



**Remote Education Plan**  
**2020-2021**

This plan has been prepared to support the continued education of all pupils at The Carlton Junior Academy during the Covid-19 pandemic which poses a significant threat to access of quality education.

Our Aims:

- To teach a broad and ambitious curriculum that is well-sequenced and addresses pupils' gaps in knowledge and skills
- Effectively use assessment outcomes in order to prioritise the most important components for progression within each subject
- Fill in gaps in core knowledge – through an emphasis on reading and phonics knowledge
- Consider the emotional, social and mental health of children when planning the curriculum

The work provided for home learning will reflect the curriculum that should have been taught in the classroom. It will be broad and ambitious and include a full range of subjects, with instructions, teaching and tasks adapted for working at home. Support will be given to parents/carers by the class teachers so that pupils have the opportunity to master the curriculum and make good progress.

In devising our remote learning plan, we have carefully considered the following aspects of the DfE guidance which states that schools are expected to:

- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, linked to the school's curriculum expectations
- Give access to high quality remote education resources
- Select the online tools that will be consistently used across the school to allow interaction, assessment and feedback and make sure staff are trained in their use
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

Also in-line with the DfE guidance, our remote teaching strategy will:

- Set assignments so that pupils have meaningful and ambitious work
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- 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 by a teacher in the school or through high-quality curriculum resources or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

## **Our approach**

Both in the shorter and longer term, work sent home will be adapted to meet the needs of individual learners, including those with SEND. Each year group will have the same work content and expectations set.

When planning for longer periods of absence, work will be primarily accessed through the use of the internet, however consideration will be given to the child's access to technology and preferred approaches to learning in consultation with parents/carers. A small number of devices may be accessed by the Academy should a whole class be asked to self-isolate. The Computing Leader will organise the distribution of these devices to families meeting the DfE criteria, supported by the Headteacher.

### ***Individuals isolating while awaiting test results:***

The Academy's Virtual Classroom is Purple Mash and the learning that the child needs to complete will be uploaded onto this platform on the first full day of their absence. The child will also be assigned an online Reading book on Serial Mash. The work will reflect the learning opportunities that will be missed in the classroom. If the child needs a printed learning pack and Reading book, they will be posted home. Tasks and instructions will be adapted to support parents/carers to deliver home learning. This will be enough work for the days missed until the test result is known (Max 4). Parents/carers will be encouraged to return the child's work via Class Dojo for feedback on a daily basis. The teacher will give daily feedback on work submitted.

Teachers will contact the child by phone call every 2 days to check welfare and support learning. Parents/carers will be encouraged to return the child's work via Class Dojo for feedback on a daily basis. The teacher will record contact with the child every two days, using Scholar pack.

### ***Individuals isolating for 14 days due to a family member displaying symptoms/whole class isolation:***

The class teacher will send out work on a weekly or two weekly basis. This will be comprised of a Power-Point presentation of tasks and instructions which will include learning across all curriculum areas. The learning will mirror that which would otherwise be experienced in the classroom. This will be accessed by the Virtual Classroom Purple Mash or a paper copy will be posted out.

Teachers are to ensure that all children have a Reading book which goes home with them at the end of each day. The children are also assigned an online Reading book on Serial Mash.

Teachers must have contact with each child by phone call every week to check welfare and support learning. Parents/carers will be encouraged to return the child's work via Class Dojo for feedback on a daily basis. The teacher will give daily feedback on work submitted. Weekly phone contact will be recorded, using Scholar pack. Vulnerable children from the class will be identified with the Lead DSL and they will receive phone call checks every 2-3 days. All concerns including lack of engagement in home-learning, must be reported to a DSL.

Teachers to send home equipment for children requiring it e.g. pencil case.

Teaching will be supported by:

Purple Mash  
The Oak National Academy  
Times Tables Rock Stars  
Spelling Shed  
White Rose Maths

In the event of a teacher being ill and unable to set work for home learning, work will be set by the remaining year group teacher. Feedback will be given by the year group teacher, the headteacher or other members of SLT.