

Remote Learning Plan

Academy- Laceby Acres Academy

	Our Approach
Accessibility	<p>The online learning platform that the school uses is 'Class Dojo'. This platform allows us to replicate our successful classroom practices through remote teaching. The successful practices which we replicate as closely as possible online are:</p> <ul style="list-style-type: none"> • Ensuring that children receive clear explanations • Supporting growth in confidence with new material through scaffolded practice • Application of new knowledge or skills • Enabling pupils to receive feedback on how to progress (EEF) <p>Teachers pre-record lessons and post the appropriate learning resources. This is particularly useful where families are sharing a device allowing children to access lessons which fit in with the family's own timetables and routines, (asynchronous learning).</p> <p>We keep a register of those families who do not have access to devices or internet access for remote learning. We have accessed support for devices through the DFE's 'Get help with Technology Programme'. The equipment is clearly identified and can be re-distributed when necessary.</p>
Routines	<p>The remote learning timetable will be as close to our usual daily timetable in school as far as possible. The expectation is that teachers teach an English and a Maths lesson each morning, followed by a science lesson or a lesson in one of the foundation subjects each afternoon. The expectation is that the children will be learning for at least three hours per day. Teaching remotely in this way will allow us to continue to deliver our usual broad and balanced curriculum.</p> <p>Teachers will offer either individual or group feed-back (which-ever is more appropriate) in a timely fashion. Support for individual parents regarding home learning can also be given via 'Class Dojo', as it has an integral private messaging system.</p>

Curriculum	<p>Effective timetabling and pre-recording of lessons (asynchronous learning) allows us to continue to provide a broad and balanced curriculum. The teachers plan a series of lessons for each subject in accordance with the needs of the children. Careful pacing of lessons allows us to maintain coverage of the Threshold Concepts in each subject so that gaps in learning do not develop. As stated in section one, careful scaffolding is central to our remote learning offer. The teacher talks through a worked example of the expected learning outcome. This gives the children a point of reference when they go on to work independently and allows us to continue to communicate our high expectations and our pursuit of high quality outcomes.</p> <p>We are acutely aware of our SEND pupils and their individual needs. It may be necessary for teachers to carry out some more individualised planning for the children with the most complex needs and close communication with parents of these children is essential to ensure that they make good progress.</p>
Communication and feedback	<p>Teachers are posting pre-recorded lessons on a daily basis. They respond to children in a timely fashion dependent on the type of activity. Success criteria are established through the scaffolding process and feedback is given around the success criteria for each lesson. The kind of feedback can vary particularly from subject to subject. For instance in maths it can often be corrective, whereas for writing it may be more directive, taking a child through the editing, developing process. Feedback also supports the metacognitive aspects of our teaching. Through the scaffolding process teachers model their own thinking to help pupils develop their metacognitive and cognitive skills. Through their feedback teachers continue to explicitly teach children metacognitive strategies, including how to plan, monitor, and evaluate their learning</p>
Leadership	<p>We will prioritise and sequence professional development activities according to identified training needs with regard to remote learning. Any training undertaken will give teachers specific tools to draw from and then adapt for</p>

use with their children. We will be very mindful of teacher workload and make every attempt to move non-teaching tasks to other staff members to allow teachers the time and space to focus on their remote learning offer, whilst still teaching those children attending school.

We will monitor online provision through looking at a selection of pre-recorded lessons, learning outcomes, results of low stakes testing and the quality of feedback. We will monitor how many children are engaging with the remote learning. We shall identify the children who are not engaging and try to establish why, before offering the appropriate levels of support. Members of staff routinely share best practice and we have developed a Professional Learning Community, where it feels safe to seek advice and share learning from CPD activities.