

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.”

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.
- Based on guidance the curriculum for home and remote learning should focus on filling the gaps in core knowledge; where necessary schools 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 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
- 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.
- 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 following will only take place IF a child/group of children/class are self-isolating due to suspected or confirmed Covid 19 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.

Subject	Resources to be used
Maths	<p>Platforms to use for teaching remotely: 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: MyMaths, TTRS, Numbots, Numberblocks</p> <p>Documents to continue to use to inform planning: Nrich, Harts for Learning, Hamilton, NCETM, White Rose</p>
Literacy	<p>Platforms to use for teaching remotely: 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)</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: 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</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
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Contingency for:

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. Class teachers will have identified these sites in their initial planning and these will have been signposted to parents and children on Google Classroom.

Subject	In what format?	Frequency of when set	Frequency of feedback	Expectations of child/parent
Maths	Links to resources that the children can use to practise key skills. For example BBC Bitesize and TTRS. Where possible this should link to what is being taught in school - i.e. time, addition	At the start of the week a grid of links can be accessed on Google Classroom	Once a week Completed tasks should be acknowledged with appropriate feedback including a next step where applicable	Children/parents are expected to upload their learning as and when they have completed a task.
Writing	Links to resources that the children can use to practise key skills. For example BBC Bitesize, Oak Academy. Where possible this should link to what is being taught in school - i.e. poetry			
Spelling/Phonics	Links to resources that the children can use to practise key skills, for example Phonics Play. Statutory word lists sent in full and ideas and examples as to how to practise these.			

Reading	Links to resources that the children can use to practise key skills. For example Oxford Owl and Collins Cat.	Daily access to reading encouraged - link provided at the start of each week		
Topic	A free choice 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	Set at the start of the week OR over the course of 2 weeks		

Group of children within the SAME pod: As above, however differentiated based on the needs of the children within the particular group
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	Maths task, building upon skills that are relevant to the children (this may include working on the previous year groups targets if this is the identified gap). This might be either: a maths grid where children can pick n mix activities, or: All working on skills e.g. telling the time. It is expected to be differentiated based on needs to ensure Match for every child. New learning will be included in this where and when appropriate, i.e. if a teacher is mid-	Daily tasks set	Each day: acknowledgement of completion appropriate feedback including a next step where applicable	Submission each day of the tasks set. <i>Teachers will be tracking engagement levels and those families identified as not engaging consistently will be contacted by the teacher and/or SLT to 'check in' and provide further guidance and support</i>

	<p>sequence, the teacher will continue to teach to this sequence to the end. Depending on the timing of the Lockdown, new sequences may then begin. Where possible, videos of explanations should be shared.</p>			
Writing	<p>Literacy Grid/daily task that follows the same pattern over a number of weeks/days with a variety of short writing tasks that build on key skills, for example; Write a (set of) sentence/s about a picture, use specific vocabulary in sentence/s, write an opening paragraph based on a video etc New learning will be included in this where and when appropriate, i.e. if a teacher is mid-sequence, the teacher will continue to teach to this sequence to the end. Depending on the timing of the Lockdown, new sequences may then begin. Where possible, videos of explanations should be shared.</p>	Daily tasks set		
Spelling/Phonics	<p>Set of words set for the children to practise during that week Phonics/spelling games/teaching to continue, which could include video-ed 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>	Set for the week/daily if phonics	Spelling/Phonics check at the end of the week	Submission each day of the tasks set

Reading	Links to resources that the children can use to practise key skills. For example Oxford Owl, Collins Cat and Bug Club	Daily access to reading encouraged - link provided at the start of each week	Teachers to monitor/comment on journal entries	FSU/KS1 Parents to confirm they have read with their child and complete reading journal as required KS2 children to complete daily reading journal and book reviews to share with class teacher
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

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

Whole Key Stage / Whole school

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	<p>Maths task, building upon skills that are relevant to the children (this may include working on the previous year groups targets). This might be;</p> <p>A maths grid where children can pick n mix activities</p> <p>OR</p> <p>All working on skills e.g. telling the time, but differentiated based on needs. New learning will be included in this where and when appropriate, i.e. if a teacher is mid-sequence, the teacher will continue to teach to this sequence to the end.</p> <p>Depending on time of lockdown, new sequences may then begin.</p> <p>Where possible, videos of explanations should be shared.</p>	Daily tasks set	Each day: acknowledgement of completion appropriate feedback including a next step where applicable	Submission each day of the tasks set
Writing	<p>Literacy Grid/daily task that follows the same pattern over a number of weeks/days with a variety of short writing tasks that build on key skills. For example; Write a set of sentences about a picture, use specific vocabulary in sentences, write an opening paragraph based on a video etc Convince me questions</p> <p>Vocabulary</p> <p>Picture - short write</p> <p>Grammar</p> <p>Where possible, videos of explanations should be shared.</p>	Daily tasks set		Submission each day of the tasks set

Spelling/Phonics	Set of words set for the children to practise during that week. Phonics/spelling games/teaching could continue with videoed lessons being uploaded to Google classroom.	Set for the week/daily if phonics	Spelling check at the end of the week	Submission each day of the tasks set
Reading	Links to resources that the children can use to practise key skills. For example Oxford Owl and Collins Cat and others from the agreed list.	Daily access to reading encouraged - link provided at the start of each week	Teachers to monitor/comment on journal entries	FSU/KS1 Parents to confirm they have read with their child and complete reading journal as required KS2 children to complete daily reading journal and book reviews to share with class teacher
Topic	A free choice grid with a range of activities - this is family based so that all children can access the activities within the same family. Focus is on: Pre-half term: Learning Behaviours After half term: 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	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

At this point, a Feel Good Friday approach to learning will be reinstated for more active and family based learning.

Expectations/Timings of work for 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 45 minutes if reading includes a activity (x 3 weekly)
Spelling/Phonics	10 minutes	10 minutes	15 - 20 minutes
Topic	2 hours (flexible)	2 hours	2 hours
Additional; Active Time Reading Play Based Learning	Active time; 20 minutes Play based learning tasks; 1 hour	Active time; 20 minutes Reading; 20 minutes	Active time; 20 minutes Reading; 20 minutes