



Remote Learning Contingency Plan



Middlethorpe Primary Academy is committed to the continued provision of a varied and engaging education including strong pastoral support in the event of pupils being unable to attend school. This includes pupils who are well but need to self-isolate such as an individual pupil, group of pupils, a class or due to a local lockdown. The plan summarises how the provision will take place, so that there are consistent and well-understood expectations of the level of support that will be provided.

Intended outcome is:

- to support all pupils
- to maximise pupil learning, whilst following the curriculum
- for pupils to be safe and happy at home and school

In the event where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, Middlethorpe Primary Academy will offer immediate remote education to all children who are unable to attend face to face lessons. Middlethorpe's remote learning offer will:

- Mirror the school's curriculum expectations
- Give access to high quality remote education resources
- Facilitate interaction, assessment and feedback
- Provide printed resources
- Allow opportunities for staff to support parents

When teaching pupils remotely Middlethorpe 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

This plan is a new and evolving plan that will be regularly reviewed. The ability to be able to implement the plan in full will also depend on the availability, health and well-being of staff.

Year Groups	Set Learning	Content	Feedback	Other
Nursery	A menu of activities to support the development of EYFS	A menu of activities to select from.	Parents can contact class teachers for support. Parents can upload photographs of learning	Nursery Rhyme challenge

			which teachers will provide feedback for.	
Reception	Phonics Reading Maths Additional activities to support fine motor, creative development, knowledge and understanding of the world etc.	Children will be provided with a paper pack of activities to complete.	Parents can contact class teachers for support. Parents can upload photographs of learning which teachers will provide feedback for.	Nursery Rhyme challenge
Key Stage 1	Phonics Reading Quick SPAG English Quick Maths Maths Different foundation subject daily	Powerpoints or video clips will be uploaded on to Class Dojo. Worksheets will be uploaded on Class Dojo for children to complete.	Children to submit work on Class Dojo for the class teacher to provide feedback. Pupils or parents can contact teachers via Class Dojo for additional support.	TT Rockstars Maths Shed Spelling Shed
Key Stage 2	Spelling Reading Quick SPAG English Quick Maths Maths Different foundation subject daily	Powerpoints or video clips will be uploaded on to Class Dojo. Worksheets will be uploaded on Class Dojo for children to complete.	Children to submit work on Class Dojo for the class teacher to provide feedback. Pupils or parents can contact teachers via Class Dojo for additional support.	TT Rockstars Maths Shed Spelling Shed Reading Plus

Contact with Teachers

In the event of a full or partial closure, teachers will Class Dojo will be our main platform. Every child will have their own portfolio set up on Class Dojo and all parents will be connected to their child's class teacher on Class Dojo. This will be used as a means of direct communication between the teacher, parent and child. Worksheets will be uploaded to Class Dojo where they can be filled in through the app and then the teacher can mark and feedback. Teachers will use the Class Story feature to communicate with the whole class. A message will be posted on Class Story each morning with a summary of what the lessons will be that day. There is an expectation that children/parents will submit work via Class Dojo and that teachers will respond to the work submitted.

Printed Packs

We will print packs of any worksheets required on a weekly basis for children who are unable to access these online. If a child is self-isolating they will be provided with a printed pack of work that is the same or similar to what the children in class are working on. Where there is significant new learning taking place in class that requires a teacher input, the child who is self-isolating will be directed to a relevant lesson on online and on their return to school will work with a teacher or teaching assistant to check their understanding and provide further teaching where required.

Logins to Online Learning Platforms

The school subscribes to a number of online learning resources which can be accessed at home. It is essential that children and parents have access to all the relevant login details from the start of the school year so that they are immediately available in the event of a closure of self-isolation. The login details will be given to children. Login details that will be included are:

- Microsoft Teams

- Times Tables Rockstars
- Maths Shed
- Spelling Shed
- Reading Plus

Monitoring Engagement with Remote Education

It is important that children engage with the remote education provided so that they don't fall back with their learning, however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or limited access to technology amongst other factors. Communication is essential and we would ask that if there are circumstances that mean a child cannot engage at least partially with the remote education that their parent speaks to the teacher. We can then work together to find a means of providing remote education that works for that family's circumstances.

