

Remote Learning Plan Spring 2021

Staying connected
Supporting learning
Communicating effectively

Contents Page

Please follow the procedures for supporting remote learning according to the scenarios outlined below:

Scenarios

My child is absent from school – not COVID related illness	p. 3
My child is absent from school; is self-isolating / shielding and fit for learning	p. 3
LOCKDOWN: My child is not attending school because the whole school has closed	p. 4
My child is not attending school because the bubble (year group) has closed	p. 7
My child is not attending school because the bubble (year group) has closed and the teacher is sick.	p.7
My child's teacher is absent but working from home	p. 7

Information

Safeguarding	p.8
SEND	p.8
Communication	p.8
Email correspondence	p.8
Glossary	p.9/10

My child is absent from school – not COVID related illness

Should your child need some activities to stem the boredom of illness, you can access the school website [here](#) for a range of suggested age related activities. These activities will not be marked by the class teacher but it would be useful to record your child’s work to enable a return-to-school-dialogue.

My child is absent from school; is self-isolating / shielding and fit for learning

Expectations:

The school will	The parent will	The child will
Make telephone contact with you to check on progress at least once per week.	Access online learning provided by Oak National Academy and choose the right year group.	Access online learning provided by Oak National Academy at https://classroom.thenational.academy/subjects-by-year
	Devise a timetable providing a structure to the day, which is valuable for learning. Undertake a Maths lesson, an English lesson and a Foundation activity. You should devise a timetable of up to one hour per subject per day (flexible, dependent on age); providing a structure to the day is incredibly valuable.	Use their home learning book to record learning. Read daily, practise number bonds or times-tables, and if possible, keep a simple journal or diary to gather thoughts and feelings.
	Review their child’s work and feedback during the telephone conversation.	Mark their own work from Year 3 upwards.

REMOTE LEARNING IN LOCKDOWN:

My child is not attending school because the whole school has closed

Children will receive distance learning and support as planned for a bubble closure and follow a staggered timetable (below). We hope that this arrangement provides time and space for families with siblings at Tetherdown. All of our long term distance learning will be managed via Teams. You will need Microsoft Office Teams. Teams can be downloaded as an App on your phone as well as on computers and tablets and even a Play Station. To find out how to download and use Teams please go to the Glossary.

Vulnerable children and children of critical workers will be managed in school by a member of the year group team. This may be the Associate Teacher, the Teaching Assistant or Special Needs Assistant. They will follow the same distance learning set for the year group. School day times communicated separately.

Your child will be taught using “live inputs”. This is where the teacher introduces the learning objective / outcome and the overview of the lesson. This is followed up with strategies for explanation, modelling, trialling and practice together. After about 10-15 minutes your child may leave the screen and work independently (where possible). Our youngest children *Rec / Y1) will receive small group inputs from the teacher which will last for about 10 minutes per group which should be followed up with some independent activity in the home.

We will use a variety of approaches including direct teaching (input), PowerPoint slides, Whiteboard modelling and pupil voice / discussion to engage the children during the inputs. Oak National Academy will be used to support different approaches to learning along with YouTube videos and other reputable website, including BBC bitesize. Phonics videos specifically designed to support phonological awareness will be used by our youngest children.

For children with SEND see p.8

Our Maths scheme is supported with pupil workbooks. These are provided in “learning packs” and you will be notified by the school as and when they are ready for “pick-up”. Please make every effort to come to school and pick up your child’s pack otherwise they will find that they will miss out on discussions with their peers. Children are also provided journals and handwriting practice sheets where possible.

Ultimately, we cannot fully replicate the overall benefits of classroom-based teaching in the home environment, but we believe using “Teams” will maintain communication and offer support to help us continue to build a rich and engaging community.

See below for expectations.

Expectations:

The school will	The parent will	The child will
Provide a daily learning timetable.	Provide access to a device. Under certain circumstance school can support you with this.	Check and follow the timetable every day
Will complete an attendance register using Integris in the daily meet	Will advise the school / teacher of any absences.	Attend and engage every day.
Provide Teacher/Pupil Meeting hours in accordance with the timetable. Pupils will have verbal contact with a member of teaching staff at least once a day through Teams meetings.	Will provide appropriate support to ensure they are using their device safely.	Read class announcements on posts.
Provide Maths work-books and home learning journals.	Sign post their child to the Teacher Pupil Meeting hours to promote independence.	Use the Teacher Pupil Meeting if they need help with their work.
Provide: Lower Phase – 2- 2.5 hr Middle Phase – 3 hr Upper Phase – 4 hr through a mixture of e-learning, face to face contact via a screen, independent learning time (ILT), assignments, discussion and physical movement.	Sign post their child to the activities and encourage engagement throughout the day.	Engage with the activities provided and support their friends' learning through high expectations of behaviour.
Main focus: Reading, writing and Maths (incl. phonics). There will be 5 sessions of Maths and 5 sessions of English. Foundation subjects will be covered over the course of a week, including PSHE and physical movement.	Sign post their child to the activities and encourage engagement throughout the day.	Engage with the activities provided and support their friends' learning through high expectations of behaviour.
School will set assignments on a daily basis and these will be available for parents to access before the next day's learning. The uploading of assignments is monitored regularly and any concerns raised with parents.	Parents will support younger pupils in uploading assignments as applicable and advise the class teacher of any issues / concerns. Email is a good source of communication.	Older children will upload assignments in accordance with the schedule and advise an adult of any issues.

The school will	The parent will	The child will
<p>The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible. See next row for details.</p> <p>The teacher will monitor pupil performance and engage with the parent/ carer should there be any concerns, either by email or via a phone call..</p>	<p>Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.</p>	<p>Submit assignments as requested and check for and respond to teacher feedback as appropriate.</p>
<p>This, directly from school protocols:</p> <p>Teacher Written Feedback</p> <p>Maths – Daily – following self marking by pupil. English – One piece in depth to support feed-forward and others to use either rubric (share in ppt) or a comment. Topic – mark one piece of work per week in depth <i>The written feedback should help a child move forward in their learning.</i></p> <p>Children: Self-Marking</p> <ul style="list-style-type: none"> encouraging use of metacognition through AFLs (able to see the children’s learning). marking own maths sheets, "twinkl" reading comprehensions. <p>Time made explicitly for children to read feedback</p> <p>Support staff at school</p> <p>Mirror same as class teacher with a mixture of verbal feedback. Should have access to rubrics. <i>(Upper Phase encouraging children to write the verbal feedback from TA into their books).</i> Upload on to Teams – Show and Tell pieces of work from the class once a week. EHCP children upload pieces of work that have been marked to assigned folder in teacher year group teams for teacher to monitor. 1.00pm meeting. Discuss with teachers the children’s learning, how to work on feedback and their progress, the impact of teach meets. Support staff at school have been asked to make a timetable and to include marking times, time for uploading on teams. Teachers should check these timetables during Friday PPA time. All this information will be useful for Parents Evening.</p>		
<p>Provide email support to parents. The teacher will respond to emails within 2 working days during the 'bubble down period', but will respond within 5 working days to other scenarios.</p>	<p>Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.</p>	
<p>The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.</p>	<p>Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.</p>	

Timetable for each day

Activity	Time		
	Upper Phase (Y4-6)	Middle Phase (Y2-Y3)	Lower Phase (Rec-Y1)
Teach Meet (register)	8:40am (15 minutes)	9:00am (15 minutes)	9:20am (15 minutes)
Teach Meet	9:40am (45 minutes)	10:00am (45 minutes)	10:20am (6 groups of 10 min)
Teach Meet	10:50am (45 minutes)	11:10am (45 minutes)	-
Teach Meet	1:15pm (45 minutes)	1:30pm (45 minutes)	1:45pm (6 groups of 10 min)
Round up (end of day meeting)	2:40pm (15 minutes)	3:00pm (15 minutes)	3:15pm (15 minutes)
Friday afternoons	No remote learning (Teachers must have planning, preparation and assessment time.)		
Upper & Middle Phases: The teacher will introduce the lesson which may take up to 10-15 minutes and children may then step out of the meeting when they feel confident – and they may return during the meeting at any time. Lower Phase children will meet in smaller groups to review and support children’s learning.			

[Teams can be downloaded on any device for access.](#)

My child is not attending school because the bubble (year group) has closed

When the bubble is closed children and families can expect a full offer as per **LOCKDOWN**

My child is not attending school because the bubble (year group) has closed and the class teacher is sick.

All of the above measures will be implemented as for a bubble closure. However, under these circumstances the parallel class teacher will manage the Teacher Pupil Meeting for both classes. These will be ONLY 20 minutes per class, exact times to be announced via the general posts.

My child’s teacher is absent but working from home

The year group / bubble will be managed by the partner class teacher and teaching support staff. The class teacher will be managing the children’s learning via Teams and will follow the school timetable of activities. The children will be managed in class by a member of the bubble team. This may be the Associate Teacher, the Teaching Assistant or Special Needs Assistant.

This arrangement will be overseen by the Phase Leader and a member of the Senior Management Team in school.

In accordance with the school's [Safeguarding and Child Protection arrangements during COVID-19 school closure](#) we ask all staff and pupils using video and audio communication to:

- Wear suitable clothing – this includes others in the household.
- Be situated in a suitable communal area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in the household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Try to ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible and may be heard.

SEND children with EHCP plans

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with EHCPs. This will be managed by our SENDCo. Class teachers remain responsible for the planning and management of SNAs (Special Needs Assistants).

The class teacher will set and plan work for children with other additional needs. Differentiated planning and resources will be posted on Teams and a weekly phone call made to parents.

Outside agencies e.g. Speech and Language Service, will make their own arrangements with each family, if available.

The SENDCo will advise and supervise the management of EHCPs as part of the remote learning arrangements.

Communication

The school will communicate with parents via email, Teams, ParentPay and the school website about remote learning arrangements as soon as possible.

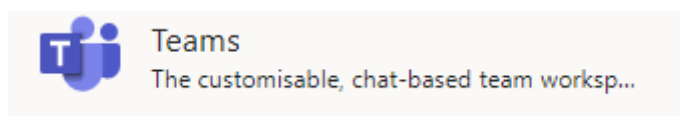
The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – **any communication will take place during normal school working hours.**

The effectiveness of communication will be reviewed on a regular basis and ensure measures are put in place to address gaps or weaknesses in communication.

Feedback to parents will be provided **remotely** via the usual Parent Consultation meetings.

For our email correspondence we ask you to consider:

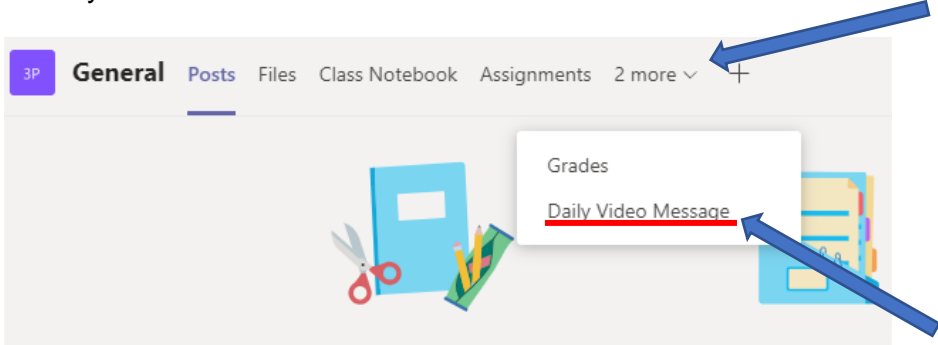
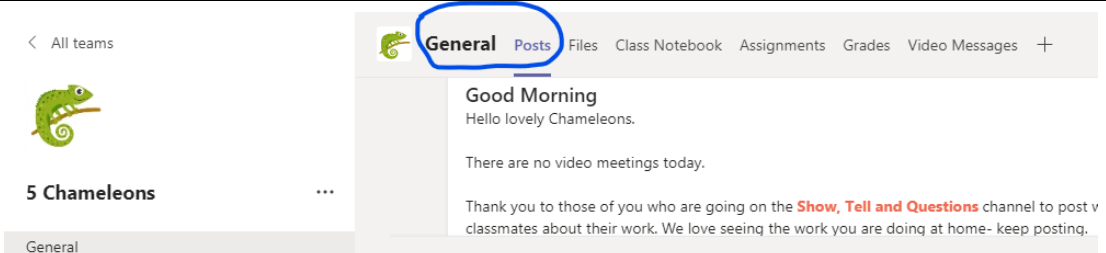
- Using emails which require quick answers or questions to your communication.
- Digital communication can be harder to read and can appear blunt, we value a friendly and polite tone.
- A short positive message – is always welcome for teachers and parents within your message.
- When necessary please ask for a video call, phone call or face to face conversation at end of day in the playground.
- **Please think before sending:** If you are feeling emotional or unsure, wait before sending. Always think whether your words could be misconstrued. We value calm tone to all emails.

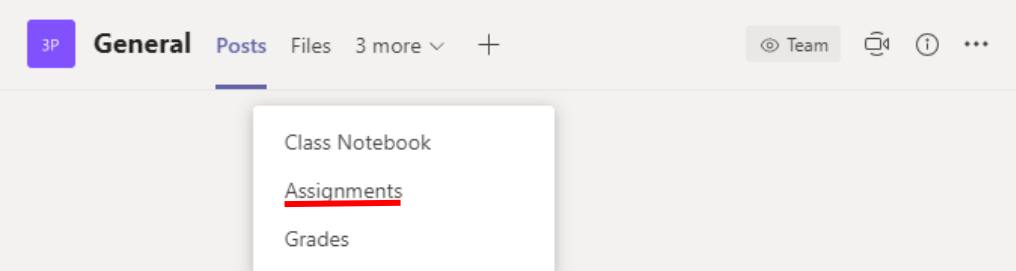


Join Microsoft Teams by following these instructions:

1. Using any search engine go to <https://teams.microsoft.com>
2. Click on **O365 login**
3. Sign in with your child's Microsoft O365 username and password given to you by your child's teacher.

Or you can download the App here: <https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/download-app>

<p>Timetable</p>	<p>All children will complete a daily English, Maths and Foundation activity. Distance Learning Timetable Blank Template is available in your child's class Team in the General channel for you to access and print out.</p>
<p>Resources</p>	<p>Resources will be posted in Teams as links or attachments to the subject assignments (see below). Children are provided with Maths worksheets and a daily workbook to record their work.</p>
<p>Daily video message</p>	<p>Teachers may record a daily video. You can access this on the Daily Video Message tab.</p> <p>This will be a welcome greeting of about 2-3 minutes long explaining the structure of the day.</p> 
<p>Teach Meets</p>	<p>During periods of distance learning, teachers' will be available to provide pupil support. These are times when the teacher will be available to provide support for that day's lessons. The aim of the Teach Meet (with teacher and pupils) is:</p> <ul style="list-style-type: none"> • To provide learning support to children (and parents!). • To maintain a positive relationship between teachers and pupils. • To promote independence in their learning. <p>The teacher will have an open video call on Teams that pupils can join and leave as needed throughout the lesson. Pupils may be joined by others in their class and group conversations will be managed by the class teacher. Children should be encouraged to join the conversation muted to ensure they do not accidentally interrupt!</p> <p>We expect all families will follow the distance learning timetable and hope that the regular availability of our teachers will still allow you to access support.</p>
<p>General Channel Posts</p>	

	<p>The General channel is a one- way communication from the teacher posting important information relating to the day. These include:</p> <ul style="list-style-type: none"> • A daily timetable. • Recommended websites, such as virtual tours, radio programmes, videos etc. • Examples of pupils’ work for inspiration. <p>Children should get into the routine of checking these posts every day during periods of distance learning.</p>
<p>Assignments Years R-1</p>	<p>During periods of distance learning Reception and Y1 pupils will be set a minimum of 2 and a maximum of 3 assignments each day: maths, English and other learning. The assignments are accessed from the top menu of the Class Team page. See below for visual guidance (Assignments Years 2-6).</p>
<p>Assignments Years 2-6</p>	<p>During periods of distance learning pupils in Years 2-6 will be set 3 assignments each day: maths, English and a foundation subject. The assignments are accessed from the top menu of the Class Team page.</p>  <p>Each assignment will include:</p> <ul style="list-style-type: none"> • A description of the task. • The expected outcome. • How to submit. • How to mark. • Feedback from the teacher. <p>Extra resources, such as websites or examples, will be provided in the assignment, either as a link or an uploaded document. <i>Assignments are private between the teacher and the pupil and their work cannot be accessed by other pupils or families.</i></p>
<p>Feedback and marking</p>	<p>Research shows that the most effective types of marking are:</p> <ul style="list-style-type: none"> • Given by the teacher ‘in the moment’. • Pupils’ own self-marking. • Peer marking. <p>During periods of distance learning not all of these are possible! We will utilise different marking and feedback strategies to best support children’s learning. Each assignment explains how we expect children to submit, how to mark their work and where/when feedback. Please make sure you and your child read the feedback which will help in their next steps of learning, supporting their self-esteem and sense of belonging.</p> <p><i>Unfortunately, teachers will not have the capacity to mark work that is submitted late.</i></p>
<p>Communication</p>	<p>Parents may email the class teacher to raise individual concerns which will be responded to within 2 working days during a bubble closure.</p>