



Remote Learning Offer- September 2020

The COVID – 19 pandemic impacts on all aspects of our lives and at the moment it is unclear what will happen in the future. To ensure we are prepared for all eventualities we have planned how to quickly respond to ensure the children of All Saints Academy continue to learn and the move to a different way of teaching is seamless.

The government have asked schools to prepare remote education for pupils, where needed, which is of a high quality and aligned as closely as possible with in-school provision. At All Saints we have ensured that we have a robust plan in place that will allow our pupils to master the curriculum and make good progress.

This plan for remote education will be put into place for any individual pupils who are shielding, any 'bubble' which is required to close for a period of time or in the event of a local/ national lock down situation.

Where a child/family has to self-isolate or quarantine

If a child/ family is required to self-isolate or quarantine and are well enough to do so then we will expect children to complete all work set by the school.

When a parent notifies the office of an absence due to self-isolation/ quarantine we will ask your preference for home learning and ensure that you have logins for Seesaw.

Home learning preferences:

- a) Online Learning only
- b) Learning Pack only

If your desired method of home learning is b, a pack will be created by the class teacher/learning support assistant and will be ready for collection 48 hours after receiving notification that the family will be self-isolating for 14 days. Learning packs should be collected within 24 hours of the school making parents aware that they are ready. It should be collected by a friend or relative of the family who is not under direction to self-isolate.

Your child will have immediate online access to:

- Seesaw- an app where you can access learning and communicate directly with the teacher
- Timestable Rockstars (Y2-6) <https://trockstars.com/>
- Mybookblog
- Spelling shed

Learning set will link to year group expectations and the work being explored in school, as much as possible, to ensure that they do not miss out on crucial learning.

All learning completed should be returned to school so that the class teacher can provide feedback and next steps.

In the event of 'bubble' closure

In the event of a bubble closure, teachers and children will use the online learning platforms and methods of feedback, unless learning packs have been requested. Teachers (who are self-isolating) will manage their class's learning from home UNLESS they become ill, in which case, the other bubble teacher with support from the Team Leader will coordinate learning at home.

- The learning set will be in-line with the curriculum that would be taught in school.
- Clear explanations will be given and feedback will be provided through Seesaw. *This may need to be adapted and changed should the teacher become unwell.*
- Teachers will contact all parents/carers through Seesaw/ phone call to ensure that they have what they need to complete learning at home.
- Any families identified as needing further pastoral support will be contacted by Mrs Dudley, our Pastoral Support Worker, to check in on well-being and support with any further needs.
- Teachers will ensure that contact is made via a phone call to all parents / carers of children who are not engaging in learning online, to ensure that they have access to learning packs to work at home.
- Teachers will monitor engagement and participation and this will be reported back to the senior leadership team on a weekly basis.

In the event of a full school closure, the children will be sent home with:

- An exercise books to record their learning.
- Any equipment/equipment that they might need to support their learning as appropriate (e.g. pencils etc).
- Access to reading books (FS/KS1- phonics books/ Y3-Y6 bookblog books).
- Logins to appropriate learning apps e.g. TT Rockstars, spelling shed.

(Key worker and vulnerable children remaining in school would have their equipment and information sent to their Bubble)

How will we share learning on-line?

We use on-line platforms across all year's groups. These allow for the instant sharing of learning both teacher to pupil and pupil to teacher.



Within Foundation Stage we use 'Tapestry', this allows us to share learning quickly and easily with parents/carers. A login is sent to all parents in September, we then actively ensure that all parents have a login and can access the App successfully. We use this to share learning/ tasks, this can be through short videos, links to websites or documents. Parents are also able to upload the learning completed at home.



Across Key Stage 1 and 2 we use 'Seesaw', every child and parent has an individual login. This is embedded and very well used by all children/parents as we have been using it for homework for a number of years. This app allows us to share learning with the children working from home and it allows them to easily respond and send learning back into school.

Who is responsible for setting remote learning and providing feedback?

Class teachers are responsible for setting remote learning for the pupils in their class or year group as necessary. Learning support assistants also play a key role in responding to individual pupil responses and offering support and guidance as required.

How will remote learning be set?

Learning will be uploaded each morning by 9am for the day. A member of staff will check in at regular intervals during the school day, to answer any questions and provide feedback for learning completed.

What learning will be set?

The learning set will be in-line with that set in school, however we may adapt tasks to ensure that they are accessible for all. Teachers share instructions and models/examples and a member of staff is on hand to answer questions, to support parents and pupils as much as possible.

Within Foundation Stage pupils can expect to receive:

- Phonics task
- Maths task
- Another task linked to the ELGs.

From Yr1 to Yr6, each day the children can expect to receive:

- Phonics/spelling
- Reading task
- Writing task
- Math task
- Another learning task, linked to a different area of the curriculum.

We also subscribe to the following apps which all pupils use at school and home to support the ongoing development of spellings and times tables:



How we will ensure all pupils make good progress and close educational gaps?

- The learning set will link closely to year group expectations, to give pupils opportunities to master these.
- Learning will be adapted to meet the needs of all pupils, ensuring that there is an appropriate level of challenge.
- Learning support assistants will continue to set personalised work, linked to individual targets for pupils who are eligible for Pupil Premium or who have been identified as having SEND.

- If pupils are finding a particular concept difficult, the teacher will provide additional support to ensure that these are able to be mastered.

Roles and responsibilities

The Headteacher will:

- Ensure those families entitled to Free School Meals will be provided with food or vouchers
- Monitor the engagement of pupils learning
- Monitor MyConcerns regularly
- Communicate regularly with families through WEDUC
- Keep in touch with staff regularly
- Ensure that parents queries and concerns are responded to
- Ensure the day to day running of the 'remote' school and the learning and safety of those children in school (Key worker and vulnerable children)

Senior leaders will:

- Ensure the home learning tasks set are to a high standard and consistent across year groups
- Monitor the engagement of pupils learning
- Respond to parent's queries and concerns
- Ensure the day to day running of the 'remote' school and the learning

Class Teachers will:

- Follow their usual planning for all subjects.
- Provide the children with a routine for learning, for example a usual timetable of learning each day.
- Provide appropriate support and guidance, for example videos/models, to explain concepts and ensure the children understand their learning tasks.
- Feedback to children on their uploaded learning.
- Provide additional support for children/parents through Seesaw or phone calls, as appropriate.
- Communicate with all children on a fortnightly basis either through Seesaw or phone calls.
- Monitor the daily engagement of children and call the families of those not engaging to offer support.
- Log any safeguarding concerns on Myconcern.

Learning Support Assistants will:

- Support the learning of the children they usually work with in school
- Feedback to children on their uploaded learning.
- Support the class teacher, as appropriate.
- Make weekly phone calls to these children to check on their well-being.
- Log any safeguarding concerns on Myconcern.

The safeguarding/pastoral team will:

- Call identified families regularly to offer support and check on children's well-being, log these on Myconcern.
- Liaise with outside agencies, as appropriate.

- Take part in remote meetings.
- Conduct home visits with another member of staff, to families school is unable to contact or who are causing concern, this is a last resort, when all other options have been explored.
- Monitor Myconcerns on a daily basis and follow up concerns promptly.
- Ensure Risk Assessments for vulnerable pupils are maintained and up to date.

Parents will:

- Set a clear routine with the child using the suggested timetable and the daily tasks set on Seesaw.
- Support their children to complete all of the learning set, we will work hard to ensure that tasks can be completed with a high level of independence.
- Liaise with school staff and seek support on behalf of their child when needed
- Engage with WEDUC and Seesaw to ensure that they are up to date with all information from school.

Children will:

- Log on to Seesaw each day.
- Engage with the learning set and watch any videos etc as required.
- Complete the learning set by their teacher each day and upload their learning as requested by the teacher – photograph/video.
- Respond to any feedback.

Key Worker & Vulnerable Children:

If it is appropriate for the school to be open to key worker and vulnerable children they will be placed into bubbles and will complete all remote learning set by their class teachers on ipads in school.

In the event of staff absence:

If the class teacher is ill and unable to work, another member of staff will take over their role and ensure the remote learning is set up and running as described.