steps to success</p> <p>Self recorded films, Oak Academy, BBC Bitesize</p> <p>Platforms to use to supplement children's literacy learning: Oxford Owl Reading books (ebooks) Collins Cat Reading books (ebooks) Bug Club ebooks</p> <p>Documents to continue to use to inform planning: Pobble365 Purple Mash Literacy Shed</p>
Spelling/Phonics	<p>Platforms to use for teaching remotely: Google Classroom</p> <p>Live or pre recorded teaching episodes by class teachers: these will include providing modelling/explanations of what is expected within a task to clarify expectations and steps to success</p> <p>Self recorded films, Oak Academy (where it fits in to your sequence), BBC Bitesize (where it fits in to your sequence)</p> <p>Platforms to use to supplement children's maths learning: Letters and Sounds videos on Youtube Jolly Phonics - for videos and resources Phonics Play - for videos and resources Spelling frame</p> <p>Documents to continue to use to inform planning: School Phonics Policy</p>

	No Nonsense Spelling Letters and Sounds - document and website Phonics Play - website Spelling Play - website
--	------------------------------------------------------------------------------------------------------------------------

Individual child self-isolating

All remote learning provided will be linked to in school learning objectives to support the child to keep up. Remote provision will start no later than day 3 of the isolation period. Teachers will be given time before this date to plan for this more detailed provision. From day 1 parents can access relevant online providers such as BBC Bitesize, Spelling Frame, Phonics Play, Accelerated Reader, Bug Club, My Maths etc. Class teachers will have identified these sites in their initial planning and these will have been signposted to parents and children on Google Classroom. The format of Remote Learning will

Subject	In what format?	Frequency of when set	Frequency of feedback	Expectations of child/parent
Maths	<p>Class teachers will set personalised work for the child via Google Classroom- following the provision in school</p> <p>They may use links to resources that the children can use to practise key skills. For example BBC Bitesize and TTRS and these would link into what is being taught in school - i.e. time, addition</p> <p>Where appropriate the child will be invited to attend guided group sessions, where they can participate in learning with their peers and have 'face to face' contact with their teacher. Alongside the child may participate in catch up/interventions with a TA/teacher as appropriate</p>	<p>Class teachers will set personalised work for the child via Google Classroom- following the provision in school; this will be done daily.</p>	<p>Completed tasks that have been uploaded will be acknowledged with appropriate feedback including a next step where applicable</p>	<p>Children/parents are expected to upload their learning when they have completed a task. Children are expected to attend 'live group' sessions where these are facilitated.</p>
Writing	<p>Class teachers will set personalised work for the child via Google Classroom- following the provision in school</p> <p>Teachers may provide links to resources that</p>			

	<p>the children can use to practise key skills. For example BBC Bitesize, Oak Academy. These will link to what is being taught in school - e.g. poetry</p> <p>Where appropriate the child will be invited to attend guided group sessions, where they can participate in learning with their peers and have 'face to face' contact with their teacher. Alongside the child may participate in catch up/interventions with a TA/teacher as appropriate</p>			
Spelling/Phonics	<p>Class teachers will set personalised work for the child via Google Classroom- following the provision in school</p> <p>Links to resources that the children can use to practise key skills, for example Phonics Play, Spelling frame</p> <p>Statutory word lists sent in full and ideas and examples as to how to practise these.</p> <p>Where appropriate the child will be invited to attend guided group sessions, where they can participate in learning with their peers and have 'face to face' contact with their teacher. Alongside the child may participate in catch up/interventions with a TA/teacher as appropriate</p>			
Reading	<p>Class teachers will set personalised work for the child via Google Classroom- following the provision in school and in KS2 use their activities laid out in the Reading Journal as they would in school</p> <p>Links to resources that the children can use to practise key skills. For example Oxford Owl, Bug Club ,Collins Cat and Accelerated Reader</p>			

	Where appropriate the child will be invited to attend guided group sessions, where they can participate in learning with their peers and have 'face to face' contact with their teacher. Alongside the child may participate in catch up/interventions with a TA/teacher as appropriate			
Topic	A grid with a range of activities relevant to what is taking place in school such as Learning Powers/Behaviours, Wider Curriculum Topic (MFL, music and computing) etc. Teachers may limit the choices to reflect the teaching in school depending on the length of time the child needs to isolate and whether the family is needing to do so while working remotely.	Set at the start of the week OR over the course of a set number of weeks		

Group of children within the SAME pod needing to self isolate:

As above, however differentiated based on the needs of the children within the particular group to ensure 'match' for all

Whole class pod (where the teacher is well; if the class teacher is unwell supply cover will be utilized and this could include use of HLTA)

Subject	In what format?	Frequency of when set	Frequency of feedback	Expectations of child/parent
Maths	Using Google Classroom Teaching will follow the same process as in school. Teachers will plan teaching sequences that build on prior learning and link to age related learning intentions.	Daily tasks set	Each day: acknowledgement of completion appropriate feedback including	Submission each day of the tasks set and attendance at remote registration, identified live sessions and end of the
Writing				

	<p>Teachers will provide clear written instructions and/or use pre recorded sessions to model and explain the maths/Literacy to support parents knowledge and understanding and to support children to be as independent as possible.</p> <p>Work will be differentiated to match Children will receive 'live guided group' sessions</p> <p>They may also access 'live' pre teaching or catch up. This will be down to teachers professional judgement</p>		<p>a next step where applicable;this will be written using chat box or through Google Classroom directly to child.</p> <p>Deep marking of up to 2 pieces of work</p>	<p>day 'checkin/catch up'</p>
Spelling/Phonics	<p>Using Google Classroom Phonics teaching will continue: use of lessons/activities being uploaded to Google classroom either by the teacher or through use of Letters and Sound on line resource; this is in line with school policy for phonics teaching</p> <p>Set of words set for the children to practise during that week</p> <p>Phonics/spelling games</p> <p>School uses Spelling Frame and this will continue</p>	<p>Daily for phonics teaching</p> <p>Weekly for spelling is deemed appropriate by teachers</p>	<p>Spelling/Phonics check at the end of the week</p>	<p>Submission each day of the tasks set; if appropriate</p>
Reading	<p>Links to resources that the children can use to practise key skills. For example Oxford Owl, Accelerated Reader, Collins Cat and Bug Club</p> <p>Live guided reading sessions each week</p>	<p>Expectation that children will read every day in line in school expectations and with Remote Learning Policy.</p>	<p>Teachers to monitor/comment on journal entries</p>	<p>FSU/KS1Parents to confirm they have read with their child and complete reading journal as required and submit to teacher as evidence</p> <p>KS2 children to complete daily reading journal and book reviews to share with class teacher</p> <p>Children to engage in any identified 'live' guided</p>

				reading sessions
Topic	A free choice grid with a range of activities - linked to what had been planned for in school Such as : Learning Behaviours, Blooms/MFL/Computing/Music. Themes, Topics and related Texts will be agreed across the school by SLT. This is to support the continuation of a rich, broad and balanced curriculum.	Set at the start of the week OR over the course of 2 weeks	At the end of each week topic grid will be monitored and teachers will provide feedback and next steps as required	Submission over the course of the week/two weeks as and when they complete it
<p><i>Teachers will be tracking engagement levels and those families identified as not engaging consistently will be contacted by the class teacher to offer support. If concerns remain the Phase Leader will follow up with parents to check in and offer support SLT to 'check in' and provide further guidance and support</i></p> <p><i>Parents will have a timetable from the class teacher to support structure and routine.</i></p>				

Feel Good Friday AFTERNOON for feedback and planning (Teachers PPA)

A planning grid that is 'ready to go' can be created in readiness for this

If Whole Key Stage or Whole School needs to isolate for 10-14 days due to CV19 in school the plan and structure above will be used. Provision may need to be changed if there are staff shortages due to illness. If this is the case parents will be signposted to remote learning sites that can support; see Examples of the Resources for the core areas of Maths, English, Reading, Phonics and Spelling The Topsham School will use as part of it's Remote Teaching Provision above while staffing issues are dealt with

Whole Key Stage / Whole school due to Lockdown

Government guidance states: **"In the event of a local outbreak the PHE team may advise a school to close temporarily to help control transmission. Schools will need a contingency plan for this eventuality which may involve a return to remaining open only for vulnerable children and the children of critical workers and provisioning remote education for all other pupils" Again full remote learning will start no later than day 3**

Subject	In what format?	Frequency of when set	Frequency of feedback	Expectations of child/parent
Maths	Using Google Classroom	Daily tasks set	Each day:	Submission each day of

Writing	<p>Teaching will follow the same process as in school. Teachers will plan teaching sequences that build on prior learning and link to age related learning intentions. Teachers will provide clear written instructions and/or use pre recorded sessions to model and explain the maths/Literacy to support parents knowledge and understanding and to support children to be as independent as possible.</p> <p>Work will be differentiated to match</p> <p>Children will receive 'live guided group' sessions</p> <p>They may also access 'live' pre teaching or catch up. This will be down to teachers professional judgement</p>		<p>acknowledgement of completion appropriate feedback including a next step where applicable;this will be written using chat box or through Google Classroom directly to the child.</p> <p>Deep marking of up to 2 pieces of work</p> <p>Big Write will happen at the end of each week or sequence of learning. The expectation is the child will complete this independently. Teacher will use this as Assessment for Learning and feedback given including next steps.</p> <p>End of sequence assessment for maths will be given and again expectation is the child will complete this independently. Teacher will use this as Assessment for Learning and feedback given including next steps</p>	<p>the tasks set and attendance at remote registration, identified live sessions and end of the day 'checkin/catch up'</p>
Spelling/Phonics	<p>Using Google Classroom Phonics teaching will continue: use of lessons/activities being uploaded to Google classroom either by the teacher or through</p>	<p>Set for the week/daily if phonics</p>	<p>Spelling check at the end of the week</p>	<p>Submission each day of the tasks as appropriate</p>

	<p>use of Letters and Sound on line resource; this is in line with school policy for phonics teaching</p> <p>Set of words set for the children to practise during that week</p> <p>Phonics/spelling games</p> <p>School uses Spelling Frame and this will continue</p>			
Reading	<p>Links to resources that the children can use to practise key skills. For example Oxford Owl, Accelerated Reader, Collins Cat and Bug Club</p> <p>Live guided reading sessions each week</p>	<p>Expectation that children will read every day in line in school expectations and with Remote Learning Policy.</p>	<p>Teachers to monitor on journal entries- either uploaded or as a part of the live guided session.</p> <p>All live reading sessions will include discussion of the personal book the child is reading as a way to monitor progress and book choice.</p>	<p>FSU/KS1 Parents to confirm they have read with their child and complete reading record as required. Reading Leaves are still worked towards.</p> <p>KS2 children to complete daily reading journal</p>
Topic	<p>A free choice grid with a range of tasks - this is family based so that all children can access the activities within the same family. An activity may take more than 1 day to complete. Expectation is that at least 1 activity is completed each week. Class teachers will make expectation known at start of week, including timing for submission</p> <p>Topics and related Texts will be agreed across the school by SLT.</p>	<p>Set at the start of the week</p>	<p>At the end of a set given time, the topic grid will be monitored and teachers will provide feedback and next steps as required.</p> <p>From February half term 2021 onwards, the set time to complete topic work will be one or two weeks</p>	<p>Submission of completed activity, adhering to time frame given by class teacher</p>

	<p>Subject Leaders will work to ensure the plan is linked to learning intentions and progressive in relation to skills and knowledge to support the continuation of a rich, broad and balanced curriculum.</p> <p>The school will have this plan prepared and ready to go should a National Lockdown be required</p>			
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Teachers will be tracking engagement levels and those families identified as not engaging consistently will be contacted by the class teacher to offer support. If concerns remain the Phase Leader will follow up with parents to check in and offer support SLT to 'check in' and provide further guidance and support

Parents will have a timetable from the class teacher to support structure and routine.

Expectation is for all children working remotely to attend online registration so teachers have 'eyes on' child each day. If a child is ill then parents follow normal absence procedures and report to the office. If a child cannot get on due to tech issues this will be followed up by the class teacher to offer support. If a teacher is unable to contact parents office staff will follow up to check family is safe and offer support as needed.

Feel Good Friday: Focus of all learning will be on Healthy Body and Healthy Mind and provide the opportunity for children to respond to assessment feedback and work on Wider Curriculum tasks

Expectations/Timings of work for remote provision including Whole Class Pod or Whole School

<u>Subject</u>	<u>FSU</u>	<u>KS1</u>	<u>KS2</u>
Maths	20 minutes	30 minutes	45 minutes
Writing	20 minutes	30 minutes	45 minutes

Reading	10 minutes	20 minutes	30 minutes reading and task 4 days each week. One of these is the live guided session Friday: 20-30 mins of reading.
Spelling/Phonics	20 minutes	20 minutes phonics/ spelling 15mins	20 minutes
Topic	2 hours across a week (flexible)	45 mins/day	1 hours
Additional; Active Time Play Based Learning	Active time; 20 minutes Play based learning tasks; 1 hour	Active time; 20 minutes	Active time; 20 minutes
Total	Between 1 ½ - 2 hours	3 hours	4 hours