



Our Christian faith and values are the living heart of a community where everyone's contribution is respected. Our school is a place where all know that they are safe and loved as children of God.



Plan for Home learning Provision at RTS

This information is intended to provide families with a full guide as to the support they will receive for remote learning in the event of individual, group, class or full school remote learning.

All remote learning will be founded upon Our vision to teach every child the wisdom, knowledge and skills to be creative lifelong learners enabling them to shape their future; achieving academic excellence by delivering a curriculum, rich in experiences, which stimulates and challenges all learners.

Staff professional development will focus on supporting and developing the capacity of staff to harness the resources available and deliver high quality remote learning provision for all children.

This Provision is based upon the recommendations in DfE 'Review your remote education provision' Jan 2021 and DfE Template for sharing information about remote education. The school also follows the recommended best practise of the Education Endowment Foundation.

Scenarios

1. A child in your class has to self-isolate for more than 48 hours whilst waiting for a test result or having to remain at home for 10-14 days.
2. A group (2-8) children in your class has to self-isolate for more than 48 hours whilst waiting for a test result or having to remain at home for 10-14 days.
3. There is a local lockdown where your class bubble or larger group in school are forced to self-isolate for 10-14 days
4. ***There is a national lockdown and all classes provide a full remote online curriculum for children unable to access school.***

Strands of Delivery

- All children waiting 48 hours for test results will be able to access learning activities via the school website
- Children will be able to work online using the established seesaw platform.
- All children forced to self-isolate for up to 14 days will receive a comprehensive set of learning activities set and monitored by their class teacher.
- Staff will record video and audio input which would be uploaded at the start of the days learning
- Staff will provide physical workbooks, resource packs and reading books sent home to be used by children.
- Staff and Support Staff will respond to children's questions and queries via class email or seesaw.
- Staff will signpost children to resources and sites where they can access appropriate resources (Oak Academy, BBC Bitesize, PE Challenges)
- Staff will deliver short live, meet up sessions, using Teams to classes or groups. For EYFS this will be used in a different way appropriate to the age group.



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Areas to Address <i>(Quotes from guidance in italics)</i>	Small Group & Individual	Whole Class
How will the school develop its Remote Curriculum?		
<ul style="list-style-type: none"> <i>We will plan a programme that is of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers via seesaw or teams</i> <i>The children will have meaningful and ambitious work each day in a number of different subjects</i> <i>The children will receive the same curriculum remotely as is taught in school.</i> <i>We will ensure that the school will provide the expected number of hours for remote provision:</i> 3 hours at key stage one. <i>The nature of this provision will be different for EYFS with a greater focus on activities for learning through play prioritised.</i> 4 hours at key stage two 	<p>Teachers place appropriate aspects of daily timetable from previous days learning on seesaw platform. Telephone call to family would establish access to curriculum available.</p>	<p>Coverage to follow a clear and consistent timetable and planned curriculum sequence. Staff will change the order of delivery of some subject units to fit the use of the online learning platform. The day will follow a consistent timetable. We recognise that some resources will be accessed by some children out of lesson time depending on IT access in school day. The school recognises that not all families will be able to complete the content delivered on a daily basis. Teachers and members of the SMT will ensure families do not feel under additional pressure to maintain a perceived amount of work every day, especially if they have multiple siblings requiring support.</p>
<ul style="list-style-type: none"> <i>Teachers will provide frequent explanations of new content, delivered using high-quality curriculum resources, recorded lessons, linked video content and live update sessions.</i> <i>Teachers will provide 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</i> <i>Staff will consider these expectations in relation to pupils' age, stage of development and SEND. (see separate section regarding provision for SEND)</i> 	<p>Teachers will post short video explanation of days learning on seesaw platform.</p>	<p>Teachers will record introductions at the start of a unit of learning using Loom. This will be posted on seesaw. Staff will respond to pupil work posted with one piece of work marked in detail with constructive feedback. Staff will deliver short teams sessions to groups or the whole class on a daily basis. Teachers will signpost children to further high-quality video input (Oak Academy, nctm, BBC Bitesize, White Rose maths and PSTT Science at Home)</p>



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<ul style="list-style-type: none"> The school will avoid an over-reliance on long-term projects or internet research. 		<p>Staff will deliver learning which follows a consistent curriculum and is supported by regular teacher input.</p>
<ul style="list-style-type: none"> The school will provide daily contact with teachers and support staff. The school will monitor pupils' engagement with these assignments and respond to children and families who require additional support. 	<p>Teacher to respond to pupil comments and work posted at the end of the school day</p>	<p>Teacher to post recorded lessons to class and respond to all learning responses . Parents of pupils not engaging in learning activities will be contacted by member of SMT to establish pastoral support plan and daily contact by member of school team to support pupil's access to learning.</p>
<p>The school will provide parents with clear expectations on:</p> <ul style="list-style-type: none"> How regularly teachers will check work. How we will adjust the pace or difficulty of what is being taught in response to questions or assessments How we will revise materials or simplifying explanations to ensure pupils' understanding 	<p>Teacher to respond to pupil comments and work posted at the end of the school day</p>	<p>Staff will ensure all work posted is seen, most work will receive a comment, some work will be marked in detail. A staffing team will work alongside students on seesaw through normal hours to mark work and respond to questions posted in seesaw or via the class e mail address. Work will be revised by staff in response to feedback from children and formative marking of work. Children requiring more support will receive regular contact from staff.</p>
<ul style="list-style-type: none"> The school will avoid making significant demands for parents' help or support. 	<p>Teachers will contact all parents and establish understanding of support available at home and access to IT through the day.</p>	<p>Staff will contact all parents over first two weeks of national lockdown to ensure they are aware of the pathways for support available. Children with poor learning behaviours will receive more regular contact Introducing/teaching by video at the start of new learning will help children understand task. Live teams short sessions will help teachers address pupils questions and queries. Parents of children in early years will be provided with a curriculum structure which does not require long hours in front of a computer. Activities will provide families with opportunities for children to complete learning through play activities replicating areas of provision in the classroom. Parents will be given regular pastoral support if required with increased contact from appropriate staff, sign posts to additional areas of support and a clear message that it is important to manage their own mental health as a priority.</p>
<ul style="list-style-type: none"> The school will ensure remote learning resources are available at all times. 	<p>48-hour learning support resources will be available</p>	<p>48-hour learning support resource available immediately via school website. Teachers will begin the delivery of whole school learning from day two of a national lockdown.</p>



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	<p>immediately via the school website. Class teachers will contact family on day one of self-isolation and to post work on seesaw platform 24hrs behind rest of class.</p>	<p>Staff will work in identified teams to ensure that there is always someone available to post and mark remote learning.</p>
<ul style="list-style-type: none"> A child may begin home learning at any point in a unit 	<p>Work will be uploaded to the seesaw platform 24hrs behind rest of class if a pupil is forced to self-isolate for 10 days</p>	<p>Remote learning will be delivered to the same timetable as in school learning to ensure children attending school on a part time basis can maintain continuity of learning.</p>
<p>How will the school assess pupils learning?</p>		
<ul style="list-style-type: none"> Staff will continue to monitor progress of pupils through the use of a range of formative and summative assessment methods. 	<p>Teacher will complete short assessment of pupil progress when they return to school to ensure children do not fall behind peers following self-isolation.</p>	<p>Staff will continue to provide regular constructive feedback via the seesaw platform. Staff will use video and live teams sessions to record whole class feedback to children. Staff will use ongoing assessment to build a picture of pupil progress. Staff will use tools including Kahoot to set simple quiz style assessments to gauge pupil knowledge. Senior managers will continue to monitor pupil progress and impact of remote learning on children's knowledge through cohort tracking meetings, monitoring of seesaw content and pupil questionnaires.</p>



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Which Resources will the School Use?

The school will use a wide range of resources to support remote learning. This will include staff working collaboratively to create a shared base of resources. The Trust will work towards building a bank of resources submitted by teachers and subject leaders from YCST schools. The following list is not comprehensive but reflects the wide range of high-quality resources being used at RTS

<ul style="list-style-type: none"> • Oak Academy • BBC Bitesize • Science Links 	<p>School to signpost Oak Academy resources (identifying that they provide useful teacher input with not independent practise.</p> <p>https://www.bbc.co.uk/bitesize</p> <p>Science Lab with Jules Pottle Practical online science lessons. https://www.facebook.com/dkbooks.uk/videos/science-lab-with-jules-pottle-paper-spinner-experiment/2539805249667158/</p> <p>PSTT-science at home https://pstt.org.uk/resources/curriculum-materials/Science-Fun-at-Home</p> <p>Ideas and advice for parents but not live lessons like Jules Pottle</p> <p>Explorify https://explorify.wellcome.ac.uk/</p> <p>Ogden Trust Science at Home</p> <p>WOW Science at Home</p> <p>ASE lessons-remote learning resources https://www.ase.org.uk/ase-coronavirus-hub-primary-remote-learning-resources</p> <p>Excellent PowerPoints and activities, between 5-7 lessons for each topic. These can be downloaded and voice overs added to each slide for children at home.</p> <p>SNAP Science</p>
<ul style="list-style-type: none"> • Maths links: 	<p>Independent practise supported with: Maths no Problem</p> <p>White Rose Maths</p> <p>Haig maths</p> <p>NCTEM maths recorded lessons and videos</p> <p>Year 1 and 2 workbooks for individual children are available</p> <p>Maths with parents year 3, 4, 5 and 6 https://mathswithparents.com/</p>



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	Nrich Maths	
<ul style="list-style-type: none"> English links 	Phonic Play and Phonics Bloom Pearson Bug Club e-reading scheme RNIB Bookshare	
What will the School do to Support Remote Learning for all Pupils?		
<ul style="list-style-type: none"> The school will check that all pupils have access to online learning. 	School to speak to parent on day one of confirmed 10-day lockdown to assess accessibility to IT and best way to support learning at home.	School to ensure all seesaw passwords and other site related passwords are up to date. Staff to make daily contact with identified vulnerable learners on a regular basis. School will identify all families requiring help with technology and provide pupils with laptops and support with internet access. Priority will be given to households including PP pupils. SEND pupils and those with multiple siblings. School will provide hard copy resources on a weekly basis for families who request additional resources. Completed work can be returned to school for marking or photographed and e mailed back to school. The school will also provide learning resources including pens, paper sponsored by ADSA. Class teachers will identify families for daily, weekly or monthly check in. SMT will contact identified families and complete cohort monitoring meetings, seesaw monitoring and pupil questionnaires to monitor access to online learning.
How will the School provide additional support for vulnerable Pupils and those with SEND		
<ul style="list-style-type: none"> Children with high needs including disadvantaged pupils, SEND and vulnerable pupils have the right structures and provision in place to help with remote learning. 	Children will have daily contact with Teacher or member of support staff team to communicate learning.	Parents will have virtual meeting with SENCo to plan provision and methods of support to be embedded in provision. Member of staff will be identified as daily point of contact for child and family and will host e-learning at an appropriate point in the day. Physical resources and priority access to ICT will be provided to children. Curriculum must focus on identified priorities in personal provision map. Contact will signpost additional sources of support for pupil if identified.



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		<p>Parents of children with an EHCP may choose to keep their child at home. In this instance, home learning will be modified in order to meet needs as far as reasonably possible. The child and their parents will be supported by the SENCo, class teacher and support staff. Records of support and contact will be kept updated. Annual reviews of EHCPs will go ahead to meet statutory time-scales.</p>
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How will the school provide support for Pupils Wellbeing and Mental Health?

<ul style="list-style-type: none"> Pupils are given regular opportunities to attend and participate in shared, interactive activities to maintain a sense of community and belonging 	<p>Children will have access to worship times and will be given a weekly opportunity to virtually meet class online.</p>	<p>The school will maintain a daily worship time for all children sharing the Christian values of the school and promoting the strong sense of community. Planning will include a daily opportunity for children to prioritise their wellbeing and mental health. Additional pastoral support will be given to parents struggling with the impact of lockdown.</p>
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Safeguarding

The school has already RAG rated children based upon previous access to virtual learning during lockdown. Any child rated Red would be automatically provided with daily teacher content and appropriately adapted resources and learning to meet need.

The school has appropriate data management systems in place which comply with General Data Protection Regulations.

The school will provide all families with clear safeguarding protocols for children accessing remote learning.

The school will provide additional lessons for children on how to remain safe on line.

The school will only use secure Teams platforms for live sessions with pupils.