



# Remote Learning @ St Saviour's

**Our Vision:** Children enjoy and maintain a love of learning, develop their skills of independence and metacognition to support them in self-regulation so that they are confident learners in and out of school. We foster positive partnerships with families in supporting access to onsite and remote provision that works for every child. We maintain links between peers so that they continue to connect, support each other through mutual learning in a shared environment. We are still a connected community.

## Readiness for Remote Learning:

Children are given regular opportunities to familiarise themselves with online learning in school prior to another lockdown or the need for children to isolate. The school curriculum is based on developing children's metacognition skills to support them in their independent learning and develop their resilience e.g. knowledge organisers, revision cards, understanding 'how we learn' and how our memories work.

Children are provided with password cards for online learning i.e. Google Classroom, Bug Club, Purple Mash and Timetable Rockstars. Families are given crib sheets with instructions on how to support their children with accessing the online lessons, through Zoom and Google Classroom. A class timetable is shared with families so that parents can see the learning expectations and how much time should be spent on each learning task. This will enable a consistent routine that mirrors school routines. Workbooks and resources are also organised to create variety in learning. Questionnaires identify families without access to online learning and if in need support is put in place. Support includes sharing equipment, support to access the online learning and printed copies of weekly learning on need.

## Daily routine during partial school closure:

Teachers are responsible for planning and delivering remote sessions through Zoom and Google Classroom. This can be done from school or remotely from home. During each day, the teacher will deliver live Zoom lessons including English, Maths and a topic lesson (Science, History, Geography, PSHE, Art and Music). During these Zoom sessions, teachers will model what the expectations are for each task and it will then be scheduled on to Google Classroom with supporting resources. Specialist teachers will provide Class Teachers with learning resources e.g. pre-recorded videos, activities and supporting resources which will be added onto Google Classroom. Assemblies will still take place and all children will receive a weekly assembly over Zoom from Reverent Jane and members of the All Saints Church team. In addition to this pupils will be given regular physical activities to ensure that they are staying active. Staying healthy inside and out is a priority for all whether in or out of school so our mental, physical, emotional, and spiritual health support is part of our weekly routine. Feedback and assessment will be provided to children in each subject in a variety of ways. Feedback will include individual feedback via Google Classroom (following the schools marking policy) and also whole class feedback during live Zoom lessons. Quizzes are used as feedback for pupils and staff. A daily register is taken for both in school and remote presence to lessons. Our Family Liaison Officer will phone families of any child who is not attending on site or remotely. Class Teachers will contact families if there are any concerns with the children's learning.

## Individual Pupils Self Isolating:

When children self-isolate we know that they will be at home for ten days and so we need to set them 10 days of timetabled learning. This will be available via Google Classroom and will be the same curriculum and learning content that the children in school are receiving. Small adaptations to the lesson may be made to ensure children can access the learning at home.

In addition to this, children can continue with self-directed learning using resources such as Bug Club, Timetables Rock Stars, Purple Mash and using the online resources such as the DfE Phonic resources or BBC Bitesize. Teachers will use Google Classroom to give regular feedback to children accessing the remote learning. We recognise that children can also be unwell with COVID and need our support and rest to recover.

## Special educational 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 families to support those pupils through additional remote support. This may include individual or small group interventions to help scaffold the work, additional resources or tasks to support the children in achieving their learning and through frequent communication with families from the Class Teacher, school SENCO and Family Liaison Officer to offer any further advice and support. School is open to all vulnerable pupils however we are aware that parents make the choice in accordance with risk and COVID.



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## Staff Expectations

Teachers have a responsibility to make sure that children can access remote learning. Teachers are responsible for planning and delivering remote sessions through Zoom and setting and responding to the daily work on Google Classroom. Teaching Assistants will also attend the daily Zoom lessons and in addition to this will be responsible for supporting the children with interventions and providing scaffolding to the online learning. This may be through individual or small group work interventions over Zoom and there must always be two members of staff to deliver group work. Teachers or Teaching Assistants may be required to work in school or are able to work off site depending on the level of need across the school.

All staff must be available for their normal working hours (Teachers 8.30am-4.00pm) either in school or off site at home. If unable to work for any reason during this time, for example due to sickness, staff should report this using normal absence procedure.

English					
Phonics/ Spelling:		Reading:		Writing:	
<b>Overview:</b> Teachers to use websites and videos of phonics to support children. School spelling schemes to be continued. Test at home with parent marking.		<b>Overview:</b> Literacy Shed Units or Electronic copies of books to be provided and English schemes of learning to continue to be delivered over Google Classroom.		<b>Overview:</b> Writing to be taught using English scheme and key texts as planned through school curriculum.	
<b>Parental Support:</b>	<a href="#">Letters and Sounds for home and schools</a>	<b>Parental Support:</b>	Knowledge Organisers of Key Texts	<b>Parental Support:</b>	Knowledge Organisers of Key Texts
<b>Independent Access:</b>	Children to practice daily blending and reading	<b>Independent Access:</b>	<a href="#">Bug Club</a> , Google Classroom	<b>Independent Access:</b>	Google Classroom, Writing Checklists and modelling.
<b>Feedback:</b>	Whole Class Feedback, Self-Assessment	<b>Feedback:</b>	Whole Class, Individual, Self-Assessment using KO	<b>Feedback:</b>	Completed writing units to be shared and assessed. Self and individual assessment.
Maths			Science:		
Arithmetic		Reasoning/ Problem Solving		<b>Overview:</b> Teachers to follow Switched on Science Scheme and Love to Investigate schemes. Teachers to model select experiments that children cannot access from home or experiments to be adapted where possible for home.	
<b>Overview:</b> Teachers to use Times Table Rockstars and White Rose to support number knowledge.		<b>Overview:</b> Teachers to continue to use the White Rose website for support and supporting videos for parental support with subject knowledge.			
<b>Parental/ Child Support:</b>	Knowledge organisers, White Rose videos	<b>Parental/ Child Support:</b>	Knowledge organisers, White Rose videos.	<b>Parental/ Child Support:</b>	Knowledge organisers, accompanying videos to support subject knowledge.
<b>Independent Access:</b>	Google Classroom, Knowledge Organisers, White Rose materials, TTRS	<b>Independent Access:</b>	Google Classroom, KO, White Rose materials	<b>Independent Access:</b>	Google Classroom, KO, Switched on Science worksheets/ tasks.
Religious Education		Humanities		P4C/ PSHE	
<b>Overview:</b> Teachers to continue to use unit overview for the year to set work. Follow Understanding Christianity or Discovery RE schemes of learning.		<b>Overview:</b> Teachers to continue to follow unit plans and subject progression for History and Geography.		<b>Overview:</b> Teachers to follow Jigsaw planning and school unit plans.	
<b>Parental/ Child support:</b>	<a href="#">British Library- Sacred Texts NATRE</a>	<b>Parental/ Child Support:</b>	Cornerstones resources and accompanying videos and sheets	<b>Parental/ Child Support:</b>	Home talk issues, Jigsaw resources, accompanying videos and electronic texts/ pictures.
<b>Independent Access:</b>	Google Classroom, Knowledge Organisers	<b>Independent Access:</b>	Google Classroom, Knowledge Organisers	<b>Independent Access:</b>	Google Classroom, Jigsaw, 4C's- care, collaboration, creative and creative.
Computing		PE		Music and Art	
<b>Overview:</b> Teachers to continue to use unit overviews and Switched on Computing to deliver curriculum.		<b>Overview:</b> PE to continue to be taught using supporting websites.		<b>Overview:</b> Specialist teachers plan for remote learning and adapted to ensure suitable for learning at home.	
<b>Parental/ Child support:</b>	<a href="#">Hour of Code Scratch</a> , Accompanying videos/ support materials from Switched on Computing	<b>Parental/ Child Support:</b>	Joe Wicks- Fit in 5 Yoga- Cosmic Yoga Accompanying Videos	<b>Parental/ Child Support:</b>	Supporting videos Musical, Art apps Key research Biographies of composers/ famous Artists
<b>Independent Access:</b>	Google Classroom, Knowledge organisers, materials from SOC	<b>Independent Access:</b>	Google Classroom, Supporting videos.	<b>Independent Access:</b>	Google Classroom, Teachers to set independent tasks



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