



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 to quality education. Mrs Wood is the lead person for Remote Education, supported by the Chair of Governors, Michelle Sills. If you require any further information please contact them by telephone or email through the school office.

Our Aims:

- To teach a broad and ambitious curriculum that is well-sequenced and addresses pupils' gaps in knowledge and skills
- To effectively use assessment outcomes in order to prioritise the most important components for progression within each subject
- To fill in gaps in core knowledge – through an emphasis on reading and phonics knowledge
- To 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 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 (4 hours)

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. Pupils with SEND will receive bespoke work and support if required. The SENCO will continue to support families in accessing outside agencies as required.

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. The Academy has a number of devices that will be available to support those children without a device working at home. The Computing Leader will organise the distribution of these devices and support access to the Internet to families meeting the DfE criteria, supported by the Headteacher.

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.

Individuals isolating while awaiting test results:

The class teacher will send out work on the first full day of their absence. This will be enough work for the days missed until the test result is known (max 4 days). It will comprise of a PowerPoint presentation of tasks and instructions which will include learning across all curriculum areas. The work will reflect the learning opportunities that will be missed in the classroom with some adaptations in some subjects. Four hours of remote learning will be provided per day. This will be accessed by Purple Mash, Class Dojo or a paper copy will be posted out or collected from school.

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 on the first day of isolation and then regularly to check welfare and support learning. This phone contact will be recorded, using ScholarPack. 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. This will mirror approaches used in school. Vulnerable children from the class will be identified with the Senior Designated Safeguarding Lead (DSL). All concerns including lack of engagement in home-learning must be reported to a DSL.

The teacher will record contact with the child, using ScholarPack.

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

Teaching will be supported by:

Purple Mash
Class Dojo
The Oak National Academy
Times Tables Rock Stars
Spelling Shed
White Rose Maths
Instructional Videos

Individuals isolating for 10 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 PowerPoint presentation of tasks and instructions which will include learning across all curriculum areas. The work will reflect the learning opportunities that will be missed in the classroom with some adaptations in some subjects. Four hours of remote learning will be provided per day. This will be accessed by Purple Mash, Class Dojo or a paper copy will be posted out or collected from school.

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. This phone contact will be recorded, using ScholarPack. 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. This will mirror approaches used in school. Vulnerable children from the class will be identified with the Senior 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
Class Dojo
The Oak National Academy
Times Tables Rock Stars
Spelling Shed
White Rose Maths
Instructional Videos

Local Lockdown/National Lockdown

Where access to education is restricted through either national lockdown or local tier implementation, the school will remain open to children of critical workers and vulnerable children as advised by DfE guidance.

The class teacher will send out work on a weekly basis. This will be comprised of a PowerPoint presentation of tasks, videos and instructions which will include learning across all curriculum areas. The work will reflect the learning opportunities that will be missed in the classroom with some adaptations in some subjects. Four hours of remote learning will be provided per day. This will be accessed by Purple Mash, Class Dojo or a paper copy will be posted out or collected from school. 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. This phone contact will be recorded, using ScholarPack. 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. This will mirror approaches used in school. Vulnerable children from the class will be identified with the Senior 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.

Live Lessons in Local Lockdown/National Lockdown

Two half hour live lessons are provided daily for English and Maths for each year group. These lessons are scheduled at different times for each year group so that there are no clashes for families who have more than one child attending the school. An Awards Assembly occurs weekly to celebrate the children's achievements that reflect the academy values. There is a protocol for these lessons which parent/carers must sign before their children can join the live lessons. The staff must also adhere to the staff protocol.

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

Teaching will be supported by:

Purple Mash
Class Dojo
The Oak National Academy
Times Tables Rock Stars
Spelling Shed
White Rose Maths
Instructional Videos
Zoom live lessons

Parents/Carers

Where parents/carers are finding difficulty working remotely, they are strongly encouraged to phone school or contact the class teacher through Class Dojo for further support.

Parents are encouraged to support their children learning at home with setting routines and offering encouragement.