



Contingency Plan: Remote Learning January 2021

Aims

- To provide high quality remote learning
- To ensure children remain engaged in their learning
- To provide a broad and balanced curriculum remotely that reflects the learning in the classroom
- To provide support from teachers and LSAs for parents and carers remotely
- To provide a range of resources to support remote learning
- To maintain effective communication with children and families

Introduction

Throughout 2020 Mytchett Primary and Nursery Academy has provided remote learning which has been well received by our families. This consisted of a weekly maths and English learning, supplemented with learning from the wider curriculum, built around a topic. Moving forward into the new academic year 2020-2021 we intend to build on this good practice. Teachers will ensure that remote or virtual learning mirrors our schemes of work, ensuring continued coverage, and the provision of a broad and balanced curriculum. Planning learning to close gaps will form part of this as well, certainly in English and Maths, where aspects of the curriculum from the previous year will be covered during the autumn term.

We are proud to work closely with families and to support our children; we know our children well. Our remote learning will meet the needs of individual children with SEN and support families who have limited or no access to Wi-Fi, laptops or tablets, ensuring that all children have equal access to high quality learning.

Moving forward we will continue to use Tapestry (EYFS) and Seesaw (Yrs1-6) as our platforms for remote learning. Additionally, our Home Learning (Homework) from September 2020 will be presented on Seesaw as a matter of course. This is a safe way to share home learning, maintaining and building on the new skills the children have acquired during previous lockdowns. Children in Years 2-6 will have home learning books at home, they will remain at home to be used for home learning and if necessary, remote learning. Children will upload photos of the home and remote learning from this book to Seesaw, to share with the class teacher and support staff.

What 'remote learning' can I expect?

Planned learning with follow-up activities will take, broadly, 3 hours each day for children in KS1 and 4 hours per day in KS2. DO plan this flexibly around your day at home.

The learning will be **NEW** learning, carefully sequenced and building on prior learning. If you are able to help, the following are proven ways you can do this to have the greatest impact on learning and progress:

- DO talk to your child about what they know already relating to the new learning
- DO encourage them to be independent - children learn most through their mistakes
- DO replay short video clips to help children understand an input
- If you can find time, DO talk to your child during the day about what they found challenging and what helped them with their work - **it will make a big difference**
- DO keep learning sessions in short manageable chunks
- DO stop and start again if something is proving a challenge or they need thinking time
- DO allow your child to copy modelled examples before having a go on their own
- Do set a routine and ensure that learning is accessed, daily, in a way that suits your family

If your child has remote contact with friends, DO let them chat about their learning (supervising social media carefully of course!)

How we will communicate with you and your child:

At Stage 1

- Feedback on your child's learning will be given on their return to school

At Stages 2-4

- Please ensure that you check Tapestry each day in the EYFS and that children log in to Seesaw daily and attempt to complete the learning set for each day
- Feedback on your child's learning will be provided by the class teacher and support staff
- Feedback will take a number of different forms; we may provide you with answers for self-marking; we may acknowledge with a smiley face or like; we may ask you to share key pieces of learning by taking a photo and uploading to Seesaw. We will ask for a piece of learning to be uploaded for in-depth feedback twice a week; we may not give direct feedback but adapt the following day's learning in light of our assessment
- Communication between the teacher and child, about the learning, will form part of the feedback and in the event of reaching stage 3 or 4, there will be daily communication this way
- Participation and learning on Doodlemaths, Spelling Shed and Bug Club will continue to be monitored
- We undertake to contact you and your child by telephone on a weekly basis where possible and, in some cases, more frequently

At Stages 3 and 4, there will be short recorded inputs from class teachers and/or support staff each day and as appropriate to the year group. Messages, stories and assemblies will be offered as well to maintain the sense of community and togetherness.

Stages of response to remote learning situations

Circumstance	Remote learning
<p>Stage 1: My child is absent because: They may be awaiting test results/ required to isolate. The rest of their school bubble are attending school and being taught as normal.</p> <p>This becomes a Stage 2 from the second day of absence or on receipt of a positive Covid test result.</p>	<ul style="list-style-type: none"> • If a child is unwell, we would not expect to be engaged in the learning until they are well enough to do so. • ‘Get-going’ work is provided – this will be revisionary learning, we may direct you to websites such as Oak Academy Trust and ask you to following the learning for the appropriate year group that day. Reading, Doodlemaths, spelling practice and other familiar activities can be undertaken. There may be home learning to complete. Children will receive instructions about what to do via Seesaw: PLEASE CHECK SEESAW. • If children are feeling well enough, time for exercise should also be allocated.
<p>Stage 2: My child is absent because they, another sibling or household member- have had a positive test result OR Imposed self-isolation.</p> <p>The rest of their school bubble <i>may be</i> attending school and being taught as normal.</p>	<ul style="list-style-type: none"> • Daily Maths learning will be shared on Seesaw/Tapestry following on/mirroring the maths being covered in the classroom at that time. This may be based on White Rose Maths videos (the scheme used in school), the screens shared in the classroom and resources/worksheets used in the classroom. • Daily English learning for KS1 and KS2 will be shared on Seesaw and will follow the sequence of learning planned for the class. Children will share their learning outcomes by uploading to Seesaw. • Phonics sessions/activities for EYFS and KS1 will be shared on Tapestry and Seesaw- this made specifically tailored to the child or reflect the sequence of learning planned for the class or group. • Spelling – the spelling rule of the week and key words will be shared for children in KS2 • Daily learning from the wider, creative curriculum following the sequence of learning planned for the class. If the learning depends on specific resources an alternative will be provided from a range of resources such as The Oak Academy Trust via a website link, CBBC (via the television). • Daily reading at home in line with normal expectations • Thirty minutes each day of physical exercise
<p>Stage 3: My child’s whole bubble is not</p>	<ul style="list-style-type: none"> • As above (Stage 2) but teachers will be interacting with the children and providing feedback to learning during the school day (9:00-3:10) • Learning may be supplemented by online resources, including Oak Academy Trust resources.

<p>permitted to attend school because they, or other members of their bubble, have tested positive for Covid-19.</p>	<ul style="list-style-type: none"> • 1:1 support - if your child receives 1:1 support and they are isolating; a more bespoke programme of support will be set up. This may include phone calls / video chats with your child's 1:1 support. • Your child's class teacher will endeavour to contact your child on a weekly basis to offer support and give feedback on their remote learning to date. • Each class will have a scheduled daily Class Check-in lasting approximately fifteen minutes. Daily check-ins will be held via Teams, allowing children and teachers to interact, discuss learning, feedback on learning and support the wellbeing of the whole class.
<p>Stage 4 We enter another 'lockdown' with total school closure.</p>	<ul style="list-style-type: none"> • As Stage 3, but with all children who can, learning remotely at home. Key worker and vulnerable provision will operate daily in school (dependent upon government guidance). • At stages three and four, an over view of the learning for the whole week for KS1 and KS2 will be provided on the Remote Learning Page on our school website, with any resources the children may require.

Paper copies of learning are available to all children who need it and is available from the school office on Monday morning after 10:00am. Please contact the school office if you would like to receive paper copies. Feedback for children accessing learning this way is written and verbal. The previous week's home learning will be returned on Mondays, when the learning for the new week is collected. Once quarantined, the learning will be reviewed and the class teacher will contact the family and feedback to the child. We prefer our children to use our learning platforms, Seesaw and Tapestry, because of the facility to maintain contact through interaction, sharing and feedback about learning in a more immediate fashion.

On the remote learning page, you will also find a list of useful websites to supplement and enrich your child/ren's learning.

Lack of Wi-Fi or a tablet /laptop should not prevent a child accessing digital learning platforms. If you need help to supply hardware or Wi-Fi and we have not already contacted you, please contact us and we will do our very best to help.

Please see the Remote Learning Schedules for EYFS, KS1 and KS2

Nursery Home Learning

Whilst we feel formal home learning is not appropriate for our Nursery children, it is very important that we keep in touch with our children and remain familiar to them. Regular interaction on Tapestry has been proven to help the transition back into Nursery life after a prolonged break. During whole school, partial closure or individual children needing to isolate with their families, the children will receive regular updates and activities on Tapestry including stories, songs, and age appropriate activities. Parents are encouraged to add updates about their child's home experiences, which will allow the teachers to respond directly to the child and tailor future activities to the child's individual interests.

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