

Remote Learning- Contingency Plan



Roseberry Academy

Our Approach	
Accessibility	<p>Platform: Microsoft Teams. Parents informed of how to use this via emailed instructions and, where needed, telephone conversations with teachers/admin staff. iPad minis and laptops have been loaned to children who do not have devices at home so that everyone is able to access online learning (surveys have been carried out to ascertain which children need access to devices, including families with more than one child). Free data sim cards are also offered to families.</p>
Routines	<p>If individual children are self isolating, learning tasks are set for them on their first day of absence and feedback is given. Learning relates to what children are learning in school. When a bubble self isolates, or lockdown enforced, Teams becomes a virtual classroom and is in operation from the first morning of isolation. Work is set and communicated daily by classteachers via Teams (reminders to access Teams are sent to parents via text or phonecall if children fail to engage). Wherever possible, learning opportunities reflect our 'normal' school curriculum, with daily feedback. English and Maths is set each day, with ongoing topic work linked to our cornerstones theme. Guidance is offered to parents and children via phonecalls, Teams video calls/interventions and email regarding establishing routines at home, as well as tips on blogs shared via our website.</p>

	<p>Monday and Friday assemblies take place, delivered by the Principal via Teams, with everyone welcome to attend.</p> <p>Newsletters and Pupil of the Week are also loaded onto Teams every Friday.</p> <p>When a bubble is forced to isolate, or lockdown is enforced, we have a virtual playtime each morning, overseen by a member of staff, so that children are able to chat socially with their friends each day. At the end of playtime, the thread is deleted and the children go back to working in their 'virtual' classroom where teachers and TAs are on hand to answer questions and support children with their learning. The virtual classroom is open from approximately 8.30am until approximately 5pm and then channels are muted so that children cannot contact one another without an adult present.</p> <p>Children offer Peer Critique via their online classroom, as they would do in their usual classroom.</p>
Curriculum	<p>Learning opportunities posted in children's assignments files reflect the learning that would have taken/ is taking place within school, reflecting our broad curriculum. They are planned with reference to children's abilities and prior learning. The work online is a direct reflection of the work undertaken in school to ensure fairness and continuity of learning.</p> <p>When a bubble is forced to self isolate, or lockdown enforced, 'direct' teaching can be carried out via video and/or audio Teams approach. Video teaching can be established for small groups, where a teacher or TA leads a group through new learning or interventions to consolidate learning of previous learning. Where possible, there is always another staff member present when video sessions take place. If another member of staff cannot be present, the session is recorded.</p> <p>Pupils with SEND are offered learning opportunities linked to their specific needs via assignments on Teams, with scaffolds and direct teaching sessions supplied where appropriate.</p> <p>A good balance of synchronous and asynchronous activities is provided.</p>
Communication and feedback	<p>When a bubble is forced to self isolate, or lockdown enforced, teachers maintain contact with pupils throughout the day each day, as Teams is used as a virtual classroom and teachers are on hand to assist with learning, offer real time feedback and answer queries regarding lesson content and practicalities of uploading assignments. They are also available for parents to contact either via Teams or email.</p> <p>Feedback is given privately in children's assignment files and is:</p> <ul style="list-style-type: none"> - corrective (outlines errors) - directive (gives advice about how to improve) - epistemic (encourages pupils to think about how they completed a task) <p>Children also give one another feedback when their peers post outcomes on the shared channel.</p>

<p>Leadership</p>	<p>The Principal, Leader of Learning and SENDCo have access to all class channels and maintain oversight of teachers' engagement with children, the content and quality of what is being taught, the breadth and depth of the curriculum, quality of feedback offered and quality of pupil outcomes.</p> <p>Subject leaders have access to each class channel and undertake a scrutiny of the curriculum offer for their subject area. They evaluate the content of learning and cross reference it with the curriculum. This is reported within their annual Subject Enquiry.</p> <p>The Principal maintains oversight of which pupils have engaged with the home learning provision and she and makes contact with parents of children who fail to access, complete or submit work.</p> <p>The Principal ensures that vulnerable children are RAG rated and that the Family Mentor makes phone contact with families Red: Every day, Orange: Twice a week Green: Once a week. If contact cannot be made, home visits take place. Vulnerable families have the school mobile number and are able to contact the Family Mentor whenever they need to. In the Family Mentor's absence, the Principal completes this role.</p> <p>Staff share and celebrate children's outcomes via displays of 'lockdown learning / remote learning' in school, in the class Learning Journey book, on class blogs and on the school website.</p> <p>The Principal has surveyed parents to ascertain their views of remote learning and suggestions for improvements.</p> <p>The Principal ensures that, where teachers are ill and their bubble is isolating, or lockdown is enforced, work is still provided on Teams. Teachers cover for one another and parents and children are made aware that a teacher other than their classteacher is setting work and giving feedback. Allowances are made for a slight delay in feedback being offered when a teacher provides learning for more than one class.</p>
--------------------------	---