



'Together we grow'

Emmaville Primary School

Remote Learning Plan

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The plan sets out the following:

Purpose

Challenges

Managing Expectations

Statement of Intent

Roles and Responsibilities including sharing information

Resources

Monitoring engagement with remote learning

In the event that the school is temporarily closed, this document will serve as a plan for providing home learning for our pupils. This plan is flexible and will need to be adapted to changing circumstances. The purpose of this document is to provide clarity around Emmaville's approach to remote learning, the platforms being used, the responsibilities and expectations for our parents, pupils and professional community, as well as other considerations that need to be taken into account.

Remote learning cannot replicate the learning experiences our pupils have when they are in the school building; however, what we aim to do is to utilise a variety of methods to support pupils' learning and growth that will include a range of resources. We do not want the pupils to be solely reliant upon computers or iPads, but we want them to engage in learning that will incorporate reading, communicating, involvement in authentic learning experiences, while also taking time to be physically active.

Challenges around Remote Learning

- Ensuring internet access for all pupils
- Ensuring all pupils have access to an appropriate electronic device
- Working parents
- Shared devices with other family members
- Childcare
- Parent confidence in home schooling
- Time
- Resources such as paper, ink and stationery

Managing Expectations

It is in the best interests of our children to continue to provide structured support through remote learning. Due to a range of factors which will affect each household's capacity to carry out remote learning, there will be a degree of flexibility with regard to submission of work and/or feedback. It is important that parents strive to achieve the targets set for their children and seek support from the school if required.

Statement of intent

At Emmaville Primary, we understand the need to continually deliver high quality education, including during periods of remote working - whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

This document sets out our approach to curriculum delivery and implementation of remote education should the following scenarios occur:

- A small number of pupils need to self-isolate
- A class or year group need to isolate
- Teachers need to isolate whilst pupils remain at school
- A local lockdown requiring all pupils and staff to remain at home

This plan aims to:

- Maintain high levels of communication and contact with pupils and their families.
- Continue to support the mental health and wellbeing of the whole school community.
- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.

- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Roles and Responsibilities

Teachers will:

- Provide a weekly timetable with a summary of each lesson that will take place. The timetable will be posted on the school website under the pupil section. In the pupil section parents/carers should look for the heading **Home Learning**. In the home learning section parents/carers should click on the year group folder for their child, which will then take them to the section where they will find the relevant information. Links will be provided on the timetable to where parents and children can find online teaching videos and resources for each lesson.
- The weekly timetable will include:
 - **Maths activities;**
 - **English activities;**
 - **Read, Write Inc phonic activities (Early Years and Key Stage 1);**
 - **Spelling activities;**
 - **In addition to the above, each day there will be a lesson for either another core subject or one of the foundation subjects (Science, RE, PSHE, PE, History, Geography, Music, Computing, Art and DT)**

Teachers will:

- Continue to plan the teaching content in line with the extensive planning that is already in place throughout the school.
- Content for Maths
 - The White Rose Maths Scheme is followed, alongside the Gateshead Recovery Curriculum, across the school and will continue to be used and complimented by other resources including Times Table Rock Stars and My Maths.
- Content for Phonics
 - Parents can access Read Write Inc phonic lessons for children via a virtual classroom to watch at home. Teachers will inform parents which of the videos are relevant ones to use.

- Content for English
 - The school follows the Talk 4 Writing programme; however, teachers are making links between the current year and previous year's objectives in order to ensure full coverage of the curriculum. For spelling, teachers will continue to set work from the Read write Inc spelling programme. Children will also be able to practise handwriting by using the Letter Join programme.
- Content for other subjects
 - Planning will be taken from the same scheme that would be followed in school.
 - There is an expectation that children/parents will submit work via Tapestry (Early Years) or Seesaw (Year 1 - Year 6) and that teachers will respond to the work submitted.

Teachers will:

- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this.
- Keep in contact with children, parents and carers through Tapestry (EYFS) or through the Seesaw App (Y1 - Y6). All parents/carers and children will be connected to their child's class teacher on either Tapestry or Seesaw. This will be used as a means of direct communication between the teacher, parent, carer and child.
- Reply to messages, set work and give feedback on activities during the normal teaching hours 8.50am - 4.30pm on weekdays.
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways.
- Check that children have access to either an iPad or laptop that they can use at home.
- Provide children with exercise books and equipment such as pens, pencils etc that can be used at home.
- Provide children with work packs if parents are unable to download resources at home.
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Policy Development.
- If unwell themselves, be covered by another staff member for the sharing of activities. Follow up of messages on the Seesaw App and school website during this time will not be undertaken until the teacher is fit to work.

Children will:

- Be assured that health and wellbeing is a priority and therefore take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.
- Follow the daily timetable that the class teacher has set for them.
- Identify a comfortable, quiet space in their home where they can work effectively and successfully.
- Complete activities to the best of their ability.
- Upload completed work onto either Tapestry or Seesaw.
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly.
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that.
- Read daily, either independently or with an adult and where applicable engage with Accelerated Reader.
- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.
- Pupils will have access to online learning platforms and will continue to use these resources.

Parents/Carers will:

- Make the school aware if their child is sick or otherwise cannot complete work, as each day, pupils will be marked absent or present.
- Ensure that their child/children participate in the daily timetable provided and support their child's learning to the best of their ability.
- Encourage their child to access and engage with Seesaw posts from their teacher.
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of Seesaw.
- Know they can continue to contact their class teacher as normal through the Seesaw App if they require support of any kind.
- Check their child's completed work each day and encourage the progress that is being made.
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.

Resources

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 relevant login details. Teachers will provide parents with login details via the Seesaw App. Access to online learning platforms for remote learning are available 24 hours per day, 7 days a week to aid parents who may be working and balancing home schooling.

The following are platforms that are available:

- Microsoft Office 365
- Read Write Inc Virtual Classroom
- Accelerated Reader
- Reading Plus
- Lexia
- Oxford Owls
- Go Epic
- MyOn
- Letter Join
- White Rose Learning Videos
- BBC Bitesize Number blocks
- My Maths
- Times Table Rockstars

Monitoring Engagement with Remote Learning

It is important that children engage with the remote education provided so that they do not fall behind in their learning. However, we do realise that each family's home circumstances are different and there may be factors that affect engagement with home education. These may include parents working from home or limited access to technology amongst other factors.

Communication is essential, and we would ask that if there are circumstances that mean a child cannot engage at least partially with the remote learning that their parent/carer immediately communicates with the teacher. We would always aim to find a solution that works for both the child and their family.

This plan is linked to the Remote Learning Policy and will be reviewed in September 2021