The Grange Academy
Wade Deacon Trust

Primary Phase - Remote Learning Plan - LOCKDOWN

Week	EYFS/KS1	KS2
WB 4th Jan	2 week remote learning resources Maths, English,, Phonics and Foundation	2 week remote learning resources Maths, English and Foundation
WB 18th Jan onwards	Daily Plans Minimum of 3 hrs of work daily. Mix of Website teaching, Teacher videos and Voiced PowerPoints Pilot of Zoom for Social / SMSC	Daily Plans Minimum of 4 hrs of work daily. Mix of Website teaching, Teacher videos and Voiced PowerPoints Pilot of Zoom for Social / SMSC

DfE Guidance

When teaching pupils remotely, we expect schools to:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Set work that is of equivalent length to the core teaching pupils would receive in school and as a minimum in EYFS/KS1, 3 hours a day, with 4 hours minimum in KS2
- Provide frequent, clear explanations of new content, delivered by a teacher or through high quality curriculum resources or videos
- Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- 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

Teaching Plan

We will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, moving topics in Literacy, Maths to match suitable home learning topics. These topics will however be followed in school. Other adaptations may include slightly different resources eg how to adapt resources to make musical instruments

Staff will use The Oak National Academy, White Rose and Literacy Tree resources to provide online teaching for the core subjects for all pupils. The daily timetable will consist of Maths, English and Foundation subjects. In Nursery to Y2 there will also be regular Phonics lessons. Staff will match the school curriculum to the remote plan. This may involve some movement in topics that require very tight and specific teaching (e.g. Long Division)

Timetable for the day: For all students, whether accessing learning at home or in school

Lesson 1	Break	Lesson 2	Break	Lesson 3	Lunch	Lesson 4
Maths		English		Phonics/Number Foundation		Foundation

We have not set times for lessons for Home Learning as feedback from parents has stated that they often have to access work with pupils when they can. For some who are working from home this is often variable and set times were causing a lot of stress.

Accessing remote education

All curriculum plans and daily lessons will be posted on SeeSaw and Tapestry. Pupils and parents have all been invited to join. The plans will also be made available on the school website (Home page, Primary tab, home learning drop down). This will allow all family members to access the resources with or without access to our main platforms. This means that when children are staying with relatives they can still access the work plans.

We have a number of online teaching tools that we ill use with the children These have been used in school during term time in class to familiarise pupils with the materials

The Literacy Tree
White Rose Maths
Power Maths
Charanga Music
Language Angels
Oak National Academy
BBC Bitesize

Parents also have access to two keystage email addresses to post work and communicate with staff
ks2Primary@thegrangeacademy.co.uk
ks1andeyfs@thegrangeacademy.co.uk

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

We have a limited number of laptops and tablets that we can loan to families. Priority is given to

1) Families with no smart devices or internet
2) Families with access only to a phone/game device
3) Large families (3+) sharing just one device
4) Families (2+) sharing one device

Pupils were surveyed prior to lockdown to understand the devices they used at home

A questionnaire was released on lockdown for parents to request a device

Parents can also call school directly if circumstances change

We have access to internet services that can be provided to families. These include;

1) Internet dongles
2) Data SIM cards
3) BT Wifi Hotspot codes

We aim for all pupils to access learning via remote access. All work is compatible with phones, tablets, kindle fire, laptops, desktops, smart tv and games devices

Possible approaches

Code	Description	Feedback Opportunities	Able to instantly monitor engagement?
WL	**Website Lessons** Oak National Academy Literacy Tree White Rose	Pupils complete the tasks and worksheet or challenge activities. They submit their work and staff provide feedback, praise or suggestions for support	On submission
VP	**Voiced Powerpoints or Films**	Staff record their voice over Powerpoints to explain content or make own pre-recorded video to explain a lesson	On submission
A	**Activities**	Staff provide activities for pupils to complete and return for marking or provide the answers for self-checking and review	On submission
Z	Zoom 'get together'	Staff invite groups of pupils to join a get together session. This is a check in, a shared story or quiz activity.	Yes immediately
ER	**External Resources** BBC Bitesize TT Rockstars / Numbots Hegarty Phonics MYON	Staff set tasks using these resources. Pupils complete set task and feedback or staff monitor engagement and success	On submission or through Hegarty, TT Rockstar, Numbots and MYON

Mini Assessment Points

Where applicable, subjects will provide students with MAPs through activity. This will include pre- and post-learning tasks, quizzes and end of topic tests

Principles for maintaining high quality, inclusive remote learning

Consistent and Accessible
Instructions for learning activities should be explicit and concise. We must remember that many students will not spontaneously choose the most effective learning strategies or plan their time efficiently. Sharing worked examples with students before they start practising on their own is an effective strategy, and online videos are particularly good for this. Equally, students will need support to space their learning over time. Where possible, learning activities should be 'chunked'.

Focussed and Sequenced
Learning should focus on coverage of the core curriculum, through emphasis on revision, retrieval, reinforcement, and repetition. Year group teams in collaboration with Subject Champions and SLT should identify the most important and accessible concepts for students to learn. The teaching of new concepts should be considered carefully, as some content is more difficult to access without full support.

All staff must stick to the agreed plan. Although different Key Stages have different needs the overarching principles must be upheld so that siblings receive the same type of work and parents aren't confused. Working together as a Year or Key Stage Team will support each other. This also means that if you have a member of staff that is sick, work is still being set for their class. SLT will co-ordinate this within their teams. If a member of staff is unavailable due to illness, they cannot be expected to provide feedback and acknowledge receipt. Therefore SLT, Tas or Shielding staff will take on this role in these circumstances.

Engaging and Compelling

Teachers should do their best to ensure learning activities are sufficiently interesting and rewarding to engage students who may struggle to motivate themselves outside of the school environment. This can be achieved by providing variety in activities, and by taking advantage of online learning resources.

Human interaction, validation and feedback

Teachers should seek to acknowledge the completion and submission of work wherever possible in order to motivate and reward students for their efforts. This is particularly important for students who may otherwise receive little feedback or guidance at home. Further guidance in general, teachers are expected to:

- Encourage all students to complete daily tasks and communicate with their teacher through Tapestry or SeeSaw
- Acknowledge students' efforts using the comment or emoji responses.
- Provide support and guidance, prioritising disadvantaged learners or those struggling to engage.
- Monitor the engagement of students, especially disadvantaged learners, and notify SLT of any concerns.

In addition, SLT will

- Regular review of subject learning activities to quality assure provision and maintain focus on core curriculum.
- Monitor workload of students and staff
- Consider how technology can be used to further develop learning activities and support students
- Manage the allocation of phone calls if needed (in line with Tracking Engagement below)

Tracking Engagement & Addressing Concerns

Daily Tracking

Staff will monitor SeeSaw and Tapestry Daily to monitor engagement in the daily tasks. Be aware that pupils may not be able to upload work after every lesson. Parents have indicated that often they will support pupils later in the day after they have completed their work. Staff to make phone calls or send messages to pupils and parents where engagement is poor.

Looked After Children –SLT will keep N.Taylor informed about the engagement of pupils

Weekly Tracking

- Each week, staff will rate students based on their engagement that week – this judgement can be made based on communication with staff, work submitted and quality of work The tracker should be completed by the end of the day on Friday. A RAG rated system is being used.
- Where engagement has not been positive, phone calls home will be made throughout the week to identify any issues and provide support.
- The tracker will be monitored by SLT and key concerns identified for SLT, Pastoral calls or visits

Additional support for pupils with particular needs

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways

Most pupils with an EHCP will be invited into school as they will qualify for a school place. Other Identified Pupils with SEND that requires a different work plan will be provided with specific work. Staff will post this on their SeeSaw or Tapestry accounts. Work will be differentiated to meet their needs. Other support will

be provided for pupils who receive sensory or movement breaks. Pupils with an EHCP who are not accessing school will recive a weekly phone call