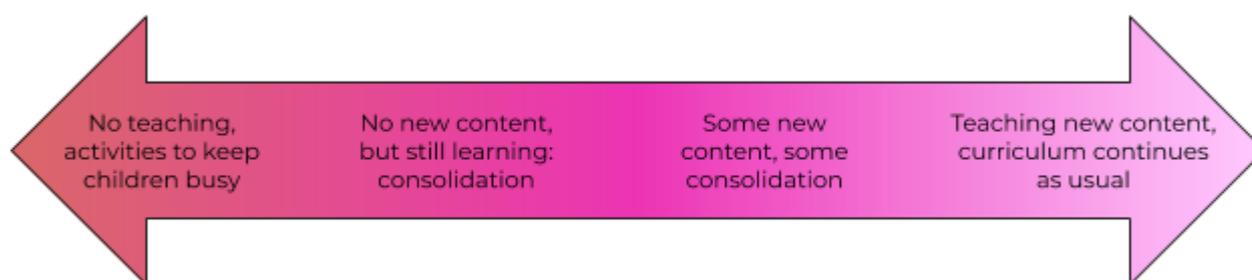# Remote Learning Arrangements – January 2021

OVERVIEW - Where were we?

Lockdown Mar – June, Partial School Re-opening June-July 2020

VLE in place – Seesaw. Vast majority of pupils accessed some content during the 2019-2020 school closure. Devices were distributed to identified families (mostly in the upper school) who did not have appropriate facilities at home. Paper packs were provided to another group of families who indicated a preference.

Across the school, a variety of structured activities – covering core NC curriculum areas – were provided, mostly to consolidate previous teaching. Topic webs were created to support children to engage in the wider curriculum and develop independent learning strategies. EYFS classes provided suggested activities for children to use to engage their children. Teachers were able to provide direct feedback and support through written comments, voice notes and short videos. Seesaw also provided opportunities to check on the wellbeing of our pupils by encouraging a daily check-in, which was backed up by staff making telephone contact with identified parents and children.

Trials of live teaching in small groups began in Summer term. These sessions were primarily targeted at closing gaps and addressing misconceptions. Video calling was also utilised to facilitate pastoral meetings between teachers and class groups, as well as social events such as a home disco.

Full School Re-opening Sept-Dec 2020

Seesaw was used routinely within classes to maintain children's familiarity with the system. By continuing to upload work regularly, children's independence with the system increased. This also reinforced our measures to reduce teacher workload, by encouraging teachers to provide electronic feedback. This had the dual purpose of maintaining the families' ability to access learning online confidently as well as maintaining parents' links with their child's learning now they are back in school.

Due to our high turnover of pupils in a role as a Service school, this meant new pupils (and parents) were also prepared for remote learning returning.

A survey was been distributed to all parents gathering information about families' broadband connection and their access to suitable devices for remote learning. This help used, and Dales MAT, improve our response to a local lockdown/school closure when it was needed.

Where we are now?

On announcement of school closures, staff were able to move quickly to remote learning with Seesaw activities available from day one and paper packs ready to be collected for those who needed them. 14 laptop devices were issued to families. Live teaching began in KS2 by the end of the week and pastoral calls began in week 2.

The curriculum we are teaching remotely is largely the same as the curriculum that would have been taught in school, with some modification made for the suitability of activities for remote learning. Children attending school as Keyworkers or Vulnerable children complete the same tasks as those at home, through attending live teaching and watching recorded teaching. Staff in school support them to access this learning.

POLICY FOR BLENDED LEARNING/REMOTE LEARNING

At Carnagill Primary School, we recognise that keeping children learning safely during any period of disruption must be our priority. We will continue to provide education and support, using in-school teaching, remote learning and/or a combination of the two. Depending on the situation, learning will be conducted via in-school teaching and learning, educational packs of resources, the Seesaw Class app and video call software. This will ensure that the needs of all pupils are catered for and the apps will allow staff to keep in daily contact and provide a two-way platform for learning and teaching, in a professional and confidential manner with each pupil in their class.
The approach to learning and expectations will take account of the ways different families (including those of staff) will be affected by the interruption to learning. In our planning and expectations, we will take account of the need for flexibility, for example: parents who may be working at home; the need to share devices; teachers who may be caring for their own children. We continue to be mindful of how this and other pressures will affect work/life balance.

Teaching staff will:

- Place significant emphasis on pastoral development within the classroom
- Prepare resources (hard copy and electronic) to meet the needs of children
- Share teaching and learning activities with their class through Seesaw
- Continue providing work and support in line with our Basic Skills curriculum
- Show understanding that learning remotely will be more difficult, so tasks will be shortened and supported in smaller steps to allow for this.
- Ensure daily contact with pupils, either face-to-face or through Seesaw
- Reply to messages and give feedback on learning/activities, within a 72-hour period
- Make allowances for asynchronous learning, understanding that the circumstances may affect families in a number of ways.

Non-teaching Staff will:

- Support class teacher in preparation of support packs/activities.
- Support, where necessary, individual/small groups of pupils by providing tailored activities which can either be used in school or when learning at home.
- Have access through Seesaw apps to support remote learning.
- Maintain contact with identified vulnerable children and use CPOMS to record communications and share with appropriate staff.

Pupils will:
- Check in with their teacher every day either in person or on Seesaw
- Do their best to keep up-to-date with daily teaching and learning, either in-school or using Seesaw.
- Log on to as many live sessions as they can.
- Respond to questions and feedback from their teacher or teaching assistant
- Read every day either with a grownup or to themselves
- Try new things, be creative, be active and do their best to keep learning in everything they do.

Parents will:

- Support their child's learning to the best of their ability, check their child's work every day and encourage progress to be made.
- Ensure their child completes their home learning activities and submits them in a timely manner.
- Support their child to attend live teaching and class meetings.
- Know they can still contact their class teacher if they have questions or concerns via Seesaw.
- Let the school know if they are having difficulties with access to technology and if they or their child is ill (and therefore affecting ability to complete tasks).
- Look after the mental health of both themselves and the child, spending time as a family, enjoying breaks, walks and creative fun while at home.

EXPECTATIONS FOR PROVIDING REMOTE LEARNING

Expectations for self-isolation – to be uploaded
    EYFS:
- Provide generic sheet/booklet of ideas of how parents can continue their learning at home – this could be themed if preferred.

    KS1 and 2:
- Maths - prepare series of topic specific activities (eg. place value, calculations) in line with topic being taught in class.
- KS1 Phonics – linked to phase or part phase
- KS2 SPAG – can be fairly general, linked where possible to what covering in class
- Reading – generic comprehension pack (FS to provide)
- Topic map/learning journey used in class

Expectations for lockdown/bubble closure:
    EYFS:
- Weekly themed sheets sent to parents
- Daily contact via Seesaw – sharing photos, responding to posts
- Recorded stories and phonics

    KS1:
- Daily Maths and English tasks to be uploaded in line with school planning
- Weekly topic sheet to encompass other National Curriculum subjects
- Recorded teaching (either by school staff or other provider eg. White Rose, Oak National Academy) at least twice per week for English and Maths
- Video calls to be used for pastoral contact weekly – class meetings, show and tell, special events
- Live teaching to be considered for Y2 pupils
- Daily contact via Seesaw
- Work responded to within 72 hours

    KS2:
- Daily Maths and English tasks to be uploaded in line with school planning
- Weekly topic sheet to encompass other National Curriculum subjects
- Recorded teaching (either by school staff or other provider eg. White Rose, Oak National Academy, letters and sounds) at least twice per week
- Live teaching for English and Maths once per week. (Classes will be split into smaller groups, timetabled sessions for Y3/4, Y5/6 to ensure no overlap for parents)
- Video calls to be used for pastoral contact weekly – class meetings, quizzes, special events
- Daily contact via Seesaw
- Work responded to within 72 hours

Additional provision:
- Telephone contact for vulnerable children
- Whole-School celebration assembly either recorded or live.
- Key worker provision and access for vulnerable groups in school.

TYPICAL DAY – REMOTE LEARNING

Live	Recorded	Independent study

Year 5 and 6

Length (mins)	Lesson/Task/Activity
5	Emotional Check-in/Wellbeing activity
20	5 a day
10	Daily Spag
10	Daily Spelling practice
70	Maths
60	Science
45	Topic lesson – Art
30	Computing (Purple Mash – guided activity)

Total: 245 minutes / 4 hours 10 minutes

Additional	Class novel
	TTRS or Sumdog
	Independent Reading

Year 3 and 4

Length (mins)	Lesson/Task/Activity
5	Emotional Check-in/Wellbeing activity
15	5 a day
20	Spellings
10	Reading for pleasure
40	English
10	TTRS
40	Maths
45	Science
45	Comprehension

Total: 240 minutes / 4 hours

Additional	Book Club
	Independent Reading

Year 1 and 2

Length (mins)	Lesson/Task/Activity
15	3 a day
15	Spellings
30	Phonics
30	English
30	Science
60	Topic
15	Reading

Total: 196 minutes / 3 hours 15

Additional	Live catch up/story time
	Phonics apps/websites (phonics play, teach your monster to read, reading eggs)
	Maths apps/websites
	Oxford Owl Class Library

Foundation Stage/FS1 and 2

Length (mins)	Lesson/Task/Activity
20	Weekly topic grid provided – Choice of activities to complete throughout the week. Covers all 7 areas of learning.
10	Daily Story
30	Daily phonics/maths activity
10	Daily topic ideas/challenges posted focussing on different curriculum areas.
20	Daily topic activities

Total: 1 hour 30 mins

Additional	Well-being check-in
	Phonics play Phonics bug Recommended websites