

**Skegby Junior Academy**

**Remote Education Plan 2020 - 2021**

<b>When?</b>	Remote learning will be used when a child/children or a class/bubble are self-isolating due to themselves or a close contact having Covid 19 or symptoms of Covid 19. If the class teacher is self-isolating this will be delivered from home, if not it will form part of the school day. Remote learning may also be required for the majority of pupils during National Lockdown, if schools are required to partially close.
<b>How?</b>	Wherever possible, children will access this learning through Teams. If this is not possible, Class Dojo. If a child does not have internet access, a learning pack can be collected from school. Parents can request a learning pack to support on line learning. If parents are unable to arrange collection, the school will post it out first class.

<b>Aims</b>	<b>Actions</b>
To use a curriculum sequence that allows access to quality online and off line resources and teaching videos that is linked to the school's curriculum expectations.	<ul style="list-style-type: none"> <li>• The children requiring remote learning will follow the same medium and short term planning as the children in school.</li> <li>• If a whole class is self-isolating, the medium term plans for that half term will be followed.</li> <li>• White Rose Maths will continue to be used and children learning at home will have access to the videos.</li> <li>• For children without internet access, written examples of outcomes and processes will be included in their learning pack. This can be discussed during phone calls home (see below).</li> <li>• Creative tasks will still be set and children can upload photographs of their achievements.</li> <li>• If a class/bubble is in self-isolation, teachers will deliver live online teaching, daily, on Teams.</li> <li>• During periods of National lockdown and partial school closures, there will be live sessions daily.</li> </ul>
To give access to high quality remote education resources.	<ul style="list-style-type: none"> <li>• All resources will be uploaded to Teams and/or Class Dojo.</li> <li>• Resources will be included in work packs for children who do not have internet access.</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents who request extra learning for their children will be directed to BBC Bitesize and Oak Academy.</li> </ul>
To select on line tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.	<ul style="list-style-type: none"> <li>• All classes will use Teams and Class Dojo. Teams is the preferred method.</li> <li>• Teams will give the child a daily opportunity to interact to their teacher.</li> <li>• Work will be returned daily online, giving the opportunity for assessment and feedback.</li> <li>• All staff are trained to use the above.</li> <li>• Natasha Epston (GAT) to support with any further training requirements. There are a number of tutorials staff can access online at GAT.</li> <li>• Work can also be photographed and returned on Class Dojo, email etc.</li> <li>• Parents will be given the option to return the paper learning pack to school at the end of each week. It will be left for 72 hours before the teacher gives feedback via Class Dojo.</li> </ul>
To provide printed resources, such as text books and workbooks, for pupils who do not have suitable online access.	<ul style="list-style-type: none"> <li>• Printed work packs can be provided at parents' request.</li> <li>• Packs to be collected from the school gate at the agreed time or posted first class.</li> <li>• Academy staff to keep in contact via the telephone with children who do not have internet access. Phone calls to take place twice each week but daily if the child is vulnerable.</li> <li>• Work packs will be returned to school when the child returns (or weekly if parents prefer) and quarantined for 72 hours before the teachers checks them.</li> </ul>
To recognise that younger children and children with SEND may not be able to access remote education without adult support and work with these families to deliver a broad and ambitious curriculum.	<ul style="list-style-type: none"> <li>• The SENCO will work with families on an individual basis to decide the best method of remote learning and the quantity expected each day.</li> <li>• Work will be adapted to meet individual needs.</li> </ul>

<p>To set assignments so that pupils have meaningful and ambitious work each day, in a number of different subjects.</p>	<ul style="list-style-type: none"> <li>• Work will continue to be differentiated online and further challenges and extension activities will be provided, as and when necessary.</li> <li>• Work will be provided daily for maths and English.</li> <li>• Work will be provided in all other subjects, according to the medium term plans for that half term, ensuring the online curriculum is broad and balanced.</li> </ul>
<p>To teach a planned and well sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.</p>	<ul style="list-style-type: none"> <li>• Remote learning will follow the medium term plans for that half term.</li> <li>• Remote lessons will be adjusted using AFL from the previous lesson and interaction with the children.</li> <li>• Remote lessons will address previously identified gaps in learning, including Pixl gaps.</li> </ul>
<p>To provide frequent, clear expectations of new content delivered by a teacher in the school or through high quality curriculum resources or videos.</p>	<ul style="list-style-type: none"> <li>• Expectations for remote learning will be made clear to the child in the same way as in the classroom ie by using a learning challenge and success criteria.</li> </ul>
<p>To gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.</p>	<ul style="list-style-type: none"> <li>• If teachers are able to interact with the child online, then questions will be used to assess how well pupils are progressing.</li> <li>• There will be an expectation that work is returned daily, online, for checking.</li> <li>• Children with work packs will be have progress checked during welfare phone calls, Dojos etc – see above.</li> </ul>
<p>To enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including where necessary, revising material or simplifying explanations to ensure pupils' understanding.</p>	<ul style="list-style-type: none"> <li>• This will be assessed daily online, when work is returned and during phone calls and work adjusted accordingly.</li> </ul>
<p>To plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.</p>	<ul style="list-style-type: none"> <li>• Where possible the children will follow the same timetable as in school.</li> <li>• Online daily contact will be provided.</li> <li>• Children without internet access will have telephone contact, frequency will depend on the vulnerability of the child.</li> </ul>