

What did we learn from lockdown in the Spring/ Summer terms 2020?

Although we, at first, felt distanced from our pupils, by using technology teachers quickly developed our school offer to include:

Pastoral Support

- Individual pastoral check-ins with vulnerable pupils
- Group and whole class pastoral opportunities for all pupils
- Phone calls to families and children
- Email access to class teachers

Academic Support

- Lessons through Oak National Academy
- Daily timetable of lessons and twice weekly opportunities to interact with teachers
- Weekly welcome message from class teachers to address any potential misconceptions before children complete daily lessons
- Set tasks for children to complete across all curriculum areas
- Email access to class teachers
- Work shared via. class email accounts and later MS Teams

This offer gave pupils the opportunity to have some teacher time via Teams each week as well as other opportunities. This offer evolved over the lockdown and represented a growing understanding of the technology available to us whilst acknowledging that teaching remotely will not be the same as teaching in the classroom.

What are we aiming to achieve through our remote teaching?

As we move in the new academic year, we need to ensure that our remote learning offer is:

Easy to access

- Children have access to Teams and appropriate hardware to access online learning
- Staff have appropriate training and confidence to deliver remotely
- Parents can access training through online workshops so that they can support their children's remote learning

Harder to stop

- Our curriculum continues in the event of individual, class or whole school closures
- A structured timetable, following that in school, will give children a structure they are familiar with and will support them to be on task and limit distractions from the home.
- Ensure that all teaching sequences have high quality teacher input and explanations; opportunities for children to apply learning; learning is assessed through submitted work and feedback is given; low stakes quizzes etc.

Easier to restart

- We aim to create greater curriculum continuity with our remote learning offer so that it can be picked up again, in school, when individuals or classes return to face to face teaching.
- Opportunities for additional support and teacher input that reduces misconceptions, and difficulties, so children's learning journeys aren't halted by barriers to progress.
- Regular opportunities for assessment and feedback to enable both teachers and children to have a clear understanding of their current learning.

What are the tools available to us for achieving this?

We have rapidly developed our understanding and use of Teams to deliver teaching and pastoral support for our pupils and their families. All children have Microsoft accounts and access to an online reading scheme. Families are supported to access these. To enable families and children to become familiar and maintain their use of Teams, whilst school is open, we will use it for the following:

- Individual reading books will be given to each child through Bug Club (alongside their hard copy reading books)
- Teachers will review pupil's engagement on Bug Club
- Home learning tasks (Times Tables Rock Stars, Maths Ninjas and Spelling Buzz) are on the website and homework will be put on Teams and work accepted back via assignments – including the use of quizzes.
- Parents' evenings will be completed via Teams.

We need to ensure that, in the event of a partial or full school closure, children have access to IT equipment to access daily lessons.

Staff who taught remotely in the Spring/ Summer terms are skilled and confident in its use. We now need to ensure that all staff – particularly those who taught in school in the summer term – now have additional training to support their delivery.

How will our remote learning be structured?

Remote learning will be loaded onto year group Teams pages at the start of each week. Worksheets will be put in a folder on teams. Weekly assignments for each subject will be set up to allow children to submit work. This will allow families to access learning if/ when they need it.

Provision for Individual Children who are isolating for less than 5 days (eg. waiting for a test result):

Pastoral		
What support will school provide?	What will school staff do?	What do families need to do?
Access to teacher via class email.	Check class email address	Email teacher if needed.
Weekly phone call to vulnerable families	Class teacher to make phone calls	Answer call
Children with SEND: twice weekly phone call from an LSA	An LSA to make phone calls	Answer call
Academic		
Reception: Autumn Term: daily phonics lessons and maths lessons set via Teams by class teacher. Spring term onwards: English (Oak) shared in addition to this.	Lessons posted onto Year group Teams. Assignments set weekly for English, maths and foundation subject so that children can submit work.	Families support children to complete work and submit finished tasks via Assignments on Teams.
Y1 – 6: Teacher set daily English (Oak) and maths (White Rose) lesson on Teams. In addition Y1 will have daily phonics film lesson links sent.	Remote learning table with lessons posted onto Year group Teams. This will be signposted in absence email.	Families support children to complete work and submit finished tasks via Assignments on Teams.

Foundation subjects set (history, geography) shared as appropriate.	Assignments set weekly for English, maths and foundation subject so that children can submit work.	
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Provision for Individual Children who are isolating for 5 days – 2 weeks (e.g. positive test result, household self-isolating):

Pastoral		
What support will school provide?	What will school staff do?	What do families need to do?
Access to teacher via class email.	Check emails	Email staff if needed.
Weekly phone call to vulnerable families	Class teacher to make phone calls	Answer call
Children with SEND: twice weekly phone call from an LSA	An LSA to make phone calls	Answer call
Weekly check in with class teacher/support staff (can be in a small group if more than one child out of school).	Set up weekly check in for children not in school to attend via Teams (Teacher to choose time around teaching responsibilities).	Support child to attend check in.
Academic		
Reception: Autumn Term: daily phonics lessons and maths lessons set via Teams by class teacher. Spring term onwards: English (Oak) shared in addition to this.	Lessons posted onto Year group Teams. Assignments set weekly for English, maths and foundation subject so that children can submit work.	Families support children to complete work and submit finished tasks via Assignments on Teams.
Y1 – 6: Teacher set daily English (Oak) and maths (White Rose) lesson on Teams. In addition Y1 will have daily phonics film lesson links sent. Foundation subjects set (history, geography) shared as appropriate.	Lessons posted onto Year group Teams. Assignments set weekly for English, maths and foundation subject so that children can submit work. Teachers provide brief feedback via assignments.	Families support children to complete work and submit finished tasks via Assignments on Teams.
Children with 1:1 SEND Support: Once weekly live Teams session with LSA supporting key SEND targets	LSAs set up once weekly sessions with children via Teams (as a meeting). Ensure that parent is present during session. Follow other safeguarding instructions (eg. record session)	Families support children to access sessions.
All children: Fortnightly group or individual reading with an LSA	LSAs set up reading session via teams around teaching commitments. Invite children to attend reading session.	Families support children to access reading session.

Anticipated provision: Whole class or school closure (probably 2 weeks):

Pastoral		
What support will school provide?	What do school staff need to do?	What do families need to do?
Weekly small group check-ins with teachers via Teams (all year groups)	Teacher to allocate pupils into small groups and set up weekly check in meetings (groups and times decided by teachers)	Support children to attend session.
Daily whole class chats with class teacher via Teams (YR – Y6)	Teacher to set class chat time and invite pupils to attend via Teams.	Support children to attend.
SEND Pupils: weekly check in	Teacher to set up meeting on Teams for pupils and invite them to attend. Parent to be present throughout. Session to be recorded.	Support children to attend.
Vulnerable families/ children: weekly check-in with Class teacher	Class teacher to phone on a weekly basis and record response.	Answer phone.
Small group and/or individual sessions with Class teacher for vulnerable pupils via Teams	Class teacher to set up meetings on Teams and invite pupils to attend.	Support children to attend.
Academic (expectation that all children will attend these lessons)		
Foundation Stage: Daily recorded phonics lessons.	Teacher to share daily lesson links on daily timetable on Teams.	Support children to access learning.
Daily recorded lessons via Teams, daily English lessons from Spring term onwards.	Teacher to share link.	
Phonics intervention / reading with either class teacher or LSA via Teams for children needing additional support.	Class teacher and LSA to invite pupils to attend reading/ phonics session via Teams meeting (at time available to staff).	
Individual/group reading with class teacher as required.	Class teacher to invite pupils to attend reading session via Teams meeting (at time available to staff)	
Foundation subject lessons delivered through Oak.	Class teacher to share daily lesson links on daily timetable on Teams.	
2 x weekly story session with teacher	Class teacher to invite class to attend Storytime session via Team meeting.	
Year 1 – 6: Daily Welcome each morning to share daily timetable.	Class teacher to invite class to attend daily welcome via Team meeting.	Support children to access learning.
Daily pre-recorded lessons via Teams for English and maths	Teacher to share link if pre-recorded.	
Year 1 and 2 only: daily recorded phonics lessons.	Class teacher to share lesson links on daily timetable.	
Regular story session with teacher.	Class teacher to invite class to attend story time session via Teams meeting.	

Foundation subject lessons delivered through Oak.	Class teachers to share lesson links on daily timetable.	
All children: group or individual reading as required	Teacher to set up groups and invite either groups of individuals to attend reading session via teams meeting.	Parent/ carer present during individual reading.
SEND Pupils: 1:1 short sessions of about 15 minutes as required	Teachers to invite pupils to attend sessions via meeting on Teams.	Parent/ carer present during session.
Assessment and Feedback (all children): Submit work for each lesson via Teams assignments.	Set up daily assignments for children to submit completed work for each lesson that day (as appropriate)	Support children to submit work and review feedback
Feedback given via Assignments with the opportunity to resubmit.	Give feedback via teams assignments.	