



Remote Learning Plan - October 2020

All our children returned to full-time education in September 2020 following the Covid-19 closure. We hope that the majority of our children will have an uninterrupted experience. However, there is the possibility that individual children, a class bubble, super bubble or the whole school, will need to self-isolate, or there will be a local or national lockdown, for a period. Therefore, the school has put in place a plan for remote learning so that all children can continue with their education. This meets the expectations set out in the DfE guidance 'Remote education good practice' published 1st October 2020.

In the July 2020 teacher-training day, staff realigned our curriculum, ready for September 2020 to ensure objectives and skill focus can be continued at school and in the event of remote learning. This is under review and school has contacted Oak Academy about offering units of work, which school has on our curriculum plans, into the spring and summer terms.

Although a continuation of 'live' lessons may seem the best route for remote learning, school feels that the variety of presentation and access to learning activities is more important than the method of receiving the learning opportunities.

The role of the teachers will be to plan and communicate the learning, assess learning, feedback and remediate as needed. Where it is clear a number of children may need reinforcement of skills, feedback and support will reflect this and learning activities will be adapted. This would happen in the classroom. However, the plan will be under review and may evolve as needs are identified. A future aspiration for school will be to develop ways to individualise tasks.

The school has implemented research from the Educational Endowment Foundation as a basis for our approach to remote learning.

We have listened to our parents and carers, who feedback to school about remote learning during the summer lock down.

When implementing strategies to support pupils' remote learning, or supporting parents and carers to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Supporting pupils to work independently to improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils
- Offering peer to peer interaction opportunities
- Enabling pupils to receive feedback on how to progress

The school has adopted a Tiered Approach

1. Children reconnecting with school and the full curriculum – teacher communication with parents and carers about the term's work is strong, so families know how to support at home
2. Individual child self-isolating is directed to remote learning, which is highlighted on curriculum map and resources are on google drive. Teachers will email a letter to clarify tasks expected and call parents to check in how activities are going.
3. Bubble/super bubble closure will be provided with remote learning
4. Whole school closure where remote learning will be offered to all year groups





To prepare and plan for the possibility of closure, it is essential that the school collates the following information from all families.

- Email address for outgoing school correspondence – ALL CONTACT INFORMATION TO BE UPDATED - NOVEMBER
- Office@stokeholycross.norfolk.sch.uk or head@stokeholycross.norfolk.sch.uk RECOMMENDED TO ALL FAMILIES AS PLATFORM FOR COMMUNICATION
- Class Google Drive logins created for all children - FAMILIES PROVIDED WITH GUIDANCE ON HOW TO ACCESS THIS FOR HOME LEARNING – SEPTEMBER AND NOVEMBER
- The availability of electronic devices is ascertained for all families – SCHOOL TO SURVEY PARENTS - NOVEMBER

Curriculum

Stoke Holy Cross Primary School is committed to ensuring that all children receive a quality education, aligned to the school curriculum. This ensures the school community maintains cohesion when pupils return.

Stoke Holy Cross Primary School recognises the importance of face-to-face lessons to support engagement in children's learning. It also provides support for pupil's motivation while working remotely.

The school has developed processes for remote learning through the collection of session plans. Within all plans, teachers will set appropriate work in-line with our current curriculum, delivered through lessons provided by Oak Academy. These remote 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 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 requiring additional support. Class teachers will use the lessons in the classroom, so children are familiar with the platform.

Other activities will be provided through the use of resources from:-

- White Rose Maths
- Times Tables Rockstars
- MyMaths
- Spelling Frame
- Espresso
- Phonics Play
- BBC Bitesize

Each class will:-

- have a daily message from their teacher – feedback, reminders, prompts, feedback, etc.
- have a menu of the week's activities will be issued weekly
- as far as possible, a broad curriculum covering most subjects will be planned and delivered



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- a timetable will be issued, with clear expectations of what needs to be completed
- all classes will have a daily task set, which needs to be submitted. The daily message will make it clear which task, what is expected and when this must be submitted. The task may be a quiz, image of completed work, etc.
- a written piece will be set for submission each week. The daily message will make the expectations clear. Whole class feedback will be given in the message.
- teachers will make clear which tasks need to be submitted for feedback and those where children can track their own progress e.g. TT Rockstars
- contact will be maintained with each class through Google Drive
- teachers will record videos to motivate, engage and highlight achievement

SEND

If a child has SEND and has specific learning interventions and support, we will aim to continue this provision in an adapted form online as appropriate.

Engagement and Accessibility

To support the organisation of remote learning in the home, staff will issue a timetable to guide parents and carers about the order of lessons and the time spent on each activity.

Every individual child isolating, whether individually or due to bubble isolation, is expected to complete the learning tasks and submit the requested work.

The school will monitor engagement through pupils' submission of tasks and through the information we receive during 'check-in' phone calls.

The school will target families with low engagement so that they can support remote learning. This can include safe, socially distanced home visits. The school, where possible, will loan equipment to children.

In November, the school website and Google Drive will include 'how to' guides to support parents.

To engage the pupils, theme days will continue to be celebrated remotely. Our curriculum aims will therefore continue to be delivered by ensuring that teachers take ownership of maintaining motivation and a sense of 'whole class-ness'.

Support for Parents, Carers and Pupils

- a video will be produced as a guide to where resources are found on google drive. This will be on the website and sent to all families.
- a standard letter will be issued to KS2 pupils, who are isolating, to direct them to remote learning.
- Lower School pupils will be directed to their weekly overview of learning, on isolating.
- a follow up call will be made to see how child is managing the remote learning.
- if a bubble is isolating, the class teacher will begin the weekly menu, daily messages and set tasks at the beginning of the second day of bubble isolation. This allows for information to be sent to parents and carers.



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- children will have had in-school sessions using the remote learning resources to support their independence, as far as possible, in navigating the screens.

Vulnerable pupils

DSLs will identify vulnerable children and arrange for regular contact via phone calls or safe visits.



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