

## George Grenville Academy Remote Learning Strategy

### GGA-RLS

This remote learning strategy has been devised to ensure continuity of learning for any pupils in self-isolation or in the event of a local or national lockdown. This plan covers three possible scenarios (see below). This plan offers remote learning opportunities using a range of digital platforms. Where it is required and if resources are available the school will support families with devices. If required no devices are available and a family is unable to access one – the school will provide hard copies of any resources.

This plan will be applied in the following instances:

1. Individuals are self-isolating because of a positive test or symptoms within the household; they are demonstrating symptoms; they have been identified as a contact by NHS Test & Trace.
2. A class or bubble are self-isolating because of a positive case within the class/bubble.
3. There is a local or national lockdown where the school is closed for all pupils except key workers and vulnerable pupils.

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#) and is guided by the following principles.

The principles for delivery will be as follows:

- Children will receive learning opportunities for a range of subjects each day
- Learning will be aligned with our current curriculum
- High quality explanations will be made by the teacher using live Zoom sessions; Video recordings and presentations and Oak National Academy content
- Work will be checked through uploads to Year group emails and Purple Mash
- Learning will be of the equivalent length of a normal school day.
- Adapted resources will be provided to support pupils with additional needs – using content created by the school and supplemented with Oak National content

### Digital Platforms

Within all scenarios, teachers will set appropriate work in-line with our current curriculum. To begin with, the school will continue to use Zoom, the school website, YouTube and year group emails to communicate any work being set. We have made this decision as that is what the school community are already working with and are confident in. Moving forward, the school will begin to investigate the digital platform Seesaw and start working in class to familiarise the children. As we progress, and have also introduced Seesaw to the parent community, we will include this in our remote learning plan. Other platforms to be used include: Times Tables Rockstars, Rising Stars Online Reading Scheme and LanguageNut.

Oak Academy and BBC Bitesize will be used to support some of our remote learning. Our main aim is for the class teacher to provide the key input either through live Zoom sessions or through pre-recorded teaching videos or presentations, however Oak National Academy and BBC Bitesize can provide some useful additional support. Oak National Academy has also developed some very good content to support pupils with SEND. Class-teachers will use some of the lessons in the classroom, so pupils are used to them.

## **The expectation of lessons will be:**

A combination of live input and pre-recorded videos/presentations will be used for teaching input and to explain content to pupils.

Daily phonics lesson (Reception, Year 1 and Year 2)

Daily Maths lesson

Daily English lesson

Daily physical activity

In addition to mathematics and English, each day there will be a lesson for at least one of the other subjects taught in school (Science, Religious Education, Art and Design, Computing, Design and Technology, Languages, Geography, History, Music and Physical Education)

For EYFS and Year 1 these expectations will be met flexibly, in order that remote learning can reflect the learning in school.

The school will expect the following daily activities to continue for any child who is required to be at home (as an individual or as part of a bubble)

- Daily Reading – using books brought home from school, books from home, and from online resources
- Daily Times Tables practice (or rolling numbers for EYFS and KS1) – using times tables rockstars and other suggested fast recall activities.
- Engagement with the teacher and class ‘community’ through Zoom

## **Content for Phonics (Reception, Year 1 and Year 2)**

- A daily phonics activity will be provided which matches the sequence of learning in school. This will take one or more of the following forms
- A ‘live’ input from a member of school staff through Zoom (only an option in the event of an entire bubble isolation)
- A link to the relevant pre-recorded phonics video lessons
- Links to online activities and games

## **Content for Maths and English**

This will be linked to planned curriculum and will take the form of content prepared by the teacher. There will be either live or pre-recorded teaching input to explain the activities.

## **Contact with School Staff**

Where individual children are required to self-isolate, a member of staff will make contact by phone on the first day of absence. During the phone call the following areas will be discussed:

- Check in with the child and parent to confirm the context of the self-isolation and ensure that school procedures and Government guidance are followed
- Check that child and parent are able to access the remote learning resources and explain the expectations
- To identify any barriers to learning (access to online resources, equipment etc)
- A work pack will be made available for the child to complete at home which will be hand delivered on day 1. This will be a generic set of resources, appropriate to the age and stage of the children.

Closure of a bubble in the event of the closure of a complete bubble or bubbles, the teacher will engage with the class daily via zoom.

Full lockdown – There will be regular live contact sessions on Zoom. The purpose of these will be for the class to all be in contact together as a class, for the teacher to summarise the learning for the day and for children to share work that they have done.

If any child is unable to access the whole class Zoom session, we will contact them by telephone.

The teachers will also telephone each family once a week as a wellbeing check.

### **Access to Technology at Home**

A survey has been carried out to find out about access to technology across school. This will help inform school as to children that may need provision altering to suit their access to technology or to look at which children may be eligible for new technology that is made available by the Department for Education.

### **Communicating plans to parents including ‘how to’ guides of using different technology**

Information will be available on the school website containing information about each of the different online learning platforms that we use to ensure that parents are able to support their child to access each site.

### **Logins to Online Learning Platforms**

The school subscribes to a number of online learning resources which can be accessed at home. It is essential that children and parents have access to all the relevant login details from the start of the school year so that they are immediately available in the event of a closure of self-isolation. The login details will be stuck into children’s homework reading records.

### **Printed Resources**

We will provide all children with exercise books to complete work in at home. We will provide workbooks and/or printed lesson plans and worksheets, appropriate to the age of the child, for any parents who do not have access to online resources. Where possible, this will link directly to the daily lessons but may also include some more general resources (such as CGP books).

### **Sharing Resources and Communication**

Year group emails, the school YouTube channel and website will be our principal method of communicating daily learning and sharing links and resources. Over the school year, we will be transitioning over to Seesaw.

### **Staff CPD**

It is essential that all staff are confident in all aspects of this Remote Education Plan. Therefore, we will continue to support all staff to develop the skills needed to deliver the plan. This will include:

- Use of online portals such as Seesaw, Purple Mash and Zoom
- Creating and uploading teaching videos, online content, downloadable material and links
- Hosting ‘live’ sessions through Zoom
- Ongoing support will be made available to all staff members.

### **Monitoring Engagement with Remote Education**

It is important that children engage with the remote education provided so that they don’t fall back with their learning, however we do acknowledge that each family’s home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or limited access to technology amongst other factors.

Communication is essential and we will ask parents to make contact with us if there are circumstances which create a barrier to learning. We can then work together to find a means of providing remote education that works for that family’s circumstances.

## Remote Learning Plan

Scenario 1 - Individuals are self-isolating because of a positive test or symptoms within the household; they are demonstrating symptoms; they have been identified as a contact by NHS Test & Trace (maximum two-week period)	
Ongoing Support	Safeguarding/SEND
<p>A learning pack will be printed off and delivered to the child's house. These resources will be generic and not necessarily linked with the current learning for the rest of the class.</p> <p>The teacher will phone at the start and email to check how the child is getting on with their learning.</p> <p>The knowledge organisers for Geography and History will be available on the school website for the child and parents to access.</p> <p>Teaching input for subjects across the curriculum will be provided by access to Oak National Academy, BBC Bitesize or Purple Mash.</p> <p>Work will be uploaded via email to be marked.</p> <p>Telephone catch-up with teacher</p> <p>Access to recorded assemblies and story-time sessions that are happening throughout the week. Links to be sent via email or the school website.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to.</p> <p>If any children are entitled to FSM ensure food made available if needed.</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular check-ins via a phone call from an identified key adult within the school (record on CPOMS).</p> <p>If a child does not engage, the Class-teacher will call the parents to discuss obstacles and support.</p>

Scenario 2 - A class or year group bubble are self-isolating because of a positive case within a bubble (maximum two-week period)	
Ongoing Support	Safeguarding/SEND
<p>The class teacher will begin teaching online via zoom and through pre-recorded content. The class teacher will email her class to ensure all know how to access the online learning.</p> <p>Daily resources and links uploaded via email - learning assistants support the Class-teacher in identifying and adapting resources for pupils with additional needs.</p> <p>The curriculum will be broad and ambitious with a range of experiences planned for the pupils.</p> <p>Suggested Daily Teaching:</p> <ul style="list-style-type: none"> <li>• Live Zoom 9:00am registration and teaching input for 1 core;</li> <li>• 2 x Pre-recorded teaching videos (1 core; 1 foundation) to be used at suitable time. Sometimes Oak National Academy content will be used for these or an additional live teaching input via zoom.</li> <li>• Live Zoom 2:45pm or 3:00pm Reflections/PSHE/Story-time and including afternoon registration</li> </ul> <p>The content of the daily teaching plan will vary according to the phase. Suggested timetables will be shared for each phase.</p> <p>Teachers available via email to answer any queries and address any misconceptions</p> <p>Support staff to contact specific children to read with them daily online.</p> <p>Additional sessions will be delivered, where required, to support pupils with additional needs – these will either be 1:1 or in small groups and will be via Zoom.</p> <p>PPA for teaching staff will be on a Wednesday afternoon. During this time, teachers will not be available on email and will not be leading any live sessions. Learning assistants will be available for any queries. Oak National/BBC Bitesize can be used for any teaching content. Assemblies and story-time sessions delivered by SLT during this PPA afternoon.</p> <p>Work emailed. There will be an expectation that work is emailed to the teacher daily and feedback will then be given via email. This will enable the teacher to monitor engagement and learning and adapt any future plans accordingly.</p> <p>Pupils will be sent links for any assemblies that are happening during the week. Additional story-time sessions will be put on by SLT to support these bubbles.</p> <p>In the event of teachers becoming ill, learning assistants and/or members of the leadership team will cover</p>	<p>School office to contact parents know to communicate test results to</p> <p>If any children are entitled to FSM ensure food made available if needed.</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular check-ins via a phone call from an identified key adult within the school (record on CPOMS).</p> <p>Those not engaging with home learning will receive a phone call from the Team Leader for the phase, AHT, DHT or HT to discuss the obstacles and the support needed by the family.</p>

**Scenario 3 - There is a local or national lockdown where the school is closed for all pupils except key workers and vulnerable pupils. (Possibly longer than two weeks)**

**Ongoing Support**

Key workers and vulnerable children will continue coming to school – staff within the year group will be on a rota to support key workers/vulnerable pupils at school.

The same as scenario 2. Children in school will be expected to complete their work set by class teachers who will base themselves whether at school or at home. Support staff can also supervise key worker children in school.

There will be an expectation that work is emailed to the teacher daily and feedback will then be given via email. This will enable the teacher to monitor engagement and learning and adapt any future plans accordingly.

**Safeguarding/SEND**

Parents notified so they know to communicate test results to

If any children are entitled to FSM ensure food made available if needed.

If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular check-ins via a phone call from an identified key adult within the school (record on CPOMS).

Those not engaging with home learning will receive a phone call from the AHT for the phase, DHT or HT to discuss the obstacles and the support needed by the family. This could then be followed up by calls from the Pastoral Lead if required.

Where children would normally receive additional support from SEND agencies, the SENDCo will make arrangements for those to continue via Zoom if there is engagement from the agencies.