

St. Joseph's Remote Learning Guidance



Expectations

The government's expectations are that children learning remotely should have 3 hours of learning per day in Key Stage 1 and 4 hours per day in Key Stage 2. Each teacher's provision will be slightly different. Their provision can be found in Appendix 1.

Each teacher will plan and have readily available the following lessons each day in the event a child having to self-isolate or the whole class having to self-isolate:

- One maths lesson
- One writing lesson
- One spelling session (for Key Stage 2)
- One phonics session (for those in RWI)
- One other session of either RE or the foundation subjects

Content

For maths: The Power Maths scheme is followed across school. Home learning videos and resources that link to the same sequence of lessons being used in school will be published. In the event of a partial or full closure, or a child self-isolating, the teacher will inform parents which lessons the class are working on in school so the home learning videos and resources can be used.

For phonics: In the event of a full or partial closure teachers will record a video of the daily phonics lesson for children to watch at home. In the case of an individual child self-isolating the teacher will inform parents which of the RWI videos are the relevant ones to use.

For English: In the event of a full or partial closure, teachers will record a video of an input to the English focus each day for children to watch as an introduction. For children self-isolating, lessons will be provided using pre-recorded videos and teachers will be live using GoogleMeets. Children at home will be able to interact by asking questions on Google Meets. Teachers will still be expected to record themselves reading their class story/novel, as well as provide handwriting and spelling opportunities. This will be part of the timed guidance from the DFE.

For other aspects of the curriculum: As well as English and maths, there will be a lesson provided for one other subject each day. This will follow the same schemes that are being followed in school.

The school curriculum, where possible, will be mapped against the Oak National Academy curriculum (see Appendix 2) and videos and resources from the Oak units will be used where these are available. Where they are not available, teachers will make a video to teach the objective and then set learning tasks for the children to complete and submit.

Contact with Teachers: In the event of a full or partial closure, teachers will:

- Provide daily phonics and speed sound sessions. A plan will be devised whereby these sessions are filmed each day and shared on dojo or our YouTube page.
- Create a 15 minute maths video, 15 minute English video and then a 15 minute 'other session' video. These can then be uploaded.
- Share a timetable with children and parents. For example, at 09:30 - 10:30, we will be doing our maths lesson. At 11:00 - 12:00 we will be doing our English lesson etc..
- Children are then told that they can access the video to watch the input at those times and then do the tasks. They know that the teacher is on hand on googlemeets, email or google classroom to support them remotely, mark their work or answer questions they have.
- Hold a weekly remote meeting with parents to discuss the week's learning, any support that is needed and problems they may have faced.

Remote Learning *IS NOT* Digital learning - so it doesn't all have to be electronic.

SEND

Provision should be made to enable all pupils with SEND to access appropriate learning. If an alternative task or a different level of support would be offered in school, this should be provided at home. Teachers should consider using planning from another year group if that would fit in with their teaching. They should also consider using programs such as IXL to keep key learning ticking over (number bonds, spelling patterns etc). TAs can still (where appropriate) support children with remote group intervention work. Teachers should consider putting together a pack of manipulatives that would be helpful for individual children to use to support their learning, or signposting parents to things they can use that they are likely to have in the home - pegs and washing lines for example in maths.

Access to Technology at Home

Those children who do not have access to the technology at home will be provided with a school chromebook. An agreement will be signed by both the school and the family to protect the school from any loss or damages incurred.

We will provide all children with exercise books to complete work at home. For those that struggle to access the technology at home, we will print and deliver packs of any worksheets required on a weekly basis for children who are unable to access these online. If a child is self-isolating they will be provided with a printed pack of work that is the same or similar to what the children in class are working on.

Communicating plans to parents including 'how to' guides of using different technology

Teachers will ensure their home learning section on the school website is updated. They will also use Class Dojo to communicate with parents and be on hand to support parents with home learning. Teachers will meet with parents once per week through GoogleMeets to discuss any problems or issues they are experiencing.

Logins to Online Learning Platforms

The school subscribes to a number of online learning resources which can be accessed at home. It is essential that children and parents have access to all the relevant login details from the start of the school year so that they are immediately available in the event of a closure of self-isolation. The login details will be stuck into children's reading records and also sent to parents through Class Dojo. Login details that will be included are:

- Google
- Accelerated Reader
- Numbots (FS and KS1)
- Times Tables Rockstars (KS2)
- IXL

Google Classroom

Most remote learning will be set on Google Classroom. Time will be spent in class during the early part of September 2020 to get children up to speed with the use of Google Classroom so if/when children have to isolate, they are readily able to continue to learn from home and access their learning. An online video will be shared for all parents as a 'how to' video to show parents how to use Google Classroom at home.

Worksheets and tasks will be shared on this platform and teachers will be able to provide feedback using this tool. It is imperative that children are au fait with how to navigate Google Classroom by the end of September.

There is an expectation that children will continue to do their work and for teachers to provide feedback.

Feedback

EYFS	KS1	Lower KS2	Upper KS2
<p>Tapestry - commenting on observations - picking up letter formation, sentence structure etc.</p> <p>Any common misconceptions addressed with parents and children during Tuesday's GoogleMeet.</p> <p>Feedback given during lessons in class as</p>	<p>Chat through google classroom. Dojo messages and points in response to pictures sent in.</p> <p>Googlemeet with parents weekly to address any issues arising from the lessons.</p> <p>Live feedback during the live lessons - the children able to share the work as they were</p>	<p>Emails and dojos sent in response to pictures sent in to correct errors.</p> <p>Comments added to the Weekly quiz to explain wrong answers and provide further guidance.</p> <p>Verbal communication during virtual chats.</p>	<p>Main feedback left once per week based on their Friday Challenges.</p> <p>Using Mote for English - 30 second verbal comments with 2 stars and a wish style feedback which will be expected to see in next week's piece.</p> <p>Maths - Mote feedback + an IXL link to an</p>

normal	<p>doing it meaning issues or misconceptions were addressed straightaway.</p> <p>In class feedback continuing as normal.</p>	In class feedback continues as normal.	<p>area for development.</p> <p>Sporadic feedback given via Mote throughout the week and across subjects.</p> <p>Feedback given during live lessons as normal.</p>
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Staff CPD

It is essential that all teachers are confident in all aspects of this Remote Education Plan. Therefore, during the first half of Autumn Term CPD will be provided on the following:

- Use of Class Dojo, in particular the Worksheets feature and use of portfolios
- How to create and upload teaching videos
- The content of this policy so that teachers are aware of expectations

Monitoring Engagement with Remote Education

It is important that children engage with the remote education provided so that they don't fall back with their learning, however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or limited access to technology amongst other factors. Teachers will keep a daily record of those children engaging in the remote learning. Communication is essential - our PSA will be contacting parents who are not engaging with remote learning on a weekly basis. We can then work together to find a means of providing remote education that works for that family's circumstances.