



## THE RICHARD CLARKE FIRST SCHOOL

### Remote Learning Plan

When teaching pupils remotely, the DfE expects schools to:

- 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.

DESIGNATED TEACHER RESPONSIBLE FOR OVERVIEW OF REMOTE LEARNING: MR D. HINDHAUGH

### At RCFS this will look like:

#### INTENT

The intent of our remote learning plan is to ensure that children receive a coherent, connected and purposeful learning experience irrespective of whether they are learning face-to-face in school or from home. In these uncertain times, it is highly likely that children, or groups of children may have need to isolate for periods of time.

#### IMPLEMENTATION

In order to properly manage the needs of children and staff, a carefully considered 'tiered' approach will be used. This will depend on the longevity of any period of isolation/closure and the volume of learners that are impacted by it.

LEVEL	OUTLINE OF PROVISION	NOTES
<p><b>Stage One: Individual(s) Isolation</b> School is open as usual however a child may be forced to isolate due to symptoms or family member showing symptoms</p> <p><i>Children will be given an age-appropriate pack (either physically or online) to include, but not be limited to, the activities listed. Due to the rapid nature of the need to isolate, we will aim to provide packs asap. This is to ensure that the packs</i></p>	<ul style="list-style-type: none"> <li>• Maths worksheets from WRM which can be accessed independently or alongside the free lesson videos on the WRM Homelearning portal</li> <li>• Log-Ins for Numbots or Times Tables Rock Stars for daily practise</li> <li>• Spellings and/or Phonics games skills to practise</li> <li>• Reading books and associated activities</li> </ul>	<p>Activities will seek to provide a bridge during the time that children are not in school by maintaining similar topics/foci that are being delivered in school. To ensure impact, parents/carers will be aware that they will need to facilitate learning opportunities e.g. by providing access to relevant apps and explaining activities as required. Maintaining regular contact with the class teacher through Google</p>

<p>are relevant to the learning that is taking place in class.</p>	<ul style="list-style-type: none"> <li>• A research/GANAS activity based around the existing class topic</li> <li>• An age-related writing activity</li> <li>• The regular class home learning, which is available electronically via the Learning Zone or Class Dojo.</li> <li>• Assessment/Feedback will be given informally and reviewed once the short term lockdown is over.</li> </ul>	<p>classroom/email/Dojo is also helpful. We feel that children should aim to spend 3-4 hours per day completing specific tasks supplemented by purposeful play and exercise. Teachers will provide suggestions for these.</p>
<p><b>Stage Two: Class Isolation</b> School is open for most pupils however a classes has need to self-isolate for a period along with the class teacher and assistants.</p> <p><i>Teachers and TAs will be working from home. As a consequence, learning will be electronic through use of the Google Classroom/ Learning Zone and/or Class Dojo. Where printing is a barrier, staff who are in school will be more than happy to print and provide this.</i></p> <p><i>If children from this group are classed as 'vulnerable' (eg; have SEND, looked after) then we may be able to accommodate these children into other groups in order to provide face to face learning, providing they are negative for covid-we will communicate arrangements directly with these individuals.</i></p>	<ul style="list-style-type: none"> <li>• Daily instructions placed on Google classroom/Learning Zone/Dojo outlining learning for the day and any messages/feedback from previous day. Rec/KS1 make use of short phonic video inputs.</li> <li>• Daily WRM activity linked to learning video. This is downloadable.</li> <li>• Daily English/writing activity.</li> <li>• Spellings and/or Phonics games skills to practise</li> <li>• Reading books and associated activities</li> <li>• Log-Ins for Numbots or Times Tables Rock Stars for daily practise</li> <li>• Foundation/science subject learning linked to the class topic(s)</li> <li>• Teachers on hand to respond via Dojo (Rec/KS1) or email during school hours.</li> <li>• Google Meets used to support pupils face to face.</li> <li>• Assessment/Feedback will be given informally and reviewed once the short term lockdown is over.</li> </ul>	<p>Activities will seek to provide a bridge during the time that children are not in school by maintaining similar topics/foci that are being delivered in school. To ensure impact, parents/carers will be aware that they will need to facilitate learning opportunities e.g. by providing access to relevant apps and explaining activities as required. Maintaining regular contact with the class teacher through Google classroom/email/Dojo is also helpful. We feel that children should aim to spend 3-4 hours per day completing specific tasks supplemented by purposeful play and exercise. Teachers will provide suggestions for these.</p> <p>Guide to time for remote learning: Reception less than 3 hours Year 1 and 2: 3 hours Year 3 and 4: 4 hours</p>

#### Points to note:

- Pupils, staff and parents will not be expected to complete online learning or work in the event of illness.
- The Government legal expectation is for pupils to have a programme that is of equivalent length to the core-teaching pupils would normally receive in school. Our suggested timings are based on this. However, we are not seeking to place undue strain on families at this difficult time and therefore appreciate that some families may have other pressures, which affects their ability to achieve this. Please use our timetable flexibly in order to best suit your individual circumstances.
- Remote learning will aim to cover the broad curriculum.
- We recognise that younger pupils and some pupils with SEND will not be able to access remote education without adult support. Teachers and Teaching Assistants will support families to deliver the online curriculum by providing age/need appropriate resources and instruction.
- Teachers are encouraged to make use of high quality curriculum resources or videos that have been provided by external platforms such as WRM, BBC Bitesize and Oak National Academy.

- Online provision must be supplemented by activities away from the computer. In many cases, a lesson introduction may be provided/accessed electronically but the independent activities are possible to complete away from the screen.
- All provision is to be supplemented by purposeful play/exercise. Breaks should be taken throughout the day and taken outdoors where possible. School does not expect children to be sat at the computer for long periods.
- Teachers will aim to provide whole-class feedback through their daily contact. They will also be available to provide email feedback/praise during school hours. They may employ a variety of strategies (such as a wall of work, video shout-outs etc.) to celebrate learning. Individualised marking will not be expected but teachers will provide individual feedback when/if needed.
- We will aim to have video and/or telephone interactions with each child through a variety of platforms on a regular basis.

### **Feedback Annex**

As per the school's regular feedback policy, at the Richard Clarke First School we recognise that a wide variety of feedback can aid pupil progress. The principles outlined in the policy also apply to feedback during a whole school, long-term closure. The most effective form of feedback is verbal feedback and we do not place arbitrary requirements for all pieces of learning to be hand marked by teachers.

During periods of remote learning, it is important that feedback is purposeful for the child and manageable for the staff. Some of the strategies that could be used by staff are as follows:

- Online sharing of photos/scans of children learning and/or their work in line with permissions through Dojo or the Google Classroom Stream
- Direct feedback through a Google Meet session and allowing the child to share their opinions
- Direct posted messages to individual children from teachers via Dojo/Classroom to celebrate and/or feedback on learning examples that have been sent in
- The use of quizzes on Google Classroom, which teachers can then review and feedback on (for example, spelling tests or knowledge checks)
- The use of Times Tables Rock Stars and/or Numbots certificates and rewards for good performance/endeavour
- Email feedback