

Asfordby Hill Remote Learning Plan



OAK
NATIONAL
ACADEMY



In order
to
ensure

that learning is continued, irrespective of lockdown and self-isolation, Asfordby Hill Primary School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in the bubble;
3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

Software and online platforms

Within all plans, teachers will set appropriate work in-line with our **current** curriculum, primarily supplemented by a range of resources provided by BBC Bitesize, Oak Academy and White Rose Maths.

Children will remain in contact with their Class teacher through Seesaw as well as Microsoft Teams in the case of a bubble closure.

BBC Bitesize and Oak Academy have been selected to support remote learning for a number of reasons. Their lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and others who require additional support.

White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources. Teachers may also utilise other resources and share these as activities for the children to complete on Seesaw.

Spelling Shed, Bug Club and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills. Our younger children will be encouraged to read frequently using daily phonics activities and online videos.

MS Teams will support the school in offering true online learning with the opportunity for the children to communicate with their teacher through live video. Live videos will only be used in the case of a bubble closure and all people involved will be made aware of the school's Internet safety guidelines. When individual students are absent, videos from pre-made resources such as BBC Bitesize or White Rose will be utilised.

Seesaw will remain in use as the communication element and home/school learning partnerships have already proved to be invaluable. Teachers and parents will be able to message one another to share information and offer support. Teachers will post daily activities in line with the curriculum which children can complete and submit. Teachers will then respond to work and provide additional support where necessary and possible.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Asfordby Hill Primary School makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning. Parents will be required to inform the school if this is the case.

In preparation for home-learning, parents and children need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- Seesaw
- MS Teams
- Spelling Shed
- TT Rockstars
- Bug Club

[Worksheets and Practical Resources](#)

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will leave school with a pack of work and their own stationery pack. Children will have immediate opportunity to continue their learning.

The work packs should contain basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading, writing (with a visual prompt) and handwriting. These packs should also contain a list of log in details for the individual child.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials alongside their class stationery pack (this might need to be delivered). In the case of whole cohort isolation, resources will be uploaded to Seesaw and priority children will have packs delivered. This measure will afford teachers a short time to prepare their remote learning resources.

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
<p>Using Seesaw, the Class teacher will upload activities before the end of each school day. The teacher will decide what materials are most appropriate for the individual child.</p> <p>If teaching input is required for core lessons, the teacher can either direct the parent to a relevant BBS Bitesize/Oak National taught session, White Rose instructional video or similar from another source. Non-core lessons and resources will be uploaded to Seesaw.</p> <p>If available, a teacher or TA will check the isolating child's understanding and provide support or challenge where relevant.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to admin@asfordbyhill.leics.uk.</p> <p>If child is entitled to benefit-related FSM ensure food made available through a packed lunch and collection or delivery if too unwell to collect.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (recorded in Child protection file).</p> <p>If a child does not engage, the Class teacher/ head teacher is to call the parents to discuss obstacles and support.</p>

A group of children are self-isolating because of a case of coronavirus in their class bubble	
Ongoing Support	Safeguarding/SEND
<p>Using Seesaw, the Class teacher will upload activities before the end of each school day. The teacher will decide what materials are most appropriate for the individual child.</p> <p>If teaching input is required for core lessons, the teacher can either direct the parent to a relevant BBC Bitesize/Oak National taught session, White Rose</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to admin@asfordbyhill.leics.uk.</p> <p>If child is entitled to benefit-related FSM ensure food made available through a packed lunch and collection, or delivery if too unwell to collect.</p>

<p>instructional video or similar from another source. Non-core lessons and resources will be uploaded to Seesaw.</p> <p>If available, a teacher or TA will check the isolating child's understanding and provide support or challenge where relevant.</p>	<p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (recorded in Child protection file).</p> <p>If a child does not engage, the Class teacher/ head teacher is to call the parents to discuss obstacles and support.</p>
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A whole bubble/cohort of children is isolating because of an outbreak of coronavirus	
Ongoing Support	Safeguarding/SEND
<p>Teachers will schedule a MS Teams meeting with the children and parents for the following day (after isolation). In this meeting the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning – this will consist of core subject lessons, a non-core lesson and a whole class reading session per day.</p> <p>Using Seesaw, the Class teacher will upload activities between 9am and 10am each day. The teacher will decide what materials are most appropriate for the individual child. Teaching assistants will be able to support the Class teacher in identifying resources as well as providing feedback on children's work.</p> <p>PPA will be covered by teaching assistants who will assign and review an afternoon non-core lesson.</p> <p>The Class teacher will assign a teaching video and activity for all core lessons each day. They will then be available throughout the school day to respond to work and support where necessary. Teachers will not respond to work after 5pm to allow work-life balance.</p> <p>For non-core lessons, resources will be uploaded to Seesaw and where possible web-links to appropriate support materials will be shared. This will often be through BBC Bitesize/Oak National Academy using lessons that link to the current Asfordby Hill curriculum. Teachers will schedule afternoon Teams meetings to support those children needing additional input where possible.</p> <p>Time will also be scheduled for the children to watch an assembly delivered by Mrs Millward. This will encourage children to keep working, celebrate successes and promote a togetherness.</p> <p>Completed work should be photographed and uploaded to Seesaw if it is paper-based. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using either Teams or</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to admin@asfordbyhill.leics.uk.</p> <p>If child is entitled to benefit-related FSM ensure food made available through a packed lunch and collection or delivery if too unwell to collect.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).</p> <p>Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family. This could then be followed up by calls if there are pastoral issues.</p> <p>Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Teams as long as the agencies engage.</p> <p>The SENDCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly. Teachers will continue to differentiate and provide lessons with suitable challenge to pupils with SEN.</p>

Seesaw, depending on the teacher's preference. Those children that need additional support following feedback are to be directed to a Teams meeting for that lesson with attendance expected.

In the event of teachers becoming ill, support staff will be required to 'takeover' the Seesaw account with resources being identified by other teachers/head teacher.

LOCKDOWN - Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if the school is closed to most pupils and everyone is advised to remain at home.

Will my child be taught broadly the same curriculum as they would if they were in school?

- We provide the same curriculum remotely as we do in school
- Slight variations may be made to ensure the delivery is appropriate

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including live teaching and independent work) will take pupils broadly the following number of hours each day:

KS1: 3 hours minimum

Primary school-aged pupils

KS2: 4 hours minimum

There will often be more than 3/4 hours work on Seesaw/Tapestry to reflect the daily timetable and broad curriculum we offer in school

Accessing remote education

How will my child access any online remote education you are providing?

- Seesaw
- Tapestry for EYFS children
- Live streaming via Microsoft TEAMS

Passwords for all learning platforms have been given out to all parents.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Based on the parent response to our survey regarding technology at home, we are aware of those families who will require additional technology. If your circumstances have changed, please fill in the form available through the following link or contact the school office.

[Click here to access the device request form](#)

- On needing to learn remotely, the school will make available or deliver the technology required and the loan agreement will be signed
- We are also aware of pupils who require printed materials. These will be ready to collect from school or delivered to your home if appropriate
- Pupils who cannot submit work to their teachers will be contacted by telephone

How will my child be taught remotely?

As stated in the grid above, we use a combination of the following approaches to teach pupils remotely:

- Live teaching via Microsoft TEAMS (online lessons). The times of live teaching for the week will be detailed on Seesaw/Tapestry.
- These lessons will also be recorded and made available on Seesaw/Tapestry
- Recorded teaching videos
- Printed paper packs produced by teachers if necessary
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- We expect all children to engage with remote learning as they would if they were learning in school
- Please refer to our 'online code of conduct' for more information

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Work will be checked daily by teachers/Support Staff and the Headteacher and feedback given
- Where engagement is a concern, a welfare call will be made home
- You can contact your child's class teacher via Seesaw/Tapestry

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. Our approach to feeding back on pupil work is as follows:

- Quizzes
- Work submitted
- Participation in live lessons
- Work completed on printed copies provided

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- A tailored programme of work made available on your child's Seesaw/Tapestry
- Tailored resources in line with your child's Individual Education Plan
- Welfare calls home to speak to parents and pupils