



## Remote Learning Strategy 20-21

### Introduction:

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Alfred Street Junior School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices. Where numbers and internet access allow, school may be in a position to loan devices to those who are sharing or do not have access to a suitable device. Where no remote learning can take place, school will provide paper packs of activities.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household or are awaiting results;
2. A group of children are self-isolating because of a case of coronavirus in the 'Bubble';
3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus or the Government have put into place a lockdown.

The plan complies with the expectations and principles outlined in the DFE document.

### Government Expectations:

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on remote education support.

In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils.

### Remote education support:

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:



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- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- 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
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

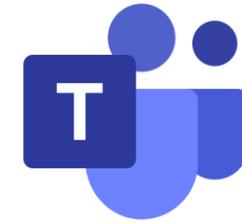


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### Software and online platforms:



OAK  
NATIONAL  
ACADEMY



Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy, Power Maths, Spelling/Maths Shed, Purple Mash and BBC Bitesize.

Children will remain in contact with their Class teacher through MS Teams (after taught sessions) and Purple Mash (to share successes and communications).

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 use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support. Class teachers are to use the lessons in the classroom so children are familiar with the platform.

Power Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing/using these resources.

Spelling Shed and Maths Shed will all be utilised to support the acquisition and retention of basic core skills.



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MS Teams will support school in offering true online learning with the opportunity for the children to communicate with their teacher through live video/audio. Often this will be used so children can 'drop-in' to receive further support in the afternoons.

Purple Mash will remain in use, as the communication element has already proved to be invaluable. Teachers and parents will be able to message one another to share information and offer support.

**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 Alfred Street Junior School makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.**

In preparation for home-learning, parents and children need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- Purple Mash
- MS Teams
- Spelling Shed
- Maths Shed

### Practical Resources:

All children will receive a stationery pack to keep at home and to be used in the event of isolation being required or a Government Lock Down. The pack contains: plain paper, squared paper, lined paper, pencil, ruler, rubber and pencil sharpener. Further materials can be requested.



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### Remote Learning Plan:

The initial response to any isolation will be to provide children with home learning materials alongside their class stationery pack. This will be provided within 24 hrs or notification of isolation or a Lockdown.

Pupil needs to isolate because they are someone in their household is symptomatic or tests positive	
Remote Learning Expectations	School Action/Safeguarding/SEND
<p>Via MS Teams and Purple Mash, the Class teacher will upload a schedule and teaching materials before 8.30am to allow parents to see the learning materials prior to supporting their child. The teacher will decide what materials are most appropriate for the individual child and will be aligned with work that the children are undertaking in the classroom where possible. Where the activities that are being carried out in school cannot be carried out in the home environment, Oak Academy lessons aligned to the objectives planned, will be used. Each day the children will be set the following subjects to complete:</p> <p><b>Skills activities will be uploaded via</b> Purple Mash or MS Teams, children will be asked to reinforce their skills in core learning. This may be through slides shared or children may be directed to Spelling Shed/Maths Shed online activities or tasks set through Purple Mash, dependent upon the objective and content being used in class.</p> <p><b>Maths will be</b> uploaded to Purple Mash or MS Teams, following on/mirroring the maths being covered in the classroom at that time. This may be a</p>	<p>School office to contact parents to ensure a test has been taken and the school office should make sure that parents know how to communicate test results to school. Office to explain that during this time, the pupils will need to access remote learning and parent/carers should be sign posted to the Remote Learning Guidance on the school's website.</p> <p>If the child is entitled to FSM, explain to parents that this can still be claimed through Dolce and can be delivered.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular welfare checks via a phone call from the DSL (record on CPOMS).</p> <p>If a child does not have access to a device, school should loan one and the Pupil Device Loan Agreement and Form</p>



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combination of Power Maths (the scheme used in school) and White Rose. The screens shared in the classroom and resources/worksheets used in the classroom. Answers will be provided for self-marking at home.

**English tasks** will be uploaded to Purple Mash or MS Teams following the sequence of learning happening in the classroom. This may be slides and activities being used in the whole class lesson or the child may be directed to a recorded lesson from Oak Academy, when the activities taking place in class would not be suitable for home learning.

**Topic task(s)** following the lessons being covered in class that week. This may be the screens from the lesson being uploaded onto Purple Mash or MS Teams along with resources/worksheets (if appropriate for remote learning facilities). If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g. maps and atlases), then alternative 'topic' learning will be set which may make use of the Government's 'Oak Academy' lessons linked to Alfred Street's Curriculum Plans.

The child can communicate with their teacher and request support via Purple Mash chat. The teacher should check the communication between 3.45 and 5.30pm that day.

The pupils work should be uploaded onto Purple Mash by 5pm and the teacher should provide feedback the following day.

should be completed and a device delivered to the house.

Class teacher to upload Remote Learning via Purple Mash 24 hrs after notification of isolation.

If a child does not engage, the Class teacher is to call the parents to discuss obstacles and support.



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A group of children are self-isolating because of a case of coronavirus in their Class Bubble	
Remote Learning Expectations	School Action/Safeguarding/SEND
As above	As above

A whole bubble/cohort of children area isolating because of an outbreak of coronavirus or Lock Down	
Remote Learning Expectations	School Action/Safeguarding/SEND
<p>Using MS Teams, the Class teacher will upload a schedule and teaching materials before 8.30am to allow parents to see the learning materials prior to supporting their child.</p> <p>Teachers will schedule a MS Teams meeting with the children and parents for the following day (after isolation) at 9.15am. In this meeting, the teacher will take a silent register (if a user is unidentifiable please ask them to identify themselves) and discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning – this will consist of core subject lessons, non-core lessons and a reading for pleasure session per day. Children will log in to MS teams to join the ‘live’ virtual event that will take place on Microsoft Teams.</p> <p><b>Skills activities</b> will be taught where possible via a ‘live’ Microsoft Teams meeting where Slides/teaching input will be broadcasted and also recorded so it can be viewed at a later time. Alternatively children may be directed to Spelling Shed/Maths Shed online activities or activities set through Purple Mash.</p> <p><b>Maths</b> will be taught where possible via a ‘live’ Microsoft Teams Virtual lesson where</p>	<p>Parents notified of Bubble Closure and Remote Learning expectations.</p> <p>Parents informed how to communicate test results.</p> <p>If child is entitled to FSM, parent is informed that they can continue to claim a meal/hamper through Dolce and office to arrange delivery.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular welfare checks via a phone call from the DSL (record on CPOMS).</p> <p>If a child does not have access to a device, school should loan one and the Pupil Device Loan Agreement and Form should be</p>



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Slides/teaching input will be broadcasted using Power Maths or White Rose resources. The session will also be recorded so it can be viewed at a later time. Alternatively, children may be directed to activities set through Purple Mash or Oak Academy lessons linked to ASJS Curriculum Plan.

**English** will be taught where possible via a 'live' Microsoft Teams Virtual lesson where Slides/teaching input will be broadcasted. The session will also be recorded so it can be viewed at a later time. Alternatively children may be directed to activities set through Purple Mash or Oak Academy pre-recorded lessons linked to ASJS Curriculum Plan.

**Topic session** Lessons will be set which consist of an Oak Academy lesson or powerpoint slides, linked to ASJS curriculum plan, for children to work through. Children will be directed to a recording sheet in Purple Mash (set as a 2Do) which they will be required to fill in and return to their teacher.

**Reading for Pleasure session** will take place twice weekly, at the end of the teaching day, where the teacher will read/share a story 'live' via Microsoft Teams. This will also be recorded so it can be viewed at a later time. Alternatively the teacher may direct the pupils to a suitable clip.

**Assembly** - time will also be scheduled for the children to watch an assembly delivered by Mrs O'Connor on an assembly day. This will encourage children to keep working, celebrate successes and promote a togetherness.

completed and a device delivered to the child.

If a child does not engage, the Class teacher is to call the parents to discuss obstacles and support. FSW to follow up.

Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Teams as long as the agencies engage.

The SENDCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.



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Children can ask for help by messaging the teacher via Purple Mash or typing a message to the teacher during a 'live' Microsoft Teams meeting. The teacher can send them a message back, direct them to watch a specific clip for guidance or arrange a time to call/conference through Microsoft Teams in the afternoon.

Completed work should be photographed/saved and uploaded to Purple Mash or MS Teams as directed by the teacher. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Where activities can be completed on a word document or typed into Purple Mash, they should be saved and submitted to the teacher. Where activities need completing on paper, a photograph can be taken and uploaded to Purple Mash.

Feedback and queries can take place throughout the day using either MS Teams or Purple Mash, depending on the teacher's preference. Those children that need additional support following feedback, are to be directed to the Teams meeting for that lesson with attendance expected.

PPA will be covered by HLTAs who will deliver an afternoon of non-core lessons to children in school (or make use of the Oak National Academy materials). Links will be sent on the weekly timetable for children to access at home.

In the event of teachers becoming ill, support staff will be required to 'takeover' the Purple Mash account with resources being identified by SLT.

### Teaching Staff:



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Scenario	Expectations	Wellbeing
<p><b>In the event of a staff member receiving a positive test and being in isolation for 10 days, assuming they feel well.</b></p>	<p>The Class Bubble will close and revert to Bubble Remote Teaching and Learning as outlined above with work set by the teacher.</p>	<p>Regular contact with staff via Microsoft Teams or phone, to check in on wellbeing and workload.</p>
<p><b>In the event of a staff member receiving a positive test and being in isolation for 10 days but is unwell.</b></p>	<p>The Class Bubble will close and revert to Bubble Remote Strategy. Teaching and Learning will be set by SLT using Oak Academy Lessons that align with the Alfred Street Curriculum and Power Maths.</p>	<p>PPA to be honoured where possible. Regular working patterns to be honoured.</p>
<p><b>In the event of isolation for 14 days due to contact with a positive case out of school e.g. Track and Trace.</b></p>	<p>The Bubble will remain open and will be covered by another member of staff. The isolating teacher will send teaching and learning plans and resources to the covering teacher.</p>	
<p><b>In the event that a member of staff's children are forced to isolate due to their bubble closing and they have no one to support them in looking after their children</b></p>	<p>TAs may be asked to cover classes in the event of staff shortages (see Risk Assessment). In this instance, the isolating teacher will be asked to remote in to deliver 'live' teaching where possible, using Microsoft Teams.</p>	