

FITZWILLIAM PRIMARY SCHOOL – REMOTE LEARNING OFFER



What you need to do to be ready:

- **Make sure you have to hand your child's log-in details as sent out previously;**
- **Contact school if you require these (school will email out again just in case);**
- **Contact school if you need a device to loan.**

As we adapt to the increasing challenges of the impact of Covid-19 on learning in school and out of school, we recognise that our remote learning plan is going to need to be flexible, depending on the circumstances.

We have to recognise that in some circumstances, school staff may not be able to run and manage remote learning as they would in an ideal situation. Therefore, our offer needs to consider how we will run remote learning in a range of scenarios in order to ensure it is manageable for pupils and staff.

With this in mind, we feel we need to have a tiered approach to the remote learning offer. Please see below.

Tier 1	
Individual pupils require remote learning	
<ul style="list-style-type: none"> • School is running as normal • All classes are fully staffed and children are able to access learning as normal; • Classroom staff will be teaching the class of children in school so basic remote learning offer will be in place as stated to the right; • A small number of pupils are isolating, across school, and need to access remote learning (if well enough) – the remote learning will be posted for classes where children are isolating and well enough to complete the learning. 	<ul style="list-style-type: none"> • The weekly learning plan / menu will be available for the full week, ready for a Monday morning; • Each morning, on Class Dojo, the learning for the day will be allocated and available for access; • A member of the school team will ring to check on the wellbeing of the pupil and their family, where any issues with home learning can be raised; • Teachers will check and acknowledge work completed on a daily basis.
Tier 2	
1 or more whole class bubbles require remote learning and staff remain fit and well	
<ul style="list-style-type: none"> • The majority of school is running as normal • One or more class / 'bubble' is isolating in whole, along with staff members • Staff members are well enough to set and run remote learning as stated in the tables further on in this document. 	<ul style="list-style-type: none"> • The weekly learning plan / menu will be available for the full week, on a Monday morning; • Each morning, on Class Dojo, the learning for the day will be allocated and available for access; • A daily register will take place following the timetables suggested below (times will be dependent on the number of classes isolating at once); • Live or recorded lesson introductions will be available at agreed times following the timetables suggested below (times will be dependent on the number of classes isolating at once); • A live daily feedback session will take place in the afternoon at agreed times following the timetables suggested below; • A live or recorded story time will take place on agreed days, dependent on the age of the children, at agreed times following the timetables suggested below (times will be dependent on the number of classes isolating at once); • Teachers will set up the Microsoft Teams meetings and you will receive notification / invitations to these meetings; • Teachers will check and acknowledge work completed on a daily basis. • IT IS AN EXPECTATION THAT PUPILS ISOLATING (WHO ARE WELL ENOUGH) ACCESS REMOTE LEARNING TO ENSURE GAPS IN LEARNING ARE MINIMISED; • A member of the school team will ring to check on the wellbeing of the pupil and their family, where any issues with home learning can be raised, in the event of pupils not accessing / engaging with the remote learning; • Two members of the school team will conduct a socially distanced home visit to check on the wellbeing of the pupil and their family, where any issues with home learning can be raised, in the event of pupils still not engaging with the remote learning on offer.

Tier 3

1 or more class bubbles require remote learning but staff are unwell

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| <ul style="list-style-type: none">• The majority of school is running as normal• One or more class / 'bubble' is isolating in whole, along with staff members• Staff members are not able to set and run remote learning as stated in the tables further on in this document. | <ul style="list-style-type: none">• The weekly learning plan / menu will be available for the full week, on a Monday morning;• IT IS AN EXPECTATION THAT PUPILS ISOLATING (WHO ARE WELL ENOUGH) ACCESS THE REMOTE LEARNING PROVIDED TO ENSURE GAPS IN LEARNING ARE MINIMISED• A member of the school team, wherever possible, will still conduct a daily online register to check on pupils and explain the tasks for the day;• A member of the school team will ring to check on the wellbeing of the pupil and their family, where any issues with home learning can be raised, in the event of pupils not accessing / engaging with the remote learning;• Two members of the school team will conduct a socially distanced home visit to check on the wellbeing of the pupil and their family, where any issues with home learning can be raised, in the event of pupils still not engaging with the remote learning on offer.• Owing to staff members being ill, remote learning may not be able to be checked regularly on a daily basis by the class staff. It may be possible for other staff members to check this work through the week. If this is not possible, work will be checked / acknowledged when staff members are well enough to do so. |
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Tier 4

School is closed to all but the vulnerable and critical worker children

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| <ul style="list-style-type: none"> • The majority of school is remote learning from home; • Pupils are in school in smaller numbers in either mixed 'bubbles' or 'class bubbles'; • Staff members are well enough to run the remote learning for pupils at home. | <ul style="list-style-type: none"> • The weekly learning plan / menu will be available for the full week, on a Monday morning; • Each morning, on Class Dojo, the learning for the day will be allocated and available for access; • A daily register will take place following the timetables suggested below (times will be dependent on the number of classes isolating at once); • Live or recorded lessons will be available at agreed times following the timetables suggested below (times will be dependent on the number of classes isolating at once); • A live daily feedback session will take place in the afternoon at agreed times following the timetables suggested below; • A live or recorded story time will take place on agreed days, dependent on the age of the children, at agreed times following the timetables suggested below (times will be dependent on the number of classes isolating at once); • Teachers will set up the Microsoft Teams meetings and you will receive notification / invitations to these meetings; • Teachers will aim to check and acknowledge work completed on a daily basis – this will be dependent on the number of pupils attending school and accessing the remote learning. • IT IS AN EXPECTATION THAT PUPILS ISOLATING ACCESS REMOTE LEARNING TO ENSURE GAPS IN LEARNING ARE MINIMISED • A member of the school team will ring to check on the wellbeing of the pupil and their family, where any issues with home learning can be raised, in the event of pupils not accessing / engaging with the remote learning; • Two members of the school team will conduct a socially distanced home visit to check on the wellbeing of the pupil and their family, where any issues with home learning can be raised, in the event of pupils still not engaging with the remote learning on offer. |
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How will your child access remote learning?	How will your child submit work and receive feedback from their teacher?
<ul style="list-style-type: none"> Teachers will set work that mirrors learning taking place in class or that would take place in class; Every morning, your child(ren) should access the work set through Class Dojo and lessons (live or recorded) through Microsoft Teams. 	<ul style="list-style-type: none"> Ideally, your child should submit their work by the end of each school day, however, we accept that challenges such as: multiple children accessing remote learning, numbers of devices available and parental working from home circumstances affecting the ability to achieve this; The teacher can then acknowledge and check the work, provide feedback, if well enough, via Class Dojo, and amend their planning / lessons if necessary.
Registering and attendance	Rules and Tips
<ul style="list-style-type: none"> Each day, the teacher will arrange a Microsoft Teams call with the class to register attendance and check that all children are safe and well; Each day, the teacher will arrange an afternoon feedback live session for pupils, via Microsoft Teams, to enable pupils to ask any questions about the day's work or raise any concerns / issues. Teachers will provide feedback / check knowledge and understanding, host quizzes and read some of the class story; The time for this will be communicated by the teacher to the class through Class Dojo / Microsoft Teams invitations and based on the timetables found further in this document; Where multiple whole classes are accessing remote learning, registering will be staggered to allow each sibling to join in with their class (see timetables in this document). Siblings may attend each others' registration session if it proves difficult for them to attend the different class registrations and the staggered allocated times; The time of afternoon live feedback sessions may vary owing to timetables of learning in school; Pupils not present without an explanation will receive a phone call from the school office or learning mentor in line with usual attendance procedures; Pupils who do not engage with the remote learning at all, or very rarely, will be visited at home (socially distanced) by school staff to check their wellbeing, check any issues with remote learning and offer support; Parents should inform school if pupils are not able to attend remote learning by emailing: Fw-enquiries@ipmat.co.uk OR Pquarry@ipmat.co.uk OR the class teacher. 	<ul style="list-style-type: none"> Be Ready, Respectful and Safe! Get up at the usual school time and follow the usual routine of getting ready, brushing hair, brushing teeth and having breakfast prior to logging in; Wear clothing appropriate for school please – no pyjamas; Make sure devices are charged up and you have your resources and equipment ready; Join video lessons and calls from an appropriate room – not a bedroom (if possible) or bathroom; Work / join in away from distractions (pets etc); Always start with your camera turned off and only turn on when invited by the teacher; Always start with your microphone muted and only turn on when invited; Use the 'hands up' button if you wish to ask a question / contribute – your teacher will tell you when to unmute; Teaching staff will be following the Staff Code of Conduct and acceptable use of ICT policy as usual – pupils should follow the usual behaviour policy and rules from school; Pupils should be polite and make sure that appropriate language (spoken and in chat) is used – as should adults in the background. Pupils should only use the chat facility following instructions from their teacher, to ask questions and answer questions to show understanding – it is not to be used as a 'chat room' for non-work-based discussion.

Session	Microsoft Teams Expectations
Daily register	<ul style="list-style-type: none"> • Live session; • Will not be recorded; • If well enough, teacher and TA will be present; • Pupils can have cameras on when invited to; • Pupils must mute microphones until invited by the teacher to speak; • Pupils must follow the rules stated above; • Pupils must not record the session on any of their own devices.
Any live lessons, - E.g. Phonics, Literacy, Maths, Story	<ul style="list-style-type: none"> • Live session; • Will be recorded so pupils unable to access at the lesson time can watch at a suitable later time or pupils needing to go back over any point of the lesson are able to; • If well enough, teacher and TA will be present; • Pupils must not have cameras on, unless invited by the teacher; • Pupils must mute microphones until invited by the teacher to speak; • Pupils must follow the rules stated above; • Pupils must not record the session on any of their own devices.
Daily afternoon feedback and story	<ul style="list-style-type: none"> • Live session; • Will not be recorded (story element may be recorded); • If well enough, teacher and TA will be present; • Pupils can have cameras on when invited; • Pupils must mute microphones until invited by the teacher to speak; • Pupils must follow the rules stated above; • Pupils must not record the session on any of their own devices.

Keeping safe online
<p>The school has a “Remote Learning and safeguarding Policy” document, which sets out how we will:</p> <ul style="list-style-type: none"> ○ Monitor attendance ○ Report concerns ○ Ensure continued safe recruitment ○ Ensure online safety ○ Support children not in school ○ Support children in school ○ Work with parents and carers ○ Manage peer on peer abuse ○ Access support from the Local Authority <p>- You can read this on our school website: https://fitzwilliamprimary.co.uk/</p>
IF THERE IS ANY INAPPROPRIATE BEHAVIOUR OR LANGUAGE FROM PUPILS (OR ADULTS IN THE BACKGROUND) TEACHERS HAVE THE ABILITY TO REMOVE INDIVIDUALS FROM THE SESSIONS AND WILL DO SO IF NECESSARY

BELOW IS AN OVERVIEW FOR EACH KEY STAGE / CLASS IN SCHOOL OF WHAT TO EXPECT IN TERMS OF LEARNING IF YOUR CHILD NEEDS TO ISOLATE OR IF THE FULL CLASS BUBBLE NEEDS TO ISOLATE

IF THIS IS THE CASE, IN ADDITION TO NEW PROCEDURES AND WAYS OF OFFERING LEARNING, PLEASE REMEMBER THE USUAL ADDITIONAL LEARNING TOOLS AND RESOURCES PUPILS HAVE ACCESS TO AT HOME – THESE ARE ALL DETAILED BELOW AS WELL AS NEW CHANGES THAT WILL BE IMPLEMENTED

HIGHLIGHTED INFORMATION INDICATES THE ELEMENTS OF THE OFFER THAT MAY BE AFFECTED SHOULD THE STAFF BE TOO UNWELL TO SET AND MANAGE THE REMOTE LEARNING

NURSERY

Your child is isolating but their class is still in school	Your child's whole class is isolating
<ul style="list-style-type: none"> ● OPENENDED HOMEWORK <ul style="list-style-type: none"> - First Friday of each term on Class Dojo ● TERMLY PARENTAL CURRICULUM OVERVIEW <ul style="list-style-type: none"> - First Friday of each term on Class Dojo ● WEEKLY HOMEWORK (2 activities) <ul style="list-style-type: none"> - Every Friday on Class Dojo ● LEARNING MENU <ul style="list-style-type: none"> - Every Monday morning on Class Dojo ● DAILY PHONICS ACTIVITY <ul style="list-style-type: none"> - Every day on Class Dojo ● DAILY MATHS ACTIVITY <ul style="list-style-type: none"> - Every day on Class Dojo ● OTHER DAILY ACTIVITY <ul style="list-style-type: none"> - Every day on Class Dojo 	<ul style="list-style-type: none"> ● OPENENDED HOMEWORK <ul style="list-style-type: none"> - First Friday of each term on Class Dojo ● TERMLY PARENTAL CURRICULUM OVERVIEW <ul style="list-style-type: none"> - First Friday of each term on Class Dojo ● WEEKLY HOMEWORK (2 activities) <ul style="list-style-type: none"> - Every Friday on Class Dojo ● LEARNING MENU <ul style="list-style-type: none"> - Every Monday morning on Class Dojo ● DAILY PHONICS ACTIVITY <ul style="list-style-type: none"> - Every day on Class Dojo ● DAILY MATHS ACTIVITY <ul style="list-style-type: none"> - Every day on Class Dojo ● OTHER DAILY ACTIVITY <ul style="list-style-type: none"> - Every day on Class Dojo ● CLASS STORY TIME <ul style="list-style-type: none"> - Three times a week on Class Dojo

UPPER FOUNDATION STAGE

Your child is isolating but their class is still in school	Your child's whole class is isolating
<ul style="list-style-type: none"> ● OPENENDED HOMEWORK <ul style="list-style-type: none"> - First Friday of each term on Class Dojo ● TERMLY PARENTAL CURRICULUM OVERVIEW <ul style="list-style-type: none"> - First Friday of each term on Class Dojo ● WEEKLY LITERACY HOMEWORK <ul style="list-style-type: none"> - Every Friday on Class Dojo ● WEEKLY MATHS HOMEWORK <ul style="list-style-type: none"> - Every Friday on Class Dojo ● LEARNING MENU <ul style="list-style-type: none"> - Every Monday morning on Class Dojo ● READING BOOK <ul style="list-style-type: none"> - Assigned every Sunday on Active Learn - To be read daily Monday-Friday ● GUIDED READING BOOK <ul style="list-style-type: none"> - Every Monday on Class Dojo - To be read at least every Monday and Friday ● DAILY PHONICS LESSON <ul style="list-style-type: none"> - Every day on Class Dojo ● DAILY LITERACY LESSON <ul style="list-style-type: none"> - Guided reading book every Monday and Friday - Writing and / or handwriting Tuesday-Thursday on Class Dojo ● DAILY MATHS LESSON <ul style="list-style-type: none"> - Every day on Class Dojo ● OTHER DAILY LESSON <ul style="list-style-type: none"> - Every day on Class Dojo 	<ul style="list-style-type: none"> ● OPENENDED HOMEWORK <ul style="list-style-type: none"> - First Friday of each term on Class Dojo ● TERMLY PARENTAL CURRICULUM OVERVIEW <ul style="list-style-type: none"> - First Friday of each term on Class Dojo ● WEEKLY LITERACY HOMEWORK <ul style="list-style-type: none"> - Every Friday on Class Dojo ● WEEKLY MATHS HOMEWORK <ul style="list-style-type: none"> - Every Friday on Class Dojo ● LEARNING MENU <ul style="list-style-type: none"> - Every Monday morning on Class Dojo ● READING BOOK <ul style="list-style-type: none"> - Assigned every Monday morning on Active Learn - To be read daily Monday-Friday ● GUIDED READING BOOK <ul style="list-style-type: none"> - Every Monday on Class Dojo - To be read at least every Monday and Friday ● LIVE OR RECORDED CLASS STORY TIME <ul style="list-style-type: none"> - Three to five times a week on Class Dojo / Microsoft Teams ● LIVE OR RECORDED DAILY PHONICS LESSON <ul style="list-style-type: none"> - Every day on Class Dojo / Microsoft Teams ● LIVE OR RECORDED DAILY LITERACY LESSON <ul style="list-style-type: none"> - Guided reading book every Monday and Friday - Writing and / or handwriting Tuesday-Thursday on Class Dojo / Microsoft Teams ● LIVE OR RECORDED DAILY MATHS LESSON <ul style="list-style-type: none"> - Every day on Class Dojo / Microsoft Teams ● LIVE DAILY VIRTUAL REGISTRATION <ul style="list-style-type: none"> - At daily agreed time on Microsoft Teams ● LIVE DAILY FEEDBACK SESSION <ul style="list-style-type: none"> - At daily agreed time on Microsoft Teams ● OPENENDED HOMEWORK <ul style="list-style-type: none"> - At daily agreed time on Microsoft Teams

KEY STAGE ONE

Your child is isolating but their class is still in school	Your child's whole class is isolating
<ul style="list-style-type: none"> • OPENENDED HOMEWORK <ul style="list-style-type: none"> - First Friday of each term on Class Dojo • TERMLY PARENTAL CURRICULUM OVERVIEW <ul style="list-style-type: none"> - First Friday of each term on Class Dojo • PHONICS / SPELLING OVERVIEW <ul style="list-style-type: none"> - First Friday of each term on Class Dojo • WEEKLY LITERACY HOMEWORK <ul style="list-style-type: none"> - Every Friday on Class Dojo • WEEKLY MATHS HOMEWORK <ul style="list-style-type: none"> - Every Friday on Class Dojo • NUMBOTS <ul style="list-style-type: none"> - Every day on Numbots • TIME TABLES ROCKSTARS (Y2) <ul style="list-style-type: none"> - Every day on Times Tables Rockstars • LEARNING MENU <ul style="list-style-type: none"> - Every Monday morning on Class Dojo • READING BOOK <ul style="list-style-type: none"> - Three – five times a week on Active Learn • DAILY MATHS LESSON <ul style="list-style-type: none"> - Every day on Class Dojo • OTHER DAILY LESSON <ul style="list-style-type: none"> - Every day on Class Dojo 	<ul style="list-style-type: none"> • OPENENDED HOMEWORK <ul style="list-style-type: none"> - First Friday of each term on Class Dojo • TERMLY PARENTAL CURRICULUM OVERVIEW <ul style="list-style-type: none"> - First Friday of each term on Class Dojo • PHONICS / SPELLING OVERVIEW <ul style="list-style-type: none"> - First Friday of each term on Class Dojo • WEEKLY LITERACY HOMEWORK <ul style="list-style-type: none"> - Every Friday on Class Dojo • WEEKLY MATHS HOMEWORK <ul style="list-style-type: none"> - Every Friday on Class Dojo • NUMBOTS <ul style="list-style-type: none"> - Every day on Numbots • TIME TABLES ROCKSTARS (Y2) <ul style="list-style-type: none"> - Every day on Times Tables Rockstars • LEARNING MENU <ul style="list-style-type: none"> - Every Monday morning on Class Dojo • READING BOOK <ul style="list-style-type: none"> - Three – five times a week on Active Learn • CLASS READING TASKS (Reading Age dependent) <ul style="list-style-type: none"> - Three times a week on Class Dojo • WEEKLY HANDWRITING TASK <ul style="list-style-type: none"> - Once a week on Class Dojo • LIVE OR RECORDED CLASS READER STORY TIME <ul style="list-style-type: none"> - Three times a week on Class Dojo/ Microsoft Teams • LIVE OR RECORDED DAILY PHONICS LESSON OR SPELLINGS LESSON <ul style="list-style-type: none"> - Every day on Class Dojo / Microsoft Teams • LIVE OR RECORDED DAILY LITERACY LESSON (Year 2) <ul style="list-style-type: none"> - Every day on Class Dojo / Microsoft Teams • LIVE OR RECORDED DAILY MATHS LESSON <ul style="list-style-type: none"> - Every day on Class Dojo / Microsoft Teams • LIVE OR RECORDED DAILY OTHER LESSON <ul style="list-style-type: none"> - Every day on Class Dojo / Microsoft Teams • LIVE DAILY VIRTUAL REGISTRATION <ul style="list-style-type: none"> - At daily agreed time on Microsoft Teams • LIVE DAILY FEEDBACK SESSION <ul style="list-style-type: none"> - At daily agreed time on Microsoft Teams • OPENENDED HOMEWORK <ul style="list-style-type: none"> - At daily agreed time on Microsoft Teams

KEY STAGE TWO

Your child is isolating but their class is still in school	Your child's whole class is isolating
<ul style="list-style-type: none"> • OPENENDED HOMEWORK <ul style="list-style-type: none"> - First Friday of each term on Class Dojo • TERMLY PARENTAL CURRICULUM OVERVIEW <ul style="list-style-type: none"> - First Friday of each term on Class Dojo • SPELLING OVERVIEW <ul style="list-style-type: none"> - First Friday of each term on Class Dojo • WEEKLY LITERACY HOMEWORK <ul style="list-style-type: none"> - Every Friday on Class Dojo • WEEKLY MATHS HOMEWORK <ul style="list-style-type: none"> - Every Friday on Class Dojo • NUMBOTS (if suggested by teacher) or TIME TABLES ROCKSTARS <ul style="list-style-type: none"> - Every day on Numbots - Every day on Times Tables Rockstars • LEARNING MENU <ul style="list-style-type: none"> - Every Monday morning on Class Dojo • READING BOOK <ul style="list-style-type: none"> - Three – five times a week on Active Learn • DAILY PHONICS / LITERACY LESSON <ul style="list-style-type: none"> - Every day on Class Dojo • DAILY MATHS LESSON <ul style="list-style-type: none"> - Every day on Class Dojo • OTHER DAILY LESSON <ul style="list-style-type: none"> - Every day on Class Dojo 	<ul style="list-style-type: none"> • OPENENDED HOMEWORK <ul style="list-style-type: none"> - First Friday of each term on Class Dojo • TERMLY PARENTAL CURRICULUM OVERVIEW <ul style="list-style-type: none"> - First Friday of each term on Class Dojo • PHONICS / SPELLING OVERVIEW <ul style="list-style-type: none"> - First Friday of each term on Class Dojo • WEEKLY LITERACY HOMEWORK <ul style="list-style-type: none"> - Every Friday on Class Dojo • WEEKLY MATHS HOMEWORK <ul style="list-style-type: none"> - Every Friday on Class Dojo • NUMBOTS (if suggested by teacher) or TIME TABLES ROCKSTARS <ul style="list-style-type: none"> - Every day on Numbots - Every day on Times Tables Rockstars • LEARNING MENU <ul style="list-style-type: none"> - Every Monday morning on Class Dojo • READING BOOK <ul style="list-style-type: none"> - Three – five times a week on Active Learn • CLASS READING TASKS (Reading Age dependent) <ul style="list-style-type: none"> - Three times a week on Class Dojo • WEEKLY HANDWRITING TASK <ul style="list-style-type: none"> - Once a week on Class Dojo • LIVE OR RECORDED CLASS READER STORY TIME <ul style="list-style-type: none"> - Three times a week on Class Dojo / Microsoft Teams • LIVE OR RECORDED DAILY LITERACY LESSON <ul style="list-style-type: none"> - Every day on Class Dojo / Microsoft Teams • LIVE OR RECORDED DAILY MATHS LESSON <ul style="list-style-type: none"> - Every day on Class Dojo / Microsoft Teams • LIVE OR RECORDED OTHER LESSON (timetabled days) <ul style="list-style-type: none"> - Every day on Class Dojo / Microsoft Teams • LIVE DAILY VIRTUAL REGISTRATION <ul style="list-style-type: none"> - At daily agreed time on Microsoft Teams • LIVE DAILY FEEDBACK SESSION <ul style="list-style-type: none"> - At daily agreed time on Microsoft Teams • OPENENDED HOMEWORK <ul style="list-style-type: none"> - At daily agreed time on Microsoft Teams

TIMETABLE – 1		
In the event of one full bubble needing to isolate at home, the following timetable will come into to action for remote learning:		
Time	Activity	Platform / format
09:15 – 9:30	Live register	Microsoft Teams
09:45 – 10:45 (approx.. 20 min intro) Introduction (live or recorded) – additional time required for task completion	Lesson 1 (Phonics, Literacy or Maths) will go live or the recording will be available to join / watch	Microsoft Teams / Class Dojo
11:00 – 12:00 (approx.. 20 min intro) Introduction (live or recorded) – additional time required for task completion	Lesson 2 (Phonics, Literacy or Maths) will go live or the recording will be available to join / watch	Microsoft Teams / Class Dojo
13:10 – 14:10 (approx.. 20 min intro) Introduction (live or recorded) – additional time required for task completion	Lesson 3 (Wider Curriculum) will go live or the recording will be available to join / watch	Microsoft Teams / Class Dojo
14:30 – 15:00 Pupils can drop-in at any point during this time – teacher / TA will be available throughout	Live afternoon drop-in Discuss learning from the day / any other issues	Microsoft Teams
15:15 – 15:30	Live or recorded story available to join / watch	Microsoft Teams / Class Dojo
Additional work will be available through the usual routes outlined above, e.g. open-ended homework, spelling overview, Active Learn, TT Rockstars, Numbots, termly spelling overview, other work on Class Dojo		
PLEASE NOTE		
In the event of staff members being ill, causing isolation, or being taken ill, during isolation, the above time table will need to be replaced with a simplified version making use of the other learning options as stated above and via links to other high-quality approved teaching resources from White Rose Maths Hub, BBC Bitesize and Oak Academy.		

TIMETABLE 2		
In the event of two full bubbles needing to isolate at home, the following timetable will come into to action for remote learning alongside BUBBLE 1 TIMETABLE – you will be notified which timetable to follow for each class:		
Time	Activity	Platform / format
09:00 – 9:15	Live register	Microsoft Teams
09:30 – 10:30 (approx.. 20 min intro) Introduction (live or recorded) – additional time required for task completion	Lesson 1 (Phonics, Literacy or Maths) will go live or the recording will be available to join / watch	Microsoft Teams / Class Dojo
11:00 – 12:00 (approx.. 20 min intro) Introduction (live or recorded) – additional time required for task completion	Lesson 2 (Phonics, Literacy or Maths) will go live or the recording will be available to join / watch	Microsoft Teams / Class Dojo
13:00 – 14:00 (approx.. 20 min intro) Introduction (live or recorded) – additional time required for task completion	Lesson 3 (Wider Curriculum) will go live or the recording will be available to join / watch	Microsoft Teams / Class Dojo
14:15 – 14:45 Pupils can drop-in at any point during this time – teacher / TA will be available throughout	Live afternoon drop-in Discuss learning from the day / any other issues	Microsoft Teams
15:00 – 15:15	Live or recorded story available to join / watch	Microsoft Teams / Class Dojo
Additional work will be available through the usual routes outlined above, e.g. open-ended homework, spelling overview, Active Learn, TT Rockstars, Numbots, termly spelling overview, other work on Class Dojo		
PLEASE NOTE		
In the event of staff members being ill, causing isolation, or being taken ill, during isolation, the above time table will need to be replaced with a simplified version making use of the other learning options as stated above and via links to other high-quality approved teaching resources from White Rose Maths Hub, BBC Bitesize and Oak Academy.		

TIMETABLE 3

In the event of three full bubbles needing to isolate at home, the following timetable will come into to action for remote learning alongside BUBBLE 1 and BUBBLE 2 TIMETABLES – you will be notified which timetable to follow for each class:

Time	Activity	Platform / format
08:45 – 9:00	Live register	Microsoft Teams
09:30 – 09:50 Introduction (live or recorded) – additional time required for task completion	Lesson 1 (Phonics, Literacy or Maths) will go live or the recording will be available to join / watch	Microsoft Teams / Class Dojo
10:30 – 10:50 Introduction (live or recorded) – additional time required for task completion	Lesson 2 (Phonics, Literacy or Maths) recording available on Class Dojo	Class Dojo
12:30 – 12:50 Introduction (live or recorded) – additional time required for task completion	Lesson 3 (Wider Curriculum) will go live or the recording will be available to join / watch	Microsoft Teams / Class Dojo
13:30 – 14:30 Pupils can drop-in at any point during this time – teacher / TA will be available throughout	Live afternoon drop-in Discuss learning from the day / any other issues	Microsoft Teams
15:00 – 15:15	Live or recorded story available to join / watch	Microsoft Teams / Class Dojo

Additional work will be available through the usual routes outlined above, e.g. open-ended homework, spelling overview, Active Learn, TT Rockstars, Numbots, termly spelling overview, other work on Class Dojo

PLEASE NOTE

In the event of staff members being ill, causing isolation, or being taken ill, during isolation, the above time table will need to be replaced with a simplified version making use of the other learning options as stated above and via links to other high-quality approved teaching resources from White Rose Maths Hub, BBC Bitesize and Oak Academy.

TIMETABLE – WHOLE SCHOOL ISOLATION

In the event of the whole school needing to isolate at home, the following timetable will come into action for the remote learning of all year groups. Lessons will be recorded and made available to watch whenever suits the family as there may need to be more consideration of siblings and need to share technological resources.

Staff in school will communicate when and how their recorded lessons will be available to view.

Live sessions for register and live afternoon feedback are detailed below.

Time	Year Groups	Activity	Platform / format
08:45 – 8:55 daily	Years 4, 5 and 6	Live register	Microsoft Teams
08:55 – 9:05 daily	Years 1, 2 and 3	Live register	Microsoft Teams
09:05 – 9:15 daily	N and UFS	Live register	Microsoft Teams
See class timetables	Years N - 6	Live or recorded Literacy	Microsoft Teams
See class timetables	Years N - 6	Live or recorded Maths	Microsoft Teams
See class timetables	Years N - 6	Live or recorded other sessions	Microsoft Teams
See class timetables	Years N - 6	Live feedback and story	Microsoft Teams

Additional work will be available through the usual routes outlined above, e.g. open-ended homework, Spelling overview, Active Learn, TT Rockstars, Numbots, termly spelling overview, other work on Class Dojo

PLEASE NOTE

In the event of staff members being ill, causing isolation, or being taken ill, during isolation, the above time table will need to be replaced with a simplified version making use of the other learning options as stated above and via links to other high-quality approved teaching resources from White Rose Maths Hub, BBC Bitesize and Oak Academy.

CLASS TIMETABLES

As the learning at home will mirror the learning in school, the additional timetables that will be sent out will detail the times when lessons will take place on the different days of the week. Teachers will set up invitations for these sessions and you will then receive a notification to your child's email address to join the session. When you join, you can only be admitted by the teacher so you may need to wait patiently.

How does our remote learning offer comply with DFE requirements?

We know that Remote Learning is not the same as in school learning. We have carefully planned our approach to how we will support pupils at home, basing it on the most current research. This indicates that live teaching is not always more effective as recorded sessions and set work. We have ensured that there is a clear mix of set work, recorded high quality instruction (either from a member of staff in school or created by educational professionals) and daily live sessions where we can meet with pupils to discuss their learning. Our live sessions ensure that we continue to maintain a community of learners and maintain that supportive relationship between staff and pupils.

The matrix below sets out how our approach fulfils the DFE expectations for remote learning as published:

[Statutory obligations and expectations - Get Help with Remote Education - GOV.UK](#)

DFE expectations	Provision provided in school					
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	<p>We use the same schemes for home learning as we do for in school learning. This includes:</p> <ul style="list-style-type: none"> - Phonics: Read Write Inc - Maths: White Rose Maths Hub - English: Power of Reading / Wordsmith - Other Curriculum subject – the schemes of work we use in school. <p>These are all planned on a year by year progression of knowledge, aligned with the curriculum in school.</p>					
use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations	<p>Many of our lessons have high quality tutorial video links.</p> <p>We provide a twice daily TEAMS call to all our pupils to allow us to support with instruction.</p> <p>We use the Class Dojo platform to deliver these to your pupils on a daily basis.</p>					
give access to high quality remote education resources	<p>Microsoft Teams, as part as Office 365, and Class Dojo enable us to give access to high quality remote education resources.</p>					
select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use	<p>All the staff are trained to use our online tools.</p> <p>These allow interaction, assessment and feedback through the feedback options on Class Dojo and the daily live calls on Microsoft TEAMS.</p>					
provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access	<p>We are able to provide these on request.</p>					
recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs	<p>Many of our pupils with SEND are invited into school.</p> <p>Our EY leader and KS1 leader have supported the development of our KS1 and EY remote learning offer, to ensure it is appropriate for pupils of this age.</p> <p>We have subscribed to age appropriate provision like Read Write Inc, White Rose Maths Hub that are at the correct level.</p> <p>Our KS1 leader is the SENDCo, and will support individual teachers with their provision.</p>					
publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation	<p>This information is published on our website.</p>					
<p>set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</p> <p>set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:</p> <p>Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children</p> <p>Key stage 2: 4 hours a day</p>	<p>Each day pupils are set English, Maths, Reading and a wider curriculum subject. These are clear tasks, aligned to the curriculum in school, and, where possible, are submitted to the teacher each day for review.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ADD8E6;">Key Stage 1:</th> <th style="background-color: #ADD8E6;">Key Stage 2:</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ADD8E6;"> <ul style="list-style-type: none"> • Daily Phonics (1 hour); • Daily Maths (1 hour); • Daily Wider Curriculum (1 hour); • Daily Story (15 minutes) </td> <td style="background-color: #ADD8E6;"> <ul style="list-style-type: none"> • Daily Spelling Practice (20 minutes) • Daily Literacy (1 hour); • Daily Maths (1 hour); • Daily Reading (20 minutes) • Daily Wider Curriculum (1 hour); • Daily Story (20 minutes) </td> </tr> </tbody> </table>		Key Stage 1:	Key Stage 2:	<ul style="list-style-type: none"> • Daily Phonics (1 hour); • Daily Maths (1 hour); • Daily Wider Curriculum (1 hour); • Daily Story (15 minutes) 	<ul style="list-style-type: none"> • Daily Spelling Practice (20 minutes) • Daily Literacy (1 hour); • Daily Maths (1 hour); • Daily Reading (20 minutes) • Daily Wider Curriculum (1 hour); • Daily Story (20 minutes)
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<p>provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos</p>	<p>We have a twice daily TEAMS call with all of our pupils from the class teacher</p>
<p>have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern</p>	<ol style="list-style-type: none"> 1. Online registration is daily. Pupils not present are contacted, according to the procedure on our Remote Learning and Safeguarding Policy Appendix 1. 2. A record of online engagement is kept by each class teacher and shared with the Headteacher and Inclusion Manager so prompt and regular check-ins can take place for pupils with low engagement. 3. Pupil work is checked daily by class teachers. 4. Pupils who do not engage are contacted by school using the above procedure.
<p>gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate</p>	<p>Feedback is through Class Dojo, and is individual. Our teachers are also teaching pupils in school, so in many cases this will be an acknowledgement that the pupils have completed their work and it has been looked at. Some of the feedback will be more detailed as appropriate to the task.</p>
<p>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</p>	<p>Because pupils submit their work on a daily basis, the class teacher is able to review the progress of the pupils and adjust the work set the following day.</p> <p>In the daily class feedback session they are able to talk with pupils about their learning.</p>