**The Federation of Bishop Sutton and Stanton Drew 2020 – 21 Remote Learning Planning**

**What did we learn from lockdown in the Spring/ Summer terms 2020?**

Although we, at first, felt distanced from our pupils, by using technology, teachers quickly developed our school offer to include:

Pastoral Support

* Group and whole class pastoral opportunities for all pupils through MSTeams
* Phone calls to families and children
* ClassDojo to communicate directly with classteachers
* In school provision for most vulnerable children

Academic Support

* Work set and returned using ClassDojo/MS Teams
* Lessons through Oak National Academy
* Individual learning packs for children with limited access to internet
* Set tasks for children to complete across all curriculum areas
* ClassDojo/MS Teams to communicate directly with classteachers

This offer evolved over the lockdown and represented a growing understanding of the technology available to us whilst acknowledging that teaching remotely will not be the same as teaching in the classroom.

**What are we aiming to achieve through our remote teaching?**

We need to ensure that our remote learning offer is:

**Easy to access**

* Children have access to Teams/Tapestry/ClassDojo and appropriate hardware to access online learning
* Staff have appropriate training and confidence to deliver remotely
* Parents can access training through online workshops so that they can support their children’s remote learning (TBC)

**Harder to stop**

* Our curriculum continues in the event of individual, class or whole school closures
* A structured timetable, closely following that in school, will give children a structure they are familiar with and will support them to be on task and limit distractions from the home.
* Ensure that all teaching sequences have high quality teacher input and explanations; opportunities for children to apply learning; learning is assessed through submitted work and feedback is given; low stakes quizzes and frequent opportunities to review and revise learning.

**Easier to restart**

* We aim to create curriculum continuity with our remote learning offer so that it can be picked up again, in school, when individuals or classes return to face to face teaching.
* Opportunities for additional support and teacher input that reduces misconceptions, and difficulties, so children’s learning journeys aren’t halted by barriers to progress.
* Regular opportunities for assessment and feedback to enable both teachers and children to have a clear understanding of their current learning.

**Ambitious**

* This plan is both ambitious and aspirational. There may well be circumstances such as staff illness which inhibit the full delivery of this plan. However, we will do our utmost to ensure we meet our stated aims.

**What are the tools available to us for achieving this?**

We will primarily use ClassDojo for teachers to communicate directly with parents and vice versa. This platform will also be used to provide work to pupils in the event of individual isolation.

We are developing our understanding and use of MSTeams to deliver wider teaching support for our pupils and their families in the event of whole class or whole school closures as it provides the ability to deliver live video. All children from Year 1 up have Microsoft accounts and access to online reading schemes. Families are supported to access these.

We need to ensure that wherever possible, in the event of a partial or full school closure, children have access to IT equipment to access daily lessons.

We need to ensure that all staff have additional training to support the delivery of wider Home Learning through MSTeams. Staff availability through illness may impact on the full delivery of Home Learning but MSTeams should ensure that isolating (but otherwise well) staff can have daily contact with their class.

**How will our remote learning be structured?**

**The Home Learning table will be loaded onto the school website and accessible via ClassDojo and Teams. Worksheets will be provided via ClassDojo. Weekly tasks for each subject will be set up to allow children to submit work. This will allow families to access learning if/ when they need it.**

**Individual Children who are isolating for less than 5 days (eg. waiting for a test result):**

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| **Pastoral** |
| **What support will school provide?**  | **What will school staff do?**  | **What do families need to do?**  |
| Access to teacher via ClassDojo | Check ClassDojo daily | Use ClassDojo or email teacher if needed |
| Daily phonecalls from classteacher to vulnerable families. | Teacher/TA make phone calls | Answer call |
| Children with 1:1 SEND support: daily phonecalls from TA | Teacher/TA make phone calls | Answer call |
| **Academic**  |
| **Reception:** Autumn Term: daily phonics tasks set via Tapestry (Bishop Sutton) ClassDojo (Stanton Drew)Spring term onwards: English (Oak) shared  | Remote learning table with lessons posted onto website and ClassDojo/Tapestry. This will be signposted in absence email. Tasks set weekly for English, maths and foundation subject so that children can submit work via Tapestry/ClassDojo. | Families support children to complete work and submit finished tasks via Tapestry |
| **Y1 – 6:** Teacher set daily English (Oak) and maths (White Rose) lesson on ClassDojo. In addition Y1 will have daily phonics film lesson links sent.  | Remote learning table with lessons posted onto website and ClassDojo. This will be signposted in absence email. Tasks set weekly for English, maths and foundation subject so that children can submit work. | Families support children to complete work and submit finished tasks via ClassDojo |
| Foundation subjects set (history, geography) shared as appropriate. |
| **Children with 1:1 SEND Support: D**aily live Teams session with 1:1 TA supporting key SEND targets as appropriate and checking in (also as appropriate) | Teachers set up daily sessions with children via Teams (as a meeting) for TA. Ensure that parent is present during session. Follow other safeguarding instructions (eg. Record session) | Families support children to access sessions.  |

**Individual Children who are isolating for 5 days – 2 weeks (e.g. positive test result, household self-isolating):**

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| **Pastoral** |
| **What support will school provide?** | **What will school staff do?** | **What do families need to do?** |
| Access to teacher via ClassDojo | Check ClassDojo daily | Use ClassDojo or email teacher if needed |
| Daily phonecalls from classteacher to vulnerable families. | Teacher/TA make phone calls | Answer call |
| Children with 1:1 SEND support: daily phonecalls from TA | Teacher/TA make phone calls | Answer call |
| Weekly check in with classteacher (can be in a small group if more than one child out of school). | Set up weekly check in for children not in school to attend via Teams (Teacher to choose time around teaching responsibilities). | Support child to attend check in on MSTeams.  |

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| **Academic** |
| **Reception:** Autumn Term: daily phonics tasks set via Tapestry (Bishop Sutton) ClassDojo (Stanton Drew)Spring term onwards: English (Oak) shared  | Remote learning table with lessons posted onto website and Tapestry/ClassDojo. This will be signposted in absence email. Tasks set weekly for English, maths and foundation subject so that children can submit work via Tapestry/ClassDojo. | Families support children to complete work and submit finished tasks via Tapestry/ClassDojo |
| **Y1 – 6:** Teacher set daily English (Oak) and maths (White Rose) lesson on ClassDojo. In addition Y1 will have daily phonics film lesson links sent.  | Remote learning table with lessons posted onto website and ClassDojo. This will be signposted in absence email. Tasks set weekly for English, maths and foundation subject so that children can submit work. | Families support children to complete work and submit finished tasks via ClassDojo |
| Foundation subjects set (history, geography) shared as appropriate. |
| **Children with 1:1 SEND Support: D**aily live Teams session with 1:1 TA supporting key SEND targets as appropriate and checking in | Teachers set up daily sessions with children via Teams (as a meeting) for TA. Ensure that parent is present during session. Follow other safeguarding instructions (eg. Record session) | Families support children to access sessions.  |
| **All children:** Weekly individual reading with year group TA | Year group TA set up reading session via Teams around teaching commitments. Invite children to attend reading session.  | Families support children to access reading session.  |

**Anticipated provision: Whole class closure (probably 2 weeks or more): SHIFT TOWARDS TEAMS**

It is likely that year group TA will support teacher with remote learning sessions.

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| **Pastoral** |
| **What support will school provide?**  | **What do school staff need to do?**  | **What do families need to do?**  |
| Weekly small group check-ins with teachers via Teams (all year groups) | Teacher to allocate pupils into small groups and set up weekly check in meetings (groups and times decided by teachers)  | Support children to attend session.  |
| EHCP Pupils: daily welcomes with 1:1 TAs (if child not in school) | TAs to set up meeting on Teams for pupils and invite them to attend.  | Support children to attend.  |
| Vulnerable families/ children: daily/ weekly phone check-ins with teacher if appropriate | Teacher to phone on daily/ weekly basis and record response (if appropriate). | Answer phone.  |
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| **Academic (expectation that all children will attend these lessons)**  |
| **BS Foundation Stage:** | **What do school staff need to do?**  | **What do families need to do?**  |
| Class daily welcome each morning and afternoon to share time as a class.  ​ | Invite class to attend via daily meeting. ​ | Support children to access learning.  |
| Daily recorded phonics lessons with Class Teacher. ​ | Teacher to share daily lesson links on learning overview on Teams.​ |
| Daily recorded maths lessons from White Rose Maths and choice of practical offline maths activities provided. ​ | Links to daily White Rose online lessons and practical activities listed on weekly learning overview. ​ |
| Twice weekly literacy live teaching  sessions taught by the Class Teacher to small groups​ | Links to live group sessions sent out via Teams ​ |
| Additional differentiated activities/live sessions for children who need additional support/SEND​ | Differentiated  learning  packs sent to parents via Tapestry.  Live links to additional support lessons. ​ |
| Wider curriculum subject lessons planned by teachers.​ | Activities listed on weekly learning overview. ​ |
| Weekly recorded story session linked to literacy activities with class teacher​ | Teacher to share on Teams​​ |
| Feedback on work ​ | Support from teachers on Teams and Tapestry for feedback on home learning.  |
| **SD Foundation Stage** |  |  |
| Class daily welcome each morning and afternoon to share time as a class.  ​ | Invite class to attend via daily meeting. ​ | Support children to access learning. |
| Daily recorded phonics lessons with Read Write Inc. | Teacher to share daily lesson links to YouTube on learning overview on Teams.​ |
| Daily recorded maths lessons from White Rose Maths and choice of practical offline maths activities provided. ​ | Links to daily White Rose online lessons and practical activities listed on weekly learning overview. ​ |
| Twice weekly Maths live teaching 121 with class teacher | Teacher to set up meetings |
| Twice weekly phonics live teaching  sessions 121 with class teacher | Teacher to set up meetings |
| Live story once a week with teacher | Teacher to set up meeting for Reception children |
| Additional differentiated activities/live sessions for children who need additional support/SEND​ | Differentiated  learning  packs sent to parents via Tapestry.  Live links to additional support lessons. ​ |
| Wider curriculum subject lessons planned by teachers.​ | Activities listed on weekly learning overview. ​ |
| Weekly recorded story session linked to literacy activities with class teacher​ | Teacher to share on Teams​​ |
| Feedback on work ​ | Support from teachers on Teams and Tapestry for feedback on home learning.  |
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| **Year 1 – 6:** Class Daily Welcome each morning to share daily timetable.  | Invite class to attend daily welcome via Team meeting. | Support children to access learning.  |
| Daily live or pre-recorded lessons via Teams for English and Maths | Teacher to invite pupils to live lessons via Teams meeting or share link if pre-recorded. Teacher to support live lessons. |
| Guided Group opportunities for English and Maths on a daily basis. | Invite pupils to attend session via Teams meeting at set time. Teacher to support.  |
| Year 1 and 2 only: daily recorded phonics lessons. Weekly live story session with teacher. | Share lesson links on daily timetable. Invite class to attend story time session via Teams meeting.  |
| Foundation subject lessons delivered through Oak. | Share lesson links on daily timetable.  |
| **All children:** Fortnightly group or individual reading with teacher (FS – Y2 individual, Y3 – 6 small group) | Teacher to set up groups and invite either groups or individuals to attend reading session via teams meeting.  | Parent/ carer present during individual reading.  |
| **SEND Pupils:** 1:1 sessions with teachers and individual learning packs to support individual targets. (as appropriate) | Teachers to invite pupils to attend sessions via meeting on Teams.  | Parent/ carer present during session.  |
| **Assessment and Feedback (all children):** Submit work for at least one lesson per day via Teams assignments. | Set up daily assignments for children to submit completed work for each lesson that day (as appropriate) | Support children to submit work and review feedback  |
| Feedback given via Assignments with the opportunity to resubmit. | Give feedback via teams assignments.  |
| Regular low stakes quizzes and tests to assess pupil learning. | Set up quizzes as appropriate to assess pupil learning.  |

**Provision: Whole school closure:**

The expectation is that support staff (TAs, HLTAs, SMSAs, Sports Coaches) would facilitate critical worker & vulnerable children provision (if required) and teachers and remaining TAs provide class learning across the school. DfE guidelines are for 3 hours of remote learning in Key Stage 1 and 4 hours in Key Stage 2 per day.

***January 2021 note: with the numbers of critical worker and vulnerable children in school there is no capacity for LSA/HLTA staff to support home learning***

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| **Pastoral** |
| **What support will school provide?**  | **What do school staff need to do?**  | **What do families need to do?**  |
| Weekly small group check-ins with teachers via Teams (all year groups) where needed (i.e. if not part of daily check ins, 10 per week) | Teacher to allocate pupils into small groups and set up weekly check in meetings (groups and times decided by teachers) where needed | Support children to attend session.  |
| EHCP Pupils: daily welcomes with 1:1 TAs (if child not in school) | TAs to set up meeting on Teams for pupils and invite them to attend.  | Support children to attend.  |
| Vulnerable families/ children: daily/ weekly phone check-ins with teacher if appropriate | Teacher to phone on daily/ weekly basis and record response (if appropriate). | Answer phone.  |
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| **Academic (expectation that all children will attend these lessons)**  |
| **BS Foundation Stage:** | **What do school staff need to do?**  | **What do families need to do?**  |
| Class daily welcome each morning and afternoon to share time as a class.  ​ | Invite class to attend via daily meeting. ​ | Support children to access learning.  |
| Daily recorded phonics lessons with Class Teacher. ​ | Teacher to share daily lesson links on learning overview on Teams.​ |
| Daily recorded maths lessons from White Rose Maths and choice of practical offline maths activities provided. ​ | Links to daily White Rose online lessons and practical activities listed on weekly learning overview. ​ |
| Twice weekly literacy live teaching  sessions taught by the Class Teacher to small groups​ | Links to live group sessions sent out via Teams ​ |
| Additional differentiated activities/live sessions for children who need additional support/SEND​ | Differentiated  learning  packs sent to parents via Tapestry.  Live links to additional support lessons. ​ |
| Wider curriculum subject lessons planned by teachers.​ | Activities listed on weekly learning overview. ​ |
| Weekly recorded story session linked to literacy activities with class teacher​ (live or pre-recorded) | Teacher to share on Teams​​ |
| Feedback on work ​ | Support from teachers on Teams and Tapestry for feedback on home learning.  |
| **SD Foundation Stage** |  |  |
| Class daily welcome each morning and afternoon to share time as a class.  ​ | Invite class to attend via daily meeting. ​ | Support children to access learning. |
| Daily recorded phonics lessons with Read Write Inc. | Teacher to share daily lesson links to YouTube on learning overview on Teams.​ |
| Daily recorded maths lessons from White Rose Maths and choice of practical offline maths activities provided. ​ | Links to daily White Rose online lessons and practical activities listed on weekly learning overview. ​ |
| Twice weekly Maths live teaching 121 with class teacher | Teacher to set up meetings |
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| **Year 1 – 6:** Class Daily Welcome each morning to share daily timetable.  | Invite class to attend daily welcome via Team meeting. | Support children to access learning.  |
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| Guided Group opportunities for English and Maths on a daily basis. | Invite pupils to attend session via Teams meeting at set time. Teacher to support.  |
| Year 1 and 2 only: daily recorded phonics lessons. Weekly live story session with teacher (live or pre-recorded) | Share lesson links on daily timetable. Invite class to attend story time session via Teams meeting.  |
| Foundation subject lessons delivered through Oak. | Share lesson links on daily timetable.  |
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| **SEND Pupils:** 1:1 sessions with teachers and individual learning packs to support individual targets. (as appropriate) | Teachers to invite pupils to attend sessions via meeting on Teams.  | Parent/ carer present during session.  |
| **Assessment and Feedback (all children):** Submit work for at least one lesson per day via Teams assignments. | Set up daily assignments for children to submit completed work for each lesson that day (as appropriate) | Support children to submit work and review feedback  |
| Feedback given via Assignments with the opportunity to resubmit. | Give feedback via teams assignments.  |
| Regular low stakes quizzes and tests to assess pupil learning. | Set up quizzes as appropriate to assess pupil learning.  |

For any questions relating to our remote learning plan, please contact Mr Marriott or Mr Cook