

HUJJAT PRIMARY SCHOOL



Remote Learning Plan

What has helped us to formulate our plan

We have used research evidence from the Education Endowment Foundation (EEF, Remote Learning: Rapid Evidence Assessment, 2020) and guidance from the Department for Education (DfE) to help us formulate this plan. We have also reflected on previous arrangements (March 2020 closure)

Who is this plan applicable to

This plan outlines expectations in the event of full or partial closures, such as: a pandemic, adverse weather conditions or damage to school premises.

What are our aims

In the event of a school closure, we aim to:

- continue to teach our children the planned curriculum, covering all subjects
- ensure planned sequences of lessons/activities enable children to build upon prior knowledge
- use a combination of instruction and activity, differentiated to meet the needs of all learners
- adapt provision for pupils with SEND
- use high quality online and offline resources
- have high expectations for the quantity and quality of the work our children produce
- provide meaningful feedback to children so they can improve their understanding/work
- ensure all children have opportunities to engage with teachers, where possible, daily
- **provide the best education and care we can under unusual and challenging circumstances.**

When implementing strategies to support pupils' remote learning, or supporting parents to do this, the key things to consider include:

- teaching quality is more important than *how* lessons are delivered.
- the use of technology, in particular learning platforms, can support teaching and learning.
- peer interactions can provide motivation and improve learning outcomes.
- supporting pupils to work independently can improve learning outcomes.
- different approaches to remote learning suit different types of content and pupils.

Curriculum

Our approach includes a blend of online instruction (e.g. videos), virtual meet sessions, and dialogic approaches using online learning platforms.

The online resources we may use include:

- Google Classroom and Google Meet
- Tapestry (EYFS only)
- Little Wandle Phonics Videos
- Oak National Academy

- White Rose Maths
- National Centre of Excellence in Teaching of Mathematics (NCETM) Resources
- Numbots & Times Tables Rockstars
- BBC Bitesize

The remote learning set for children will be in line with the learning that would have taken place in the classroom, with appropriate adaptations. This includes all subject areas, including Personal, Social and Health Education and Religious Education via online assemblies. Planned topics will continue, and there may be opportunities for enrichment activities, for example, activities linked with topical issues and themed days.

Teacher Expectations

Teachers will plan lessons that link directly with the curriculum focus for their classes, and provide resources to support tasks to be completed at home. A summary of work for each class will be posted daily (by 9am) on Google Classroom or Tapestry. Details of any online meetings (and links to these) will be shared via Google Classroom.

For each day, learning for Years 1 to 6 will include:

- a mathematics lesson – based around the mathematics no problem scheme of work
- an English lesson – this may be a dedicated reading, grammar, spelling or writing lesson
- a phonics lesson (where applicable)
- one topic or foundation subject lesson, for example science, history, art, PSHE

For each lesson, teachers will:

- provide information and links to virtual meetings, and online teaching videos and resources
- set demanding and ambitious tasks, making the intention of the lesson clear (sharing the learning objective)
- ensure lessons build on prior learning and address any misconceptions
- repeat lessons with adaptations when there is a need, based on assessment
- adapt lessons to meet the needs of all learners, including those with additional needs
- provide success criteria (what needs to be done for a child to achieve the learning objective) - this may be a process to follow or a list of features to include in a piece of work
- have high expectations for the quantity and quality of work to be completed, and make these expectations clear
- provide clarity on how and when work should be submitted
- assess understanding using a range of strategies. This includes looking at work submitted, questioning, quizzes etc.

In addition, teachers will:

- provide regular opportunities for work to be submitted in mathematics, English and other subjects
- provide constructive feedback for each subject taught, at least twice a week
- request work is re-submitted with improvements if expectations are not met
- focus on a range of reading skills and promote enjoyment of reading
- hold a 'check-in session', where the focus will be on wellbeing, sharing news, etc. and not academic.

For our Reception children, appropriate activities will also be set daily, with each day featuring a phonics- based learning activity. Phonics lessons will continue to follow the scheme used in school, with new sounds being introduced in line with the usual order and pace. Tapestry will be used to share tasks and allow the teacher to comment on any submissions.

Pupil Expectations

Children will be expected to complete the work set for them to the best of their ability; work will be adapted to ensure all children are able to access it. We appreciate there are a range of different home circumstances that can affect when and how children complete work and how they submit this to the teacher; not all work has to be completed online and staff will work with parents and carers to find the best approach for each child.

National guidance suggests that children should generally be encouraged to spend the following amounts of time on completing work. While this may be appropriate for some children, these should not be 'set in stone', and should be considered alongside each child's specific circumstances. In addition, time spent on learning does not have to be in one single 'block' and can be broken down across the day:

Reception – 2 hours	Year 4 – 3½ hours
Year 1 – 2½ hours	Year 5 – 4 hours
Year 2 – 3 hours	Year 6 – 4 hours
Year 3 – 3½ hours	

We do not want or intend our children to be spending the above time wholly in front of a device. Time spent learning should consist of a combination of digital learning (e.g. Google Classroom), paper-based work (e.g. a piece of writing), researching, completing practical tasks (e.g. art) and engaging in online meetings. For example, on a given day, a child in Year 6 may spend 45 minutes in an online meeting, 45 minutes each on mathematics and writing, an hour on a foundation subject such as a piece of artwork, 30 minutes on Religious Education and worship, and 15 minutes reading, hence totaling 4 hours of learning.

Teacher Limitations

Whilst we are dedicated to providing the best education and care we can under unusual circumstances, important to consider that:

- it is possible that the teacher may be unwell; in this case, the teacher will not be expected to set work until they are well enough to do so; the school will strive to provide some form of work for children to complete in the interim.
- some of our teachers have young children and will therefore face their own challenges working from home.
- in the case of a pandemic, it is likely the school will remain open to some children, and teachers will be expected to support this provision on a rota basis in addition to providing remote learning; the wellbeing of all our staff members is important to us, and we may need to adapt provision to ensure teachers' workload remains manageable and acceptable
- remote learning will never be as effective as face-to-face, adapted teaching and support, but every effort will be made to provide high quality education to individual pupils, small groups and the whole class at all times.

Staff CPD

It is essential that teachers are confident in all aspects of this plan. Therefore, regular staff CPD will be dedicated to building knowledge and confidence in the use of the technology, in particular Google Classroom, Google Meet and Tapestry.

Parent/Carer Support

The Trustees and Senior Leadership Team at Hujjat Primary School are fully aware that school closures can raise challenges and that each family will approach remote learning in a way that suits their individual needs. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides. We appreciate that some parents may be trying to work from home, so access to technology or time to support their children may be limited; some parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards other National Level Qualifications; in addition, some of our parents may feel they lack the confidence to support their children with the learning set.

The most important things that parents/carers can do to support their children's learning are to:

- dedicate some time to talking about the learning, sharing what the teacher's expectations are and establishing how their child will achieve this (what they need to include in their work/strategies they will use). It is important that children build a level of independence, but ensuring they have clarity before starting a task (and knowing what to do if they get 'stuck') will help them to become independent, self-regulated learners
- read regularly with their child, talking about what is happening in the text and asking questions
- encourage their child to regularly practise basic skills, e.g. spellings and times tables
- ensure children are using technology safely, including monitoring them during online meetings.

This document sets out our intentions in the event of a full or partial closure, and we will adhere to it as closely as possibly should the need arise. However, we cannot foresee the circumstances around each and every closure, nor can we plan for every eventuality. Therefore, it may not be possible to meet all of the aforementioned expectations and it may be necessary to adjust provision under specific circumstances.