

Coomb Briggs Primary School

Remote Learning Plan - 2020/2021

Specific

Aims

- To outline our approach for pupils who will not be attending school, as a result of government guidance or the closure of a class bubble
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils.

Who is the plan applicable to?

Every child is expected to attend school from September 1st 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- o A continuous, dry cough
- o A high temperature above 37.8°C
- o A loss of, or change to, their sense of smell or taste
- o Have had access to a test and this has returned a positive result for Covid-19

This plan outlines expectations for class bubble or partial school closure, rather than individual cases. Individual pupils who are isolating due to health issues (based on government advice) and choose not to return to school in September will be supported on a case by case basis, primarily with the use of 'paper packs' which mirror the work being taught to the rest of the class in school in addition to online learning resources.

Remote learning for pupils

We will provide links to appropriate remote learning for pupils who are not able to attend school so that no-one falls behind. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

Coomb Briggs Primary School has used research from the Educational Endowment Foundation as a basis for our approach to remote learning.

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

Curriculum

Coomb Briggs Primary School knows that there has been much disruption to children's education, therefore, is committed to ensuring that all children continue to receive a quality education should the need for remote learning arise.

Our approach includes a blend of paper resources and online learning using Class Dojo and Times Tables Rockstars to post work and communicate with parents. We also use The Oak National Academy for clips of teaching as well as further resources.

The remote learning set for children will be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the main aspects of the curriculum plan; this includes Relationship and Health Education.

The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year and keep up.

Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

The governors and senior leadership team at Coomb Briggs Primary School are fully aware that these are exceptional times and each family is unique, because of this will approach remote learning in way which suits their individual needs. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- parents may be trying to work from home so access to technology as a family may be limited;
- parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation.

Teacher expectations

Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for home learners. Work will be posted on the class's Dojo page by 9.00am on a Monday morning. Work will be added daily in order to ensure progression and continuity. Teachers will also monitor the page daily and ensure that it is kept up to date and respond to any queries in a timely manner. Feedback will be given daily to work completed and uploaded remotely. There is a teacher and a TA linked to each class who are expected to be online throughout school hours to answer and support this learning.

The information will contain:

- all website links needed to access home learning resources along with clear information about the learning for that week.
 - This will include reference to daily tasks for relevant subjects
 - a curriculum map which details home learning for subjects other than English and maths
 - Links to daily English activities
 - Links to daily Maths activities
 - Worksheets to accompany lessons will be available to download or for parents to collect from the school office in a socially distant way.
 - Plans will be uploaded as PDF rather than word so that they are accessible on all platforms for parents to download
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- Staff will add these resources to their class webpage electronically and it will be the responsibility of families to print/use these resources at home (or contact the school to ask for a 'paper pack')
 - Teachers will respond promptly, within reason, to requests for support from families at home. This should be done via the Class Dojo website using their messenger service.

- Teachers will make sure all children and parents have access to logins by inviting them to log in and then having a follow up phone call should they not access it.
- Teachers will ensure that any children who have additional needs are catered for individually and work will be set at an appropriate level. If the children cannot access remote learning via an electronic device we would encourage the parents to contact school and discuss this so that we can plan a way forward on an individual basis and provide paper based work and activities.

Family (pupil/parent/carers):

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Coomb Briggs Primary School recommend that each 'school day' maintains structure. A suggested timetable will be made available on the relevant class web page as a guide. This includes regular bedtimes and daily reading for pleasure.
- For KS1 there will be 3 hours a day of learning set and for KS2 there will be 4 hours. Children will be encouraged to complete as much work as possible from the learning set.
- If a class bubble is isolated, the children will be sent home with their home reading book in addition to their English and maths books; this is so that work that children complete at home can be kept safe, ideally in their exercise books, and can be brought back to school when safe to do so.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via Class Dojo or by contacting the school office. They should make clear which year group and subject the question relates to.
- We encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting 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 on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work). These will be discussed on case-to-case basis.

To establish which families may need further support or access to IT equipment, school leaders will survey parents so that any potential barriers to children accessing online learning can be addressed as soon as possible.

The school has several laptops, dongles and data only SIM cards which are available for use by the children during lockdown and remote learning. A 'loan contract' has been drawn up so that parents can sign to say they have received the device and will return it once we are back to school as normal (apart from the SIM cards).

To help parents to feel confident when helping their child to access remote learning, teachers and leaders will be able to support parents using class Dojo if there are any problems.

Parents should contact school for further details.

Remote teaching for staff who are self-isolating:

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- It is expected that staff get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating, and if able to do so, non-teaching staff will be given a class to be linked to in order to support the on-line learning. This may be in the format of researching resources or working remotely with the class teacher on a project set by the SLT to support learning.
- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.

Remote learning for self-isolating pupils:

- Remote learning for those children who may be self-isolating will mirror the work going on in the classroom as much as possible.
- Work will be posted on Class Dojo in a morning and feedback given at the end of the day. This is due to the class teacher being in class and teaching.