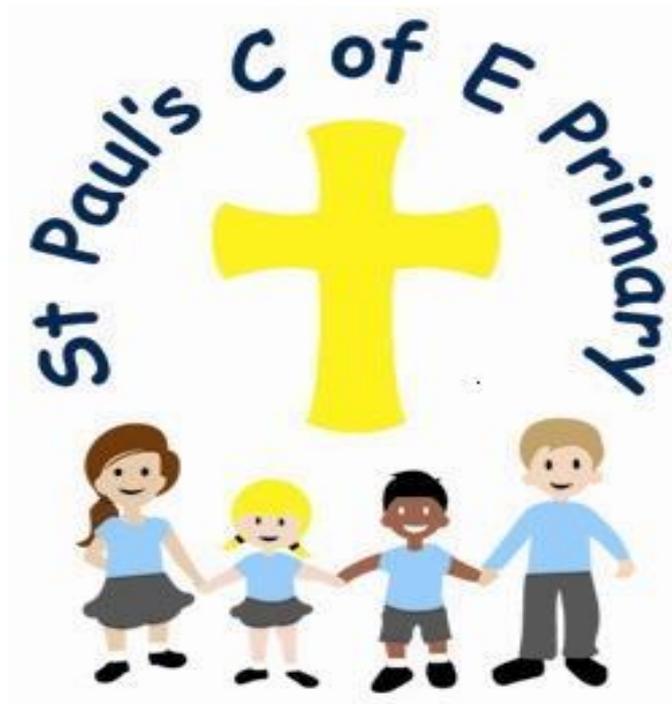


**St. Paul's CE Primary School**  
**Remote Learning Plan**



**Approved by the Governing Body: Summer 2024**

**Review Date: Summer 2027**

## St. Paul's CE Primary School

### Remote Learning Plan

#### 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 a medical condition, such as COVID
- where more than one class or bubble across the school need to self-isolate following a confirmed case of a medical condition, such as COVID
- where another national lockdown is in place, closing schools to all those apart from children classed as vulnerable and those of key workers
- where a child is unable to attend school for medical reasons

**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 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 **while their cohort is in school**

For pupils with an EHCP, a separate Risk assessment will be written in any of the above circumstances to ensure that provision and needs are met as much as possible.

#### Aims and design considerations

- To ensure St. Paul's CE Primary School has a plan that can be up and running **as soon as possible** 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 **minimize lost learning** as much as possible.
- To provide a '**learning at home**' timetable which balances an expectation of 3-4 hours of work per day (KS2), 2-3 hours (KS1), and 1-2 hours (EYFS) 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.

- To keep the model as simple as possible to ensure that pupils, parents/carers and teachers know what is being asked of them and to ensure all involved **are trained in their use.**
- To ensure that maximum teaching and learning is maintained between teachers and pupils at home through the **use of Google Classroom, and if needed home learning packs.**
- To ensure that our remote teaching allows **interaction, assessment and feedback** to take place using high quality remote education resources. Interaction and relationships is fundamental to our wellbeing beliefs.
- That all staff are **committed to the emotional and pastoral connection and support** of all our pupils whilst they are learning from home.
- To **provide printed resources**, such as textbooks and workbooks, for pupils who do not have suitable online access.

#### **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 parental general queries and specific learning support. With the older pupils, teachers will develop pupils' sense of autonomy and self-management through their lessons, live or recorded teaching videos and design of daily tasks.
- **Maintaining engagement from pupils.** Teachers will make good use of opportunities within any live lessons and teaching videos to set clear expectations for work submitted and to provide encouragement and celebration.
- **Supporting those pupils who usually rely on a high level of support** in class. Teachers will provide differentiated work for different pupil groups - especially those needing learning support. Additional teaching videos may be available to these pupils to allow them to slow learning down to a more manageable pace through 'play and pause' facilities. Any work packs that are sent home will be differentiated accordingly to meet the needs of that child. We will also provide work/programmes for those children who are regularly supported by other agencies eg. LSS/OT, in liaison with the agency staff.
- **The demand on technological devices in the home** may be stretched if more than one pupil in a home needs to use a device at the same time. Timetables for lessons will need to recognise such demands and will be adapted accordingly. We will give out laptops to families in the most need, who are without devices.
- **Staff off ill and unable to provide remote learning.** As soon as possible other staff within the year group/Phase will provide support to enable the children to have access to remote learning using Google Classroom.

## Section One

### Teaching and Organisation

Your child's teacher will:

#### Set work - general guidance

- set work in order that **pupils have meaningful and ambitious work each day** in Reading (including phonics) Writing and GPS, Maths and Themes/Science/pastoral and keeping active
- encourage their class about the importance of a work routine and the expectations of completed work every day from them. Perseverance and 'having a go' with tricky learning will also be emphasised and encouraged.
- plan a programme that is a good way towards the **equivalent length to the core teaching pupils would receive in school.**
- 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 frequent, clear explanations** of new content, delivered through high-quality curriculum videos.

#### Set work - specific guidance

- **Before a remote education plan comes into operation**, parents will receive a letter informing them of the closure of school to their child. Parents will receive the following documents both by email and through ParentApp
  - A copy of *A Guide to supporting your child through their Remote Learning plan*
  - Day One Activities - this is a document containing links to core skills learning and one wider curriculum activity that pupils can be getting on with immediately.
  - A proposed 'learning at home' timetable
- Parents will have 24 hours' notice before any live lessons take place.
- An overview of daily tasks will be posted either daily or as a weekly schedule.

- **Work Expectations**

|      | <b>Core teaching daily</b>   | <b>Topic/Science/PSHE /PE</b>  |
|------|--|--|
| KS2  | 45-60 mins Reading<br>45-60 mins Writing<br>45-60 mins Maths         | 45 mins afternoon learning on a weekly range of the above subjects                           |
| KS1  | 30 mins Phonics/Reading<br>30 mins Writing<br>30 mins Maths          | 30mins - hour afternoon learning on a weekly range of the above subjects                     |
| EYFS | 10-20 mins Phonics/reading<br>10-20 mins writing<br>10-20 mins maths | Activities totalling up to an hour will be provided for the remaining EYFS curriculum areas. |

- Our learning will take place on Google Classroom for all year groups
- **Teachers will explain concepts and provide modelling through the use of recorded teaching videos and/or powerpoint presentations** when teachers feel that it will support the learning for the pupils. Supporting videos may take the following forms

| <b>Video type</b>         | <b>Purpose</b>   |
|---------------------------|--|
| Teaching video            | Teaching video to: pre-tutor, model, teach, scaffold, explain the learning for that lesson   |
| Progress check video      | Short video to ask questions & check how the children are progressing with their learning  |
| Intervention check video  | Short video to address misconceptions, remodel methods, re-teach specific areas  |
| A closing statement video | Thanking children for their participation in the day's learning. Celebration of uploaded work. Big picture reference to tomorrows learning following general feedback. |

- Reading every day for 15-20 minutes will be part of all pupils remote learning programme.
- Whilst general class work will be set for most pupils, videos and supporting resources will be included and used for those pupils who need additional teaching and/or those pupils who will require extending and challenging beyond the class lesson.
- For those pupils with identified SEND, differentiated activities will be set through the above class process: for individual pupils with an ECHP and who need more personalised learning tasks, these will be provided for by class teachers and SEND TAs.
- **Providing feedback on work** - Whilst not being expected to feedback on every piece of work, teachers will assign certain tasks to receiving more feedback than others.
- Teachers in Y3 - Y6 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 daily that they have done this.
- Parents of N- Y2 will be asked to upload a photo/video of tasks that are completed.
- Use of digital sites. Teachers will continue to use these to support practise and consolidation of core skills. Links to these will be included in the daily/weekly plan that children receive.
- In KS1 and EYFS, there will be a balance of parent supported activities and independent activities. In the former, parents will be asked to support and aid the learning for their child for the designated session. This may take the form of a directed task set or supporting within one of the live lessons. The latter is where the planned activity will be more play/independent based. This is in line with the way the children would be learning in school in the continuous provision.
- **Sharing, celebrating and supporting well-being.** Work amongst the pupils on the platforms will help to maintain connection, belonging and a sense of accountability to school. Teachers will celebrate individual pupils, share work and maintain the strongest sense of 'belonging' and class identity.
- Topics/Science/Pastoral/keeping active curriculum. Teachers will plan activities and learning for the afternoon that will develop any of these aspects. They will be in line with the current learning and be a range of different activities across the week.

## Section Two

Provision for remote learning for pupils who:

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

**b. are having to self-isolate but their cohort is in school**

- Any pupils falling under the above categories will have:
  - Access to a learning pack for home if preferred.
  - Access to the weeks learning on Google Classroom
  - The teacher will record between 2 to 3 live lessons per week for the pupil. They will be centered on core skills teaching, well-being and staying connected.
  - Activities will be daily and will cover core subjects in the morning and Topic/Science/PSHE/RE/physical activity in the afternoons.
  - The class teacher will 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 at home (short term provision)**

On the first day of absence

- Nursery & EYFS teams will send work for a 3-day period via the website/home learning packs.
- Years 1 -6 will provide a 3-day Short Term provision document providing lesson links and activities within the core skill areas of Reading, Writing and Maths, as well as an additional PHSE activity for pupil(s) to complete.
- Any teachers who may be shielding, or are well but at home needing to isolate, will be available to support these pupils.