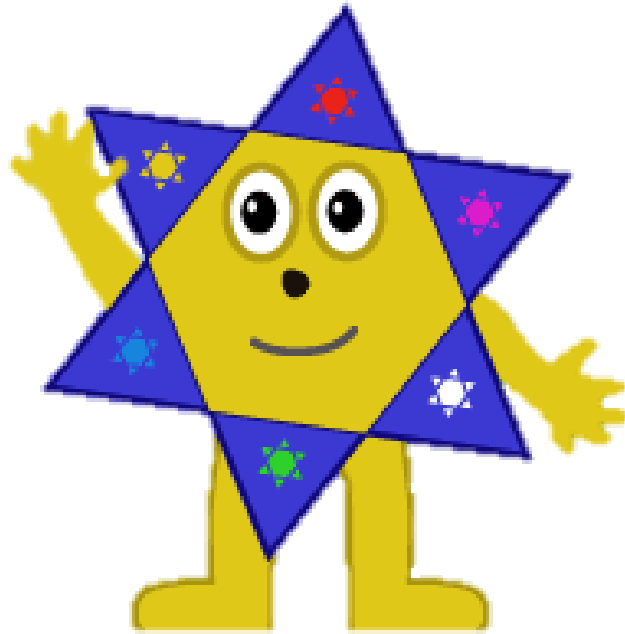


Shardlow Primary School



Remote Learning Plan



Part of Willows Academy Trust

Aspire, Achieve, Thrive

Introduction

This plan outlines our remote learning offer for children who have to self-isolate, or where local or national restrictions mean that children need to stay at home.

“These children are only this age once, you only have this year to try and teach them what needs to be taught.”

We do not take lightly the impact of school closures on the children’s learning and progress, and from the very first school closure have sought to provide as much support as possible for our children who are learning remotely.

Our remote learning plan has been made with our pupils and their families in mind. Feedback from parents on previous remote learning has been very positive and where adjustments were recommended we have tried to make these.

Communication

Our remote learning plans and activities will be shared on Class Dojo, which we use as a regular communication tool. It is important that all parents have access to Class Dojo. If a parent does not have access the school will provide support to parents.

Accessing the learning

Children also need access to IT to complete their activities. If a child does not have a device at home then we have a free iPad loaning system. If a child does not have access to the internet then the school will provide free IT support services who can help families get access and Data only SIM cards are distributed as available to families in need.

The learning plan includes a mix of activities that children can access independently and some that require support. We know that some parents may not always be able to support their child, we just ask that parents make us aware of this in advance and we will do our best to advise on how the activities can be best prioritised.

1-3 day remote learning plan

When a child is absent from school, but are able to learn, children will have immediate access to online learning through our 1-3 day learning plan. This plan includes general learning activities which provide 3-4 hours of learning per day, are relevant to the child's age and stage of learning and are proportionate to the time allocated to specific subjects in a day/week.

Example



Shardlow Primary School



Derwent Class Remote Learning

Autumn Term

Daily Challenges		
Read a book on Bug Club	Play 10-20 minutes on <u>Numbots</u>	Practise set 2 or 3 sounds in your organiser.

Home Challenges		
Choose 3 activities to do a day. You can choose more if you wish.		
Help a grown up cook a meal. What ingredients did you use? Write up the recipe to share with me	Write an email to Mrs Peach. <u>peach@shardlow.derbyshire.sch.uk</u>	Draw a <u>self-portrait</u> and use colour to enhance it using paint or crayons.
Number formation practice How far can you count?	Letter formation practice. Pre-cursive	Practise your number bonds to 10 and 20.
Keep fit. Create a circuit of three different exercises. Including jumping, stretching and balancing.	Make your very own musical instrument and perform a song to a grown up.	Create a board game and play it with someone in your house. Taking turns is essential.

The 1-3 day plan will be shared on Class Dojo along with any supporting worksheets or documents.

Each day, work which has been completed is expected to be uploaded to each child's Class Dojo portfolio and staff will then review work and give feedback.

Children in R-Year 4 may need help uploading their work and a guide is provided for parents.

Children in Year 5 & 6 can upload their work independently and have been trained on how to do this in class.

Extended remote learning plan

Where children are absent for more than three days, wherever possible, the remote learning will be more personalised to match the work that would be happening in class at the time. Where possible staff will provide links to videos and or live teaching sessions which will help to provide high quality explanations for the work being set.

Reception Extended Remote Learning Provision

Phonics	Maths	Prime Areas	Other Specific Areas
Daily- Access to an online video tutorial and or online live lesson, following the progression map for the individual child's group. Supporting work materials to follow up the sessions. 10 minutes reading their reading scheme book.	Daily 10 minutes of Numbots White Rose Home Learning Sessions including tutorials and work based activities. (Adapted to school's progression map)	2 Communication and language focused activities each week. 2 Physical development focused activities each week. 2 Personal, social and emotional focused activities each week.	1 Expressive art and design focused activity each week 1 Understand the world focused activity each week.

Year 1/2 Extended Remote Learning Provision

Phonics	Maths	Wider Core Curriculum	Foundation Curriculum
Daily- Access to an online video tutorial and or online live lesson, following the progression map for the individual child's group. Supporting work materials to follow up the sessions. 10 minutes reading their reading scheme book.	Daily 10 minutes of Numbots White Rose Home Learning Sessions including tutorials and work based activities. (Adapted to school's progression map)	2 sessions (minimum of 40 minutes each) per week of directed PE activities. (Progression map to be adapted as required) 1 30 minute session of PSHE based activities, including support materials for input. (Progression map to be adapted as required) 1 60 minute Science session each week- including video/.support materials for input and follow up activities.	1 60 minute History/Geography lesson each week- in line with progression map and support materials for input. 1 Art/DT activity per week- generally inline with progression map but adapt if needed to suit available resources. 1 20-30 minute Spanish session per week using Language Angels remote learning resources. 1 20-30 minute Music session per week using Charhanga music remote learning resources. 1 20-30 minute computing based activity- progression map adapted to suit available resources.

Year 3-6 Extended Remote Learning Provision

Phonics	Maths	Wider Core Curriculum	Foundation Curriculum
Daily- 10 minutes of Spelling Shed 10 minutes of reading (including completing Accelerated Reader quizzes for children who use Accelerated Reader). A 40 minute English lesson-supporting materials such as texts, powerpoints, video tutorials and or live teaching will be used to provide explanations and the next best equivalent of a lesson 'input'.	Daily 10 minutes of TT Rocks White Rose Home Learning Sessions including tutorials and work based activities. (Adapted to school's progression map)	2 sessions (minimum of 40 minutes each) per week of directed PE activities. (Progression map to be adapted as required) 1 30 minute session of PSHE based activities, including support materials for input. (Progression map to be adapted as required) 1 60 minute Science session each week- including video/.support materials for input and follow up activities.	1 60 minute History/Geography lesson each week- in line with progression map and support materials for input. 1 Art/DT activity per week- generally inline with progression map but adapt if needed to suit available resources. 1 20-30 minute Spanish session per week using Language Angels remote learning resources. 1 20-30 minute Music session per week using Charhanga music remote learning resources. 1 20-30 minute computing based activity- progression map adapted to suit available resources.

Monitoring

Class teachers will mark the work sent on Dojo. If a teacher is concerned that a child is not accessing the learning they will first contact the parent to find out if there is anything that is preventing the child from accessing it and provide support where needed. If, despite contact and support, the child is still not accessing the learning they will then escalate this to the leadership team for further follow up.

Vulnerable pupils

The safeguarding team will monitor any vulnerable children who are isolating by checking in with the class teacher and by contacting the family directly for any vulnerable pupils are who learning from home for more than 3 days. Support will be providing to any children and or families who may be struggling.

SEND pupils

Remote learning should be adapted to meet the needs of any SEND pupils. Teachers should use their monitoring to identify children who might be struggling with their remote learning and make adaptations accordingly.

Code of conduct

This code of conduct outlines what we expect of pupils and parents/carers during remote learning.

Much of this echoes our expectations of pupils in lessons when in school and all of it is designed to help pupils gain the most benefit from online learning.

- Myself and my parents/carers, will check my Dojo regularly to keep track of online sessions and learning.
- I understand that my teacher will only be available between 8:00am and 5:00pm.
- I will only use Dojo and any other platforms my teacher may ask me to use as directed by the teacher and will only upload material that is related to my learning.
- I will not take photos of my screen or record videos or interactions in any way.
- I will make sure that my communication in the online learning environment is always supportive of my learning and the learning and wellbeing of others.

During any live sessions, my parent/carer must be present in the room or in the next room with the door open so they can see and hear everything that is happening during the live session.

If taking part in a live session I will make sure that...

- my environment is quiet and free from distractions
- the background (and foreground) is appropriate and as neutral as possible (please be mindful of what is visible behind you/in front of you)
- I am appropriately dressed
- I remain attentive
- Just like in class, I use the 'hands up' button when I want to speak and will try not to talk over anyone else.

All Zoom sessions will be recorded for safeguarding purposes and recordings will be stored in line with our Data Protection Policy.

Parents/Carers, please remember...By logging your child on to the 'Check In' session, you are agreeing to the Remote Learning Code of Conduct and the rules and guidelines set out by your child's class teacher.