



EBOR GARDENS
Primary Academy

Ebor Gardens Primary Academy

Remote Learning Plan

2021-22

Remote Learning Plan

Aims

This remote learning plan for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school.
- Set out the expectations for all members of the school community with regards to remote learning.
- Provide guidelines for the safeguarding of pupils who are not in school.
- Provide appropriate guidelines for data protection.

Overview

In the uncertain times that we are currently living in, it is important that we are fully prepared for the possibility that we may have to have a full or partial closure of school depending on the local Covid-19 situation.

All schools have a duty to provide safe remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19) with effect from 22 October 2020. Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we are committed to offering remote education in a way that safeguards pupils from harm in a digital world.

As a school, we are committed to enabling children to access education when they are unable to attend school. At Ebor Gardens Primary Academy, the platform we have chosen to support remote teaching and learning is G-Suite for Education. We are committed to providing the training, support and guidance required to ensure that school staff, parents and pupils feel confident to use our system safely and effectively.

We are committed to six underlying principles, which underpin our remote education plans:

1. Safeguarding pupils from harm, online and offline, remains the key priority.
2. Pupils will continue to be taught a well-sequenced curriculum.
3. Teachers will continue to set work that scaffolds pupils' practice and helps them to apply their new knowledge and skills.
4. Pupils will continue to receive feedback that helps them to make progress.
5. No child should be disadvantaged by a lack of technology at home.
6. Remote education plans should not place unreasonable demands on parents' help or support, or the workload of teachers.

In order to deliver remote education, the school has adopted a continuum of blended learning, taking into account the different reasons pupils may be absent:

1. Individual self-isolating
2. Partial closure (class / phase)
3. Whole school closure

Approach to Blended Learning

Ebor Gardens Primary Academy is committed to providing a broad, balanced and effective education for all the children who attend our school. As part of this commitment, the school has a technology enhanced curriculum which utilises G-Suite for Education both in the classroom and as part of children's home learning offer. This will enable children to access learning if a child is required to self-isolate or a partial or whole-school closure is in place.

In the event that a child is required to access remote learning, the staff at Ebor Gardens Primary will utilise online learning, through Google Classroom, G-Suite for Education and other web-based learning platforms which are currently used within school. Each class has a designated Google Classroom which can be accessed by the teaching team, and pupils, in order to access recorded sessions and scheduled learning activities. During this time, we will do our very best to support all pupils to access our online learning offer at home, such as by loaning additional laptops or other hardware as appropriate.

Our approach has been carefully considered in relation to the pupils' age, stage of development or special educational needs. We are committed to working with parents and carers, especially those of younger children and pupils with SEND who may not be able to access remote education without adult support, to ensure all pupils continue to access a broad and ambitious curriculum.

Engagement and Accessibility

It is important that children engage with the remote education provided so that they don't fall behind 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. We also recognise that the majority of pupils isolating at this stage in the pandemic are actually ill as a result of COVID-19, and may not be well enough to access home learning. The school has developed systems to monitor engagement through pupil attendance online and welfare phone calls. The school will support those pupils with low engagement, which can include home visits.

Children's access to technology is ascertained and those who are digitally disadvantaged will be able to loan equipment from school (a loan agreement will be put in place for this).

Curriculum

Ebor Gardens Primary Academy is committed to ensuring that all children receive a quality education which has been carefully designed by the school, to meet the needs of its pupils. Therefore, the school will ensure that any remote learning is aligned to the school curriculum. This will ensure that all children are able to follow the same learning journey, maintaining cohesion across the school community. As part of this learning offer, there may be times when the teacher directs children to online learning platforms to complement their learning. These could include:

- FrogPlay
- BBC Bitesize
- Rising Stars Reading Planet
- TT Rockstars

- Purple Mash
- Lexia

Timetable

Teachers will provide a weekly timetable which will indicate the lessons that will take place each day. This will be posted to Google Classroom, along with the session resources required for each of the lessons. The expectation for a daily timetable in each phase will be as follows:

- Daily Phonics / Spelling session
- Daily reading session
- Daily writing session
- Daily Maths session
- Each week, there will be learning covering the foundation subjects, in line with the curriculum coverage in school.

Delivering Remote Education

At Ebor Gardens Primary Academy, we are committed to ensuring pupils have learning each day in a number of different subjects. We will plan a programme that is of equivalent teaching pupils would receive in school. Inevitably, there are some subjects which are more difficult to learn whilst working from home and others which lend themselves to doing so better. We will therefore prioritise those subjects which do not require specialist equipment or particular skills, and will deviate from the school curriculum for music, art/DT, Spanish and PE. When delivering remote education, we aim to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.
- We will gauge how well pupils are progressing through the curriculum and set a clear expectation on how regularly teachers will check work.
- We will enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- In addition to the information on what schools should be doing to protect their pupils online, as outlined in the statutory guidance [keeping children safe in education](#), we will implement any additional measures that will help to keep pupils safe online.

Pupils with SEND

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, we have robust systems in place to keep in contact with them. When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

We will check if a vulnerable child is able to access remote education. Where this is not the case, we will support them to access it (as far as possible) and to regularly check if they are doing so. We will ensure that the teaching and learning offered to all pupils, but especially our most vulnerable pupils, secures their interest and engagement.

Monitoring engagement with remote learning

Teaching teams will monitor and record engagement with home-learning using a Google Sheet. This will act as a register of work completed. Teaching teams will also have a schedule of contact, to ensure regular contact is made with a child who is not in school due to COVID-19 isolation or exposure. These calls will provide an opportunity for teaching teams to provide support with online learning, where required. In addition, 'How to Guides' for parents will be shared when a child self-isolates, via the Arbor Parent Portal.

Pupil Isolating (symptomatic - 10 days):

Teaching Team Contact Days:		
Day 1	Day 5	Day 10
First day contact. Establish device access / access to Google Classroom. Signpost to timetable / activities	Follow-up contact.	Follow-up contact. Discussion around return to school.

Class Closure (exposure - 10 days):

Teaching Team Contact Days:		
Day 1	Day 5	Day 10
First day contact. Establish device access / access to Google Classroom. Signpost to timetable / activities	Follow-up contact.	Follow-up contact. Discussion around return to school.

Blended Learning Continuum

Scenario 1: child self-isolating, but the rest of the class are in school

Google Classroom	Online Learning	Homework
<p>Learning to be provided through Google Classrooms - this will follow the timetable above.</p> <p>This will be updated regularly and work will be available between Monday and Friday each week.</p> <p>Curriculum content will follow the phase planning and reflect current blocks / topics.</p>	<p>Content provided through Google Classroom.</p> <p>Phone calls / check-ins with the teaching team, as required.</p>	<p>This will be set and submitted on Google Classrooms. In addition, there may be some project or non-screen based work.</p>

Scenario 2: Class closure (whole class/phase at home)

Google Classroom	Online Learning	Homework
<p>Learning to be provided through Google Classrooms - this should follow the timetable above.</p> <p>This will be updated regularly and work will be available between Monday and Friday each week.</p> <p>Curriculum content will follow the phase planning and reflect current blocks / topics.</p>	<p>Instructional videos may be provided to support online learning resources.</p> <p>Phone calls / check-ins with the teaching team.</p>	<p>This will be set and submitted on Google Classrooms. In addition, there may be some project or non-screen based work.</p>

Scenario 3: School closure

Google Classroom	Online Learning	Homework
<p>Learning to be provided through Google Classrooms - this should follow the timetable above.</p> <p>This will be updated regularly and work will be available between Monday and Friday each week.</p> <p>Curriculum content will follow the phase planning and reflect current blocks / topics.</p>	<p>A blend of resources, instructional videos and live lessons as appropriate.</p> <p>Phone calls / check-ins with the teaching team.</p>	<p>This will be set and submitted on Google Classrooms. In addition, there may be some project or non-screen based work.</p>

Safeguarding Considerations

Ebor Gardens Primary Academy is committed to the safeguarding of all pupils. It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and, as required, the police.

Regular contact will be maintained with our children and families through periods of absence from school. Where contact cannot be made through safe and well calls, home visits will be considered.

Ebor Gardens Primary Academy will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

When delivering virtual sessions, particularly when using Google Meet (or another webcam software), the following should be considered.

- No 1:1s, groups only. In cases where 1:1 tuition is essential, staff must seek formal written agreement from a senior manager and the pupil's parent/carer.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; staff need to be mindful that backgrounds do not compromise personal confidentiality or breach the guiding principles of safer working practice guidance for staff working in educational settings.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record the length, time, date and attendance of any sessions held.