



## Remote Learning Plan

### Introduction:

Remote learning, remote teaching and remote working are things that are new to all of us; we are all learning as we go. We understand that when children are told to self-isolate at home, this has a large impact on the whole family. Many parents and carers have to juggle their own responsibilities of working from home as well as managing the home-schooling of children.

If your child's teacher has to isolate along with a class, they may have children themselves at various different ages and may also be required to home-school or look after pre-school children as well as teach. We have written this plan in conjunction with our teachers who all have different home circumstances.

Please also bear in mind that technological issues are not uncommon. We appreciate the support and patience of parents and carers should this occur. For some staff members, we have been able to support with technology, but there are many other aspects of remote working that are out of our control. Our remote learning plan will not be perfect in practice but we really want to do the best for our community.

This plan sets out our best endeavours to provide a high quality education whilst not on site, but no remote learning programme can take the place of children learning in the classroom.

Whilst we are able to set work, check tasks and provide feedback, we cannot actually ensure children complete the work when working remotely. We will rely heavily on parents and carers to help children access the work and to tell us if there are any problems. Together, we will get through this. We would like to thank you in advance for your support.

### Purpose of Plan

**Section 1** of this Plan outlines the actions the school will take to provide remote education under the following circumstances:

- where a class or bubble need to self-isolate following a confirmed case of COVID
- where more than one group bubble needs to self-isolate following a confirmed case of COVID
- Where school is required to close in case of a local or national lockdown.

**Section 2** outlines the actions the school will take to ensure that pupils, who are not ill, have access to remote learning in the following circumstances:

- a) When individual pupils are long term shielding at home but **their cohort is in school** and therefore entitled to quality remote education in the longer term.
- b) They are well, but having to **self-isolate or quarantine** for 14 days **while their cohort is in school**.

- c) They are well but having to **isolate for a few days** while awaiting a household test result (short term provision).

## Aims and design considerations

- To provide quality remote learning that is at least legally compliant - we recognise that this is education, not merely a stop gap.
- To ensure we have a plan that can be up and running **the following day** should a need arise to educate a class/ bubble of pupils off site.
- To support our pupils to **continue to receive the best teaching and learning we can facilitate** under these difficult conditions and to **minimise lost learning** as much as possible.
- To provide sufficient work which balances an expectation of 3-4 hours of work per day with flexibility and the need to respect difficulties parents may have in supervising and supporting this expectation.
- To ensure **consistency in the approach** to remote learning for pupils who are not in school in all year groups.
- To keep the model as simple as possible to ensure that pupils, parents/carers and teachers know what is being asked of them.
- To ensure that our remote teaching allows **assessment and feedback** to take place **daily** using high quality remote education resources.
- That all staff are **committed to the emotional and pastoral connection and support** of all our pupils on a daily basis whilst they are learning from home
- To **offer on loan internet enabled devices** for pupils who do not have access at home.
- To offer printed resources to supplement the online material and for use by pupils who cannot access the internet.

## Anticipated challenges and how we can respond

- **Remote education for younger children will typically need more involvement from parents, and parents may be facing a range of pressures at this time.** We will be flexible and supportive and will be available for general parental queries and specific learning support - parents should phone or email school; a member of staff will contact parents at their earliest opportunity. With the older pupils, teachers will develop pupils' sense of autonomy and self-management through their live lessons, daily videos and design of daily tasks.
- **Maintaining engagement from pupils on a daily basis.** Teachers will set engaging tasks in line with the curriculum coverage they would receive at school. Teachers will check in with pupils daily via Zoom or Google Meets unless they are unwell. These will not be teacher led 'live lessons', we cannot facilitate this. Many of our parents do not have multiple devices at home so parents and siblings often have to share.

- **Supporting those pupils who usually rely on a high level of support** in class. Teachers will provide differentiated work where appropriate for different pupil groups. Additional teaching videos may be available to these pupils. Direction of TA's will also be used to support these learners.
- **The demand on technological devices in the home** may be stretched if more than one pupil in a home is needing to use a device at the same time. Timetabled Zoom/Meets sessions will need to recognise such demands and will be adapted accordingly, particularly in the event of a tier 4 lockdown (school is closed for all pupils except priority groups). CGP books will be sent home for use in the case a child cannot access the curriculum online or to supplement the online curriculum.
- **The class teacher is unwell.** Home learning will continue to be set by the year group team. If the other members of the year group are not isolating, then they will have to work remote learning around teaching their own classes in school. For this reason, daily Zoom/Google Meets and the daily videos will not take place until the teacher is well. Feedback and support for work is still available by emailing the year group email address e.g. [year3@bankslane-jun.stockport.sch.uk](mailto:year3@bankslane-jun.stockport.sch.uk). Support and feedback will be provided as soon as possible - again, whilst working around class teaching responsibilities in school.

## Section One

### Teaching and Organisation

The designated remote learning teacher (not necessarily the class teacher) will:

#### Set work - general guidance

- Set work in order that **pupils have meaningful work each day which provides children their curriculum entitlement** in Reading (including phonics), Writing, Maths and foundation subjects.
- Encourage their class through daily check ins about the importance of a work routine and the expectations of completed work every day from them. Our learning powers - particularly Resilience - will also be emphasised and encouraged.
- Continue 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.
- **Provide clear explanations** of new content, delivered through high-quality **curriculum videos, Google Meets or other online/printed resources including CGP textbooks.**

#### Set work - specific guidance

- **Depending on when PHE advise the school to close a bubble or class, this may be the day before or on the day of closure, the remote learning plan comes into operation.** Parents will receive a text and a phone call informing them of the closure of school to their child. Parents will then receive a letter informing them of where to access the remote learning offer.
- Parents will have as much notice as possible. Depending on when we discover a positive case and take advice from PHE, this may be less than 24 hours.
- An overview of daily activities will be posted on the Google Classroom platform including links to tasks.
- A welcome message from the class teacher will be posted every morning giving a brief overview of the tasks for that day (unless the teacher is unwell).

- Work will be checked and feedback will be available during school hours only. Emails and the Google Classroom chat stream will also only be responded to between 8.30 am and 4.00pm. We ask that parents respect this and do not expect an immediate response outside of these times.

### Teaching Videos and Video Conferencing

Teaching 'live lessons' via a video conference platform poses some inherent issues: ensuring engagement for all 30 pupils during live teaching, ensuring all pupils have equity of access at the same time, expected and unexpected technological issues, clashes with other users in the same household. We understand that live lessons provide a degree of normality with the class teacher delivering new concepts and so we will plan to use these when appropriate. We also intend to teach new concepts using high quality external video resources that have already been produced - Oak National Academy and White Rose Maths for example. These will be sourced and used in conjunction with other resources set by the class teacher or year group team.

Video type	Purpose
Teaching video - these might be on Oak Academy, BBC Bitesize, White Rose or other carefully sourced video.	A general teaching video to: teach, model, scaffold or explain the learning for that lesson.
In house teaching video - teaching videos produced by Banks Lane staff.	On occasion, a class teacher may produce a specific teaching video to address common misconceptions or predicted misconceptions through re-teaching or re-modelling.
Welcome video.	Short video to introduce the learning. This will be posted on Google Classroom by 9.00am each morning.
Daily Zoom or Google Meets.	Each day, the class teacher or another teacher in the year group will host a meeting to check in or teach the children (teachers may work 'live lessons' flexibly and teach different lessons - the child may not always have their own class teacher, they may have a teacher or TA in their year group). This provides pupils with the chance to have regular access to the world outside their own home and to see their classmates which is good for their mental health as well as their education.

- Reading every day for 15-30 minutes will be part of all pupils remote learning programme. This is the number 1 priority for home learning - reading ability and the enjoyment of reading unlock learning in every other subject area.

- Whilst general class work will be set for the vast majority of pupils, videos and supporting resources will be included and used for the those pupils who need additional teaching.
- **Providing feedback on work** - Teachers will continue to offer the high level of support and feedback that was given through the lockdown/Summer term period. Whilst not being expected to feedback on every piece of work, teachers will strive to offer every pupil feedback every day. This might be in the following forms:
  - Specific feedback or praise for a piece of work or on an aspect of work.
  - Whole class feedback on work submitted - identifying general misconceptions and providing next steps.
  - General feedback on work submitted during the day.
  - Immediate feedback through My Maths, Spelling Shed Google forms or other automated marking system.
- Teachers will set clear expectations on how regularly they will check work and make clear to pupils that they will be expected to upload/submit/complete tasks according to the deadlines set. We would ask that parents support their child's teacher in this by checking in with their child on a daily basis that they have done this. To support teachers when working from home, work will be checked and feedback will be available during school hours only. We ask that parents respect this and do not expect an immediate response outside of these times.
- Some work will be set using My Maths or Google forms. These can be repeated until a child achieves 100% giving them opportunities to learn from their mistakes. These resources provide the pupil with instant feedback. In this case, feedback can be requested by contacting the year group email address.
- Instructions on how to submit work will be made clear by the class teacher. Pupils will either submit through Google Classroom, complete a Google Form or submit via email.
- By using the year group email address or the Google Classroom message function, parents and pupils can contact the teacher for help and support throughout the day. If the teacher is unwell, the emails will be checked by a member of the year group team as soon as they can.
- In case of a whole school closure, a member of teaching staff will support the remote learning in each year group, including responding to parents and providing feedback.
- Use of digital sites. Teachers will continue to use these to support practice and consolidation of core skills.

### How to access support for technology

We understand that there are children who may have to share devices with siblings or parents or children without internet enabled devices. As a school we are committed to ensuring that no child is disadvantaged because of technology. If you need assistance with technology, please contact the school office. We are able to loan iPads or laptops to any family in need of them. We will require a user agreement to be signed using a Google form.

### Assessment

In the classroom, a teacher will formatively assess children continuously. This assessment will enable the teacher to adapt his or her teaching to meet the needs of the pupils. This is more of a challenge when working remotely, however the teachers will assess each piece of work of work submitted. Feedback will be provided (either general class feedback or specific individual feedback) and future lessons adapted.

There will be no formal summative assessments using tests during the school closure. First and foremost, children are already under significant strain in very unusual circumstances, a formal test may cause them further unnecessary stress. Secondly, it will not provide the teacher with useful assessment information: tests should be carried out in a controlled environment where the support and time a child receives can be carefully monitored. This cannot be controlled when working remotely.

### **Support for Children with Special Educational Needs**

Children with special educational needs will have support from the relevant year group teacher responsible for remote learning. This support will come in a number of ways through liaising with parents and will look different for each child depending on their need.

If a child needs certain physical manipulatives, these can be provided. Some children may benefit from small group or 1:1 Google Meets sessions - these can also be arranged. Work will be differentiated appropriately to ensure all children can access the curriculum. Our SENCo and class teachers will work with parents through regular communication to provide appropriate support.

## **Section Two**

Provision for remote learning for pupils who:

### **a. Are long term shielding at home but their cohort is in school**

- Pupils will receive a home learning offer in line with the curriculum offer their peers receive at school. The curriculum will be set weekly.
- Weekly check in calls via phone call or Zoom call will take place on the teacher's PPA afternoon.
- If a child is required to shield longer term, an individual support plan will be put in place by school.
- Home learning will be set on Google Classroom in line with the class/bubble closure approach.

### **b. are having to self-isolate or quarantine for 14 days but their cohort is in school**

- Parents should report their child's absence in the normal way by calling the school or emailing the admin email address. Parents will be sent a link to the remote learning area of the school website.
- 2 weeks of home learning is available immediately on the school website: <https://bankslane-jun.stockport.sch.uk/remote-learning/home-learning/>
- This home learning matches the appropriate work for each year group.
- Feedback will be provided for each pupil who self isolates. Parents will need to email the work to the year group email address.
- Support is available via phone or email. Either call the school office or email the year group email address for help. A member of the year group team will provide support at the earliest opportunity. More tailored support is available for pupils on EHCPs.
- The class teacher will endeavour to spend time on remote feedback and marking comments for these pupils as they would for any of the pupils in their class following a day's learning

### **c. are well but having to isolate while awaiting a household test result (short term provision)**

- As with b. pupils are able to access the remote learning area of the website:  
<https://bankslane-jun.stockport.sch.uk/remote-learning/home-learning/>
- Parents/pupils will be able to request feedback or support by using the year group email address or calling the school.

Mr. Milner and Mr. Bassett are the named members of SLT who oversee the remote education provision. The remote education provision is of equivalent length to the core teaching a child would receive in school and includes both recorded and live directed teaching time as well as some textbook work.

Key Stage 2 must provide a minimum of 4 hours a day of remote learning. We provide more than this, however, we understand that parents and carers may need to work flexibly and may not get through all of the content every day. Parents and carers are advised to contact school as soon as possible if assistance is required.

This plan was written in conjunction with the middle leadership team and class teachers.

Year group email addresses (all teachers in each year group have access to each account):

[year3@bankslane-jun.stockport.sch.uk](mailto:year3@bankslane-jun.stockport.sch.uk)

[year4@bankslane-jun.stockport.sch.uk](mailto:year4@bankslane-jun.stockport.sch.uk)

[year5@bankslane-jun.stockport.sch.uk](mailto:year5@bankslane-jun.stockport.sch.uk)

[year6@bankslane-jun.stockport.sch.uk](mailto:year6@bankslane-jun.stockport.sch.uk)

School office phone number:

0161 480 2330

Office email:

[admin@bankslane-jun.stockport.sch.uk](mailto:admin@bankslane-jun.stockport.sch.uk)