

## **Bankside Remote Learning Plan**

The government guidance is that:

*Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.*

This plan sets out the expectations for remote teaching.

Google Classrooms will be used to promote home learning throughout the academic year (including on Friday afternoons when children will complete their regular home learning). Every child will receive their login information and be supported to know how to log in.

In the event of a class "bubble" being closed, children will be sent home and their learning continued remotely, for the length of the isolation period. In most cases this will be 10 days. If an individual child is isolating (while the rest of their class is in school) the offer is slightly different, and this is available at the end of this document.

### **Remote learning - Initial phase**

The first 2 days of home learning will be establishing school expectations of children and checking that all children are able to log in. This will be supported by staff who are working from home. They will provide a range of learning tasks and contact children who have not logged on to support them to do so.

During this time teachers will plan their sequence of learning for the duration of the remote learning period, including which elements of learning may have to be adapted or delayed due to the nature of remote learning.

### **The curriculum**

The curriculum provided will be **balanced**:

- A balance of curriculum areas being covered
- A balance of online activities and activities which can be done away from a screen e.g. read the instructions and then turn computer off and do task
- A balance of useful links to other activities children can access and assignments for children to complete and submit for feedback.

There will also be a balance of retrieval learning (rehearsing, revising and applying familiar concepts which have been previously taught in school) and new learning. This will develop in small steps and respond to the pace at which children are able

to work in School@Home – which may be different to the pace of learning in School@School.

Where possible, teachers will follow the curriculum which is to be taught in school (according to our long-term plans). However, at times this may need to be adapted to suit remote learning. For example, in Science, DT and Art where specialist equipment may not be available at home.

### **Teacher led-learning**

Teachers will provide daily contact with children: giving relevant teaching input, setting tasks or “assignments” and giving prompt marking and feedback.

Teachers will deliver their teaching input using videos directly on Google Classroom, or on Bankside Best youtube channel. Live lessons may also be provided via Google Meet. Teachers may also use video resources created by other organisations such as White Rose Maths and Oak Academy.

In Nursery, Tapestry will be used to share teaching input and for parents to share their child’s learning at home.

### **Learning activities and feedback**

Children will be given a range of learning activities, which may include activities online – to be submitted to their teacher, or offline – to complete with family.

Online learning activities will be set with a “due date” to give children a sense of our expectation about when they will be completed, and to support staff in knowing when feedback is due. The feedback should be prompt (within 24 hours of the due date) so that it can inform the next steps of teaching and learning. Work which is submitted after the due date may take longer to receive feedback due to staff workload.

Children’s work will be celebrated through our Star of the Week certificates and through the Headteacher Twitter feed.

### **Children with SEN**

Alternative arrangements will be made for SEN children who receive additional support in class and may not be able to access the online learning provided. This may be in the form of regular phone/video calls, individual learning timetable and work provided.

All other SEN children will be supported through appropriate scaffolding and differentiation within the online learning provided. This may be supported by regular contact from support staff.

### **Children who do not have digital or online access at home**

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Lending laptops to children to support their access to Google Classroom
- Providing paper learning packs to children who have no access to the internet.

Children in this situation will normally be identified by the initial contact at the start of the remote learning period. However parents can also contact the school office ([office@banksideprimary.org](mailto:office@banksideprimary.org)) to request a laptop or paper learning pack.

### **Children who are not engaging with the work set**

Teachers will send a weekly list of children who are not engaging with Google Classroom. This will be analysed by SLT and a school response devised – either text and phone calls home to offer support with logging in or contact from family support team. The school learning offer may be adapted to suit family needs as appropriate and if deemed necessary by school.

### **Support from parents**

We understand that each family's circumstances will be different - and that each family will approach remote learning in their own way. Our expectation is that families support children to log into Google Classroom each day, and provide a focused space for them to complete their work. Where this is not possible, due to work or other factors, we will support families to find a routine which works for them.

Parents can also support children's learning by talking to them about what they are learning – and providing other activities which support their health and wellbeing, such as going for a walk, eating a meal together, or playing a game.

Children will learn and complete the tasks set in different times, depending on their confidence in the subject and with the technology being used. The expected amount of time for activities will be shared with parents in a start of the day announcement from the class teacher each morning – setting out the day's activities. If parents are concerned about the amount of work being set, they should contact the classteacher via Google Classrooms, or email the Headteacher: [ruttys@banksideprimary.org](mailto:ruttys@banksideprimary.org).

### **Children who are self-isolating**

When a child is reported with covid symptoms, they and their siblings will be asked to self-isolate and seek a test. They will be recorded on the "isolation list" in the office and will not be able to attend school for the 10 days of their isolation period.

The home working team will be responsible for contacting these families to offer home learning – within 2 days of the first day of isolation. The learning set will focus on consolidating key skills already taught within the year and is guided by the long-

term plans available on our website. Work is provided and marked by the school@home team, led by Mr Miah.

### **Children who are shielding**

For children who are shielding and are likely to be absent from school for longer than 2 weeks, a personalised timetable of teaching and activities is devised between the school@home and their normal classteacher, which may include 1:1 live lessons and delivery of learning materials and resources to the home.

### **Family support and safeguarding**

All adults in contact with children in School@Home will be aware of safeguarding expectations and know how to raise a concern about children's safety via CPOMS or directly speaking to one of the safeguarding team in school. School staff will routinely check that families who are isolating have a support network to deliver food and other necessities – and if they have concerns about this will let family support team know.