

Remote Learning- Contingency Plan

Academy- Eastfield Primary Academy

| | Our Approach |
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| Accessibility | <p><u>What is the name of the Platform? What will be our approach?</u></p> <ul style="list-style-type: none"> • Showbie and Microsoft Teams are used to deliver remote/online learning. • Providing work that is, at a minimum: <ul style="list-style-type: none"> - 2 hours per day in Reception - 3 hours per day in KS1 - 4 hours per day in KS2. • Staff deliver a 'live' introduction via Microsoft Teams for sessions where it is appropriate. Staff are not be 'live' via Microsoft Teams throughout the whole of a session. There is an expectation that children manage their own learning as they would in school to promote independence and strengthen learning behaviours. Children complete or upload their learning to Showbie. In EY, parents upload children's learning to 'Evidence Me'. • Each year group has provided children with a learning pack of materials and resources to support learning on Showbie/Evidence Me; these have been collected by parents or delivered to their home. • If a 'live' introduction is not provided then a recognised provider is used to deliver the session; Reading Plus and Education City are websites that we subscribe to & staff monitor work undertaken on these & give feedback. Oak Academy, White Rose Maths, NEL MAPAS Music offer, Phonics Play, Mr MC Early Years etc. are used to provide learning opportunities as part of a sequential learning journey linked to subject Unit Plans & Long Term Plans. • Pre-recorded video clips & prompts are shared with the children both on Microsoft Teams & Showbie to support learning. In EY, Teams & Evidence Me are used for this purpose. These prompts are available across the week to support learning. |

- Children have the opportunity to engage with their peers across the day; children can have their camera's on during the 'live' Microsoft Teams sessions and are encouraged to take part in discussions, ask questions and clarify their learning. Staff have also planned in opportunities for children to interact with each other (i.e.) Newsround; a child at home/in school is given the opportunity to share news with their peers via Microsoft Teams, children are reading stories to their peers during a story session via Microsoft Teams etc.
- We have provided all children who required a device with an iPad & sourced unlimited data for them when required from telecommunication companies.

Routines

What will be the timescales/timetables expected for home learning and how will this be communicated?

- A weekly timetable is shared with both children and parents/carers via Showbie / Teams /Facebook, so that learning is transparent across the week. The timetable of sessions remains constant week to week to enable routines to be established.

| Monday | Tuesday | Wednesday | Thursday | Friday |
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| Phonics or Reading Plus Maths Literacy | | | | RE Maths - Key Skills |
| Jigsaw / Music | Topic | Wellness Wednesday - activities to complete together as a family away from a 'screen' during the afternoon. | Science | Computing |
| Story time | Story time | | Story time | Story time |
| PE Complete Joe Wicks or go outside for a walk, bicycle ride, game in the garden etc. as a family. | | | | Music / PE Complete Joe Wicks or go outside for a walk, bicycle ride, game in the garden etc. as a family. |

- Sessions follow a similar format as much as possible to reassure both the children and parents.

- Within the timetable and learning set, parents are encouraged to give their children regular breaks to promote self-regulation; activities are suggested on an adhoc basis.
- Staff are responding to all queries and questions via email, Microsoft Teams, Showbie & Evidence Me; providing feedback to all learning completed on Showbie (if completed within 48 hours).

How will feedback be given?

- Feedback, both verbal and written is provided for each piece of learning (via) and in some instances immediately via Microsoft Teams. Formal feedback is reduced at this time; ticks & positive, encouraging comments only (voice notes & written) – formative assessment is used to inform the next session. Accessing previous work & feedback, session to session is difficult for children to access remotely – formative assessment to inform the content of the follow-on session is key.
- In EY, Evidence Me is used to provide written feedback and again, in some instances Microsoft Teams.

How will teachers communicate with parents around routines and support parents in establishing routines for their children?

- To support parent knowledge, prompts, clips & scaffolds are provided for their children to use & for parents to refer to on Showbie and Evidence Me, in EY. These can be accessed across the week.
- Generic information for KS1, Lower KS2 & Upper KS2 can be found on our website to give parents support with vocabulary and definitions.
- A weekly timetable is shared with both children and parents/carers via Showbie / Teams /Facebook, so that learning is transparent across the week. The timetable of sessions remains constant week to week to enable routines to be established.
- Within the timetable and learning set, parents are encouraged to give their children regular breaks to promote self-regulation; activities are suggested on an adhoc basis.
- Staff are responding to all queries and questions via email, Microsoft Teams, Showbie & EY; providing feedback to all learning completed on Showbie & Evidence Me (if completed within 48 hours).
- Parents are contacted on a fortnightly basis as a minimum to check on both the children's & parent's well-being, and to offer support/signpost where needed; Safeguarding Team providing this support.

Curriculum

How you will provide a broad and balanced curriculum offer that is well sequenced and focuses on the essentials?

- We will continue to follow the LTP and MTP as much as possible. Staff will highlight what can be covered and what cannot.
- All learning tasks are set on Showbie/Evidence Me and staff respond to questions and queries to individual children via this platform. Additional support is provided for children who struggle to read; voice notes/text recordings/iPads allow our children to zoom in/out to view text.
- Learning tasks are designed to support, visual, auditory and kinaesthetic learners; a range of different task styles and prompts are used to support our different learners.
- Pre-teaching is taking place when needed, supported by both teachers and TAS, as & when needed.
- 'Catch-up' funded intervention is continuing with two members of staff providing this (as previously organised in the autumn term). Staff work with children in small groups or on a 1:1 basis via Microsoft Teams providing bespoke intervention.
- SEND children are supported through personalised work and resources to support their learning & they are receiving bespoke intervention in small groups or on a 1:1 basis via Microsoft Teams to meet Causal Chain targets.

How you will provide 'direct' teaching of materials?

- Staff deliver a 'live' introduction via Microsoft Teams for sessions where it is appropriate. Staff will not be 'live' via Microsoft Teams throughout the whole of a session. There is an expectation that children will manage their own learning as they would in school to promote independence and strengthen learning behaviours. Children complete or upload their learning to Showbie.
- Pre-recorded video clips & prompts are shared with the children both on Teams & Showbie to support learning. In EY, Evidence Me will be used for this purpose. These prompts are available across the week to support learning.

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| <p>Communication and feedback</p> | <p><u>What are the expectations on how and how often teachers maintain contact with pupils?</u></p> <ul style="list-style-type: none"> • Teachers and TAs make contact with children daily via Microsoft Teams ‘live’ sessions. • Where children have not accessed remote/online learning for 3 days, SLT will contact parents & undertake a home visit if necessary. • Teachers provide children with timely feedback that may be: <ul style="list-style-type: none"> - <i>corrective (outlines errors)</i> - <i>directive (gives advice about how to improve)</i> - <i>epistemic (encourages pupils to think about how they completed a task)</i> • Teachers respond through Showbie/Evidence Me exactly as they would in a child’s book and in line with our Marking and Feedback policy. When teaching on Microsoft Teams, teachers respond to children’s work in the moment and give feedback where needed. All work is uploaded to Showbie and teachers view the learning exactly as they would when completed in the classroom. In EY, evidence of learning is collected using Evidence Me. • Staff are responding to all queries and questions via email, Microsoft Teams, Showbie & Evidence Me, providing feedback to all learning completed on Showbie/Evidence Me (if completed within 48 hours). |
| <p>Leadership</p> | <p><u>How you will support teachers to deliver direct teaching effectively online?</u></p> <ul style="list-style-type: none"> • Beth Charlton (TA – Support ICT team) has set up Microsoft Teams access for all children. iPads have been distributed and support provided with connection to the internet for those in need. • All staff are tracking who is accessing remote/online learning and who is not. <p><u>How will we maintain oversight of what is being taught and the breadth and depth of the curriculum?</u></p> <ul style="list-style-type: none"> • Teaching staff record what is possible to cover and what is not, according to their Unit Plans; AR is monitoring this. • Coverage will remain as close to the in school curriculum offer as possible. <p><u>How will we maintain oversight of which pupils have engaged with the home learning provision?</u></p> <ul style="list-style-type: none"> • Teachers complete ‘Remote/Online Registers’ and these are monitored by teachers and SLT. |

How will we ensure that teachers continue to provide feedback on learning in line with the school's approach?

- We will choose random Showbie/Evidence Me accounts to monitor. Staff will send screen shots to SLT where required of their marking and feedback.

How will we ensure that teachers maintain contact with pupils?

- Teachers and TAs make contact with children daily via Microsoft Teams 'live' sessions.

How you will encourage staff to share best practice?

- Staff meetings as & when, to review remote/online learning offer.
- SLT weekly agenda item.