Remote Learning Plan for Osbournby Primary School

Remote Learning at Osbournby Primary School

In order to ensure that learning is continued should there be further lockdown or self-isolation, we have developed the following plan. The plan takes into account the expectations and principles outlined in the DfE document [Guidance for Full Opening of Schools](#) and feedback from parents (survey Sept 2020).

This plan outlines expectations in the event of:

1. Individual pupils self-isolating (scenario 1)
2. Full or partial closure, e.g. closure of one or more bubble (Scenario 2)

Our delivery of remote education aims to:

- Offer immediate remote education
- Continue to teach our children the planned curriculum
- Ensure planned sequences of lessons/activities build on prior knowledge
- Use a combination of instruction and activity
- Adapt provision for SEND pupils
- Use high quality online and offline resources
- Have high expectations for the quality and quantity of the work pupils produce
- Provide meaningful feedback to children
- Ensure all children have the opportunity to regularly engage with teachers

There has been much disruption to children's learning, and we are committed to ensuring that all children receive a quality education should the need for remote learning arise. In the event of any form of self-isolation caused by coronavirus, it is important that parents support engagement in home learning. However, if pupils are too ill to attend school, they are not expected to engage in home learning.

We appreciate that these are exceptional times and that each family will approach remote learning in a way that suits their needs. If school, or a bubble, needs to close we recognise that some parents may be trying to work from home, so access to technology, or time to support children may be limited. We also recognise the additional challenges where 2 or more pupils are sharing equipment, and that some parents may not feel confidence to support children with the learning that has been set.

Please get in touch if you need support with learning or IT provision.

Our Approach

Our approach includes a blend of online instruction (through videos etc), virtual meet sessions via Google Classrooms, paper resources and the use of a variety of online learning platforms.

Using Technology to Support Remote Learning

Class 1 will be using Tapestry as their learning platform, and Google Classrooms for pupils for classes 2, 3 and 4.

Some of the technology that we will be using to support home learning has been recently introduced to the school and teachers and pupils are unfamiliar with it. During the autumn term and beyond, time will be dedicated to building our knowledge and confidence in the use of this technology, in particular Google Classrooms. Some in-school tasks will be set this way and we will also be setting some homework via these platforms to familiarise both children and parents.

As always, Parent Mail will be used to send general information regarding school to parents and may be used to invite pupils to online meetings, where these are not for the whole class.

Alongside Tapestry and Google Classrooms, there are a number of other platforms your child may be using. Online resources may include (appropriate to a child's age and ability):

Where children require a username and/or password to log-in, these can be found in the front of their reading record. Again, if you have any difficulty with this please contact your child's class teacher via enquiries@osbournby.lincs.sch.uk*.*

	Purpose/Subject Focus	Link to Access	Login Details	Year groups using this resource
The Oak Academy lessons	These lessons encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher. Class teachers will begin to introduce the lessons (when relevant) in the classroom throughout the Autumn Term so children are familiar with the platform.	https://www.thenational.academy/	No log in needed	everyone

White Rose Maths	Resources will continue to be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources. However, they will be enhanced with a video, teaching slide, question power-point, worksheet and answers. Class teachers will highlight which lessons to access.	https://whiterosemaths.com/homelearning/ L:inks to the daily videos and t he editable worksheets will be loaded onto Google Classrooms/Tapestry so that they can be completed and returned on-line.	No log in needed	everyone
TT Rockstars	Utilised to support the acquisition and retention of Times Tables	The easiest way to access this is by downloading the APP on your device or it can be accessed online at https://play.ttrockstars.com/auth/school/student	Your child's log in details are in your child's reading record.	Year 3 upward (Y2 introduced later in the year)
BBC Bitesize	Mainly used for video resources to support learning across the curriculum	https://www.bbc.co.uk/bitesize/levels/zbr9wmn	No-log in needed	everyone
YuMu Charanga	Music lessons online. Please contact your teacher if you would like a specific instrument added to your account.	https://charanga.com/yumu/login	Your child's log in details are in their homework book.	everyone
Oxford Owls	Free e-book library, with books available for all levels and ages.	https://home.oxfordowl.co.uk/	You will need to register (free)	everyone
Purple Mash	A collection of online activities which may be set by the teacher.	https://www.purplemash.com/sch/osbournby Teachers may issue individual logon details	If our child has an individual log in it will be in your child's reading record	everyone
ICT Games	Maths and English games to support learning.	https://www.ictgames.com/	No log- in needed	everyone
Spelling Shed				
Hit the Button	Quick fire maths problems	https://www.topmarks.co.uk/maths-games/hit-the-button	No log-in needed	everyone
Cosmic Kids	Yoga and mindfulness for children	https://www.cosmickids.com/	No need to log in	everyone

The most important things that parents can do to support their children's learning:

- Provide a space for your child to learn
- Dedicate some time to talk to your child about the day's learning and the teacher's expectations
- Help children to build independence by ensuring they understand the task and what to do if they 'get stuck'
- Read regularly with your child and ask questions that help to develop understanding e.g. what do you think might happen next? What makes you think that? Why do you think the author used that word/phase?
- Encourage your child to regularly practise basic skills, e.g. spelling, times tables
- Ensure that children are using technology safely (including monitoring them during online meetings) and adhering to the Acceptable Use Agreement.

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Scenario 1: Individual pupils self-isolating

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The initial response to any isolation will be to provide children with home learning materials with immediate effect for Maths and English and physical Education. These can be found on Google Classroom (Tapestry for Class 1) and will follow the daily lessons that are taking place in school so that children can be reintroduced to the classroom seamlessly on their return. Pupils will also be provided with a home learning pack which includes instructions and signposting to relevant resources and lessons.

Where parents have made us aware of IT issues, a member of the senior leadership team will contact them to ensure pupils have adequate provision for their child's learning.

Where a pupil needs to isolate for more than 48 hours, the class teacher will phone home to answer any queries, offer support and signpost to further learning. Pupils may also be invited to join online remote learning via Google Classrooms, where appropriate. However, please be mindful that it is extremely likely that we will still be teaching in school in the event of your child self-isolating at home, so live lessons are unlikely.

There will be an expectation that completed work is returned daily via Google Classrooms or Tapestry.

Parents should contact school via the equiries@osbournby.lincs.sch.uk or phone the school if they require any additional support.

Each lesson teachers will:

- Provide information and links to online teaching videos and resources
- Ensure lessons build on prior learning; identified through the assessment of previous lessons
- Have high expectations for the quality and quantity of work completed, and make sure these expectations are clear
- Provide clarity on how and when work should be submitted

In addition, teachers will:

- Provide regular opportunities for work to be submitted
- Provide feedback at least twice a week
- Request work is re-submitted with improvements if expectations are not met or if there are improvement/corrections to be made
- Phone the child to offer support or signpost to further learning

Parents will:

- Support their child in retrieving the day's learning from Google Classroom or Tapestry
- Ensure they have the equipment they need to engage in learning and a suitable place for them to work
- Ensure they complete the work for the correct day so that they can seamlessly return to class
- Spend time to make sure their child understands the task and what to do if they are stuck
- Support their child in submitted the work as per the teacher's instructions
- Contact the school if support is needed.

Pupils will:

- Engage with learning each day that they are isolating
- Complete work to the same standard that their teacher would expect in school
- Attend virtual meetings (if invited) with the permission of their parent/carer
- Submit work to their teacher daily (as required by the teacher)

Scenario 2: Full or partial closure (e.g. closure of one or more bubble)

Due to the sudden nature of bubbles needing to close, our initial response to any isolation will be to provide children with home learning materials with immediate effect for Maths, English and physical Education. These can be found on Google Classrooms (Tapestry for Class 1).

Pupils will also be provided with a home learning pack which includes instructions and signposting to relevant resources.

Where parents have made us aware of IT issues, a member of the senior leadership team will contact them to ensure pupils have adequate provision for their child's learning.

By the end of the second day, there will be a weekly timetable, which will include any arrangements for online meetings and additional lessons that link directly to the curriculum planned for their class. Work set will be the same as is being completed in school with Key Worker/vulnerable children and should take approximately 3 – 4 hours. Please remember that at school, breaks or handwashing, play and lunchtime are built into the day.

A weekly plan for each class will be sent prior to Monday morning via email. Details of any online meetings for the class, or groups, will also be shared this way.

The SENDCo will contact the parents of pupils with special needs whose children are not attending school to arrange additional support, including 1:1 virtual support to support the child's IEP/ECHP.

Each day for Class 2, 3 & 4 there will be:

- A Maths lesson, based on White Rose Maths.
- An English lesson, this may consist of reading, grammar, spelling or writing.
- A phonics lesson (Class 2).
- One other lesson, for example, history, music, science.
- Suggested physical activity (included on the weekly plan).

Each lesson teachers will:

- Provide information and links to online teaching videos, resources or virtual meetings as appropriate.
- Ensure lessons build on prior learning and address any misconceptions.
- Base lessons on assessment from prior learning where appropriate.
- Have high expectations for the quality and quantity of work completed, and make sure these expectations are clear.
- Provide clarity on how and when work should be submitted.

In addition, teachers will:

- Provide regular opportunities for work to be submitted.
- Provide feedback at least twice a week.
- Request work is re-submitted with improvements if expectations are not met.
- Introduce an online English lesson at least once a week (this may be live or pre-recorded)
- Hold at least one online meeting each week as a 'check in', where the focus will be on wellbeing.
- Where children have not checked in during the week, school will contact the family by telephone.
- Where we have been unable to contact families by telephone, we will use Parent Mail and/or letters to make contact and may make 'safe & well' visits to the child's home address.

Parents will:

- Support their child in retrieving the day's learning from Google Classroom or Tapestry.
- Ensure they have the equipment they need to engage in learning and a suitable place for them to work.
- Spend time to make sure their child understands the task and what to do if they are stuck.
- Support their child in submitted the work as per the teacher's instructions.
- Contact the school if support is needed.

Pupils will:

- Engage with learning each day that they are isolating.
- Complete work to the same standard that their teacher would expect in school.
- Attend virtual meetings with the permission of their parent/carer.
- Submit work to their teacher daily (as required by the teacher).

Reception/Class 1

For our Reception children (Class 1), appropriate activities will also be set daily, with each day including a phonic based learning activity. Phonics lessons will continue, with new sounds being introduced in line with the Letters and Sounds programme used in school. Tapestry will be used to share tasks and allow the teacher to comment on any submissions of pupil's learning.