

Remote Learning Plan

In the event that the school is temporarily closed, this plan will serve as our guide for providing education remotely. Please understand that this plan is flexible and must adapt to changing circumstances. We must ask parents to be patient and understand that in implementing this plan, it will take time, and there will be a learning curve.

The implementation of this plan will depend on the circumstances presented. There may be situations where remote learning may not start immediately, where remote learning may be interrupted, or where the school determines that it can no longer continue remote learning and a future date for resumption of remote learning will be announced.

Should the decision be made to close the school building and transition to remote learning, the Head Teacher will send communications via Parent Mail to both parents and staff making this announcement and setting forth a timeline for implementation.

The purpose of this document is to provide clarity around our approach to remote learning, the platforms being used, the responsibilities and expectations for our parents, children, and professional community, as well as any other considerations that need to be taken into account.

Remote Learning at Ingrave Johnstone C of E Primary School

Remote learning cannot replicate the learning experiences our students have when they are in the school building. We have to think differently about the way our children will learn through remote learning. It cannot and should not be children simply sitting on a computer all day watching their teacher; it is not developmentally appropriate nor logistically feasible. Indeed, the Ofsted report on Remote Education (January 2021) highlighted the importance of a varied and stimulating approach using a range of on-line and non- IT strategies and activities. Our goal is for children not to be solely reliant on computers, but to engage in learning that also incorporates reading, communicating, authentic learning experiences, while

also taking time to be physically active and to engage with family members and enables them to take account of and protect their emotional well-being and mental health.

Keeping our school values in mind, as well as the challenging circumstances presented, teachers are encouraged to think through their lessons and consider how they can best support their children's learning, how can they utilise available technology, how can these challenging circumstances present learning opportunities, how can they support their children emotionally, how can they continue to differentiate for different types of learners, and how will they assess their students learning in meaningful ways.

Our Approach to Remote Learning

Government Guidance	IJPS Approach
Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations.	Subject leaders have identified the knowledge, skills and understanding that can be covered remotely and these are reflected in our medium-term plans, that are used to plan remote learning, to reflect as closely as possible, that which we would be undertaken in school. Teachers will interface daily to deliver teaching content to pupils, either live via Google Meets or via pre-recorded inputs or voice-overs with Power Point presentations. In addition, some learning will be via offline resources, such as worksheets or in homework books and some will be via video links to other websites such as BBC Bitesize and Oak Academy uploaded to Google Classroom. The type of activities planned will depend upon the age and experience of the pupils and the

	<p>individual needs within different classes. Class teachers know their children very well.</p>
<p>Give access to high quality remote education resources.</p>	<p>Google Classroom is used as the remote teaching platform for our school. Teachers will interface daily to deliver teaching content to pupils, either live via Google Meets or via pre-recorded teacher inputs or voice-overs with Power Point presentations. Staff will use online capabilities such as the Google classroom written class stream or Google Meet plenaries and group inputs to capture children's learning and for teachers to give feedback to children. Children are expected to e-mail examples of work in via class e-mails for teachers to comment upon and return. Teachers may also record test scores from certain activities, if appropriate.</p>
<p>Select the online 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.</p>	<p>Google Classroom is used across the school and Google Meet for live teaching and input. Training has been delivered for this in the summer and autumn terms. We use an e-learning Code of Conduct for children and parents. The Code of Conduct for staff includes Safe Working Practice for online learning. Staff will use online capabilities such as the Google Classroom written class stream or Google Meet plenaries or group inputs to capture children's learning and for teachers to give feedback to children. Children are expected to e-mail examples of work in via class e-mails for teachers to comment on and return.</p>

<p>Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.</p>	<p>The SENCO will identify families who require support accessing remote learning eg access to hardware. Pastoral staff will link with class teachers to provide offline resources- exercise books/pens and pencils etc.</p>
<p>Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.</p>	<p>Activities planned for KS1 and EYFS allow for parents to access the full range of activities for both developing the characteristics of effective learning and academic rigour and endeavour to reflect the practice in school.</p> <p>Pupils with EHCPs will have additional support from teaching assistants and teachers via phone calls, live written streams and Google Meets to discuss any support required, as well as access to the class written stream and Google Meets to resolve any issues arising. Activities will be differentiated to enable SEN pupils to access a broad and balanced curriculum. Daily contact with parents from class teachers to support parents who are experiencing difficulties with online learning.</p>
<p>Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.</p>	<p>All children access: English, Maths, SPAG, Reading and Non-core Curriculum content daily, that links directly with the current programme of study and follows the long-term school programme of study in line with the school's Curriculum Document expectations. A detailed programme of learning is published by teachers the evening before. So that parents are clear of the learning content and expectations and can adapt this to their domestic arrangements, as necessary.</p>

<p>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>	<p>All children access: English, Maths, SPAG, Reading and Non-core Curriculum content daily, that links directly with the current programme of study and follows the long-term school programme of study in line with the school's Curriculum Document expectations. Teachers to ensure that tasks are clear and that explanations are given either via live Google Meets input sessions, pre-recorded videos of teaching input or Powerpoint presentations with voice-overs; in written form via daily overviews and explanations via the Google Classroom stream, or through video links from other on-line sites such as BBC Bitesize and Oak Academy</p>
<p>Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or video.</p>	<p>Teachers to ensure that tasks are clear and that explanations are given either via live Google Meets input sessions, pre-recorded videos of teaching input or Powerpoint presentations with voice-overs; in written form via daily overviews and explanations via the Google Classroom stream, or through video links from other on-line sites such as BBC Bitesize and Oak Academy</p>
<p>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>	<p>Remote Learning expectations sets clear expectations for registering for remote learning and completing and uploading completed work. Teachers to maintain written class stream during school hours so that pupils can inform staff regarding any issues they have with their learning and can use Google Meet plenaries and follow-up sessions to give additional input to address misconceptions.</p>

	<p>In the event of a bubble or school closure, staff will provide feedback to individuals/groups via the stream where appropriate and 'live' if possible, as children submit their work as completed. Staff will feedback to children daily by 4:00pm to monitor the completion of work and to make adjustments to work for the next day.</p>
<p>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>	<p>Google Classroom allows two-way responses in real time via Google Meets and the written stream to a task, to allow teachers to track and address misconceptions. Guidance is given by teachers with regard to which activities in the learning sequence children should be attempting and to move children on when appropriate to the next task.</p>
<p>Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers (min. 3 hours per day)</p>	<p>Children can access the same number of taught sessions as they would in school, to include online and offline activities. The curriculum ambition for remote learning matches that of the in-school curriculum. Teachers are teaching on-line daily from 8.35am-12.15pm and from 1.15pm-3pm.</p>
<p>Have systems for checking at least weekly whether pupils are engaging with their work and inform parents immediately where engagement is a concern.</p>	<p>Staff are checking throughout the day that pupils are engaged in their learning via Google Meet and the class stream on Google Classroom. Pupils must register each day and any pupils who do not are followed up by welfare phone calls from the school office. Staff telephone parents if they have any concerns regarding pupil engagement in learning.</p>

Remote learning Expectations

It is important that during a period of school closure or extended isolation, children are not disadvantaged by missing learning opportunities.

We have designed a programme of remote learning which, in this eventuality, will ensure that children will be able to continue to learn and progress with access to the same breadth of curriculum as they would have had, had they been at school.

If your child is isolating or they have been asked to isolate as part of a bubble, they will be expected to 'check in' to their lessons as they would at school and follow the remote curriculum timetable.

Exemplar Daily Remote Learning Timetable
English activity
Maths activity
Spelling/Punctuation or Grammar activity or handwriting
Reading activity
Curriculum activity(an area of the foundation curriculum such as history, geography, art, P.E etc)
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When your child is 'checking in' for the day- they will need to register on the daily morning Google Meet with their class teacher on Google Classroom or via the class stream if they cannot attend the Google Meet session, so that we can 'register' them for remote learning. This must be done by 9:30am. We will be making contact with families and children who do not register each day.

We do not want our children to be spending hours and hours in front of a computer whilst isolating, so if you would rather complete the work on paper and then simply upload it so that your child's teacher can assess it, this is fine.

Completing work

We are encouraging parents to follow the timetable set by teachers as much as possible, but also appreciate that every family's circumstances are different. By trying to follow the timetable it will enable pupils and teachers to communicate about the current learning much more easily. We cannot expect that all children will be available for their lesson slot as per the timetable, but we would encourage families to engage with the remote learning plan as much as is practicable in the interests of their child.

Remote learning whilst in isolation is not optional. The Government has made it clear that education for children is not optional whilst at home or school. If you are finding the work or organisation difficult in remote learning, please contact school via: office@ingravejohnstone.essex.sch.uk

Whilst you and your child are isolating, we will stay in regular contact with you.

Children from each class will be able to interact with each other via daily Google Meets and via comments on the written class stream on Google Classroom. However, any child who uses this class stream inappropriately will have access to the stream and Google Meets denied. The behaviour of your child whilst learning at home remains your responsibility and

whilst school can monitor and remove rights and privileges, overall responsibility for online behaviour remains with parents.

We have issued your child with a QRA code. This remains the property of the school and should only be used to access Google classroom to facilitate the completion of remote learning set by the school.

Parents must ensure that their children use remote education resources safely in line with the school's e-safety rules and code of conduct.

Last reviewed: 24th January 2021