Mount Nod Primary School

Remote Learning Plan

Remote Education Provision - Information for Parents/Carers

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home or in the instance of school closures. For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home?

Since the last school closure in 2020, the school has worked hard to prepare for remote learning in the event of a similar situation. We have introduced Class Dojo as an online learning platform to provide pupils with easy online access to work and as an additional way to communicate with families. The platform has been used by pupils within lessons and pupils have also accessed the site to compete homework. This has ensured that they are familiar with how to use and access Class Dojo, should they need to use it for a longer period of remote teaching. The site enables teachers to set appropriate work to individual pupils on a daily basis. In September 2020, the school conducted a parent/carer IT survey, to find out about the availability of devices at home, which children could use in the event of remote learning. This has prepared teachers for how to deliver work remotely.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

If a child is isolated from school e.g. the child is sent home to receive a test or self-isolate, they will be sent home with learning and stationery pack. Children will have the immediate opportunity to continue learning at home. Work will then be assigned to them on Class Dojo, which they can continue with in their absence. If a child has not been able to come into school, work will be placed onto the Class Dojo site, posted or prepared for collection, to ensure that learning continues immediately. Where necessary learning packs will be delivered to homes. The learning placed onto Class Dojo will be linked to what is being studied in school. In the case of work packs being sent home, sheets and booklets will reflect the skills being taught at school. The packs will include stationery (pencil, eraser, ruler, pencil sharpener). In addition to this, links to useful websites will be provided on the school website learning pages, so that if children are able to access the internet, they can supplement their learning pack.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, P.E. sessions will be delivered via video links such as Joe Wicks, and music lessons will be focused on listening and appraising rather than singing and performing. Art lessons may be altered slightly to reflect the materials available at home and science experiments adjusted to suit home learning.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS	At least 2 hours daily
Key Stage 1	3 hours daily
Key Stage 2	4 hours daily

Accessing remote education

How will my child access any online remote education you are providing?

Pupils will access their online remote education through the Class Dojo Platform, where work will be set by teachers and feedback/support given as it is needed. The platform will also enable children and parents to communicate with teachers, access whole school assemblies, hear stories read by staff and continue with the positive reward system of Dojo Points and Star of the Week, which are already established within school. The Class Story page will allow parents and children to see daily messages sent from teachers to their class and for teachers to celebrate the children's work.

For more information on Class Dojo please visit our website: https://www.mountnod.coventry.sch.uk/Learning/Class-Dojo/

To support English throughout the school, Oak National Academy has been chosen for online lessons as it complements our teaching ethos. The site offers high quality, accessible lessons with explicit teaching and a range of work to develop the key skills needed. The lessons are recorded to ensure that all children can access them, regardless of the time of day they are online, and are differentiated to support the wide range of SEND children across the school. These lessons will also be used for the children within school in the event of school closure.

To offer the children a variety of writing opportunities, we will intermittently use Jane Considine's 'The Write Stuff' recorded lessons. The Write Stuff, is already used as part of writing lessons in school and the children are familiar with the techniques used to gather high quality words and sentences to use in longer pieces.

To support our Maths Mastery approach, the White Rose Hub Maths resources will be used. They correspond well with the Power Maths scheme, which is currently used in school. Furthermore, the calculation strategies and CPA approach are in line with our school maths policy (on the school website). Explicit and practical teaching videos enable the pupils to work alongside the teacher and work is then set to consolidate learning. The lessons are recorded and offer support for a wide range of learning needs, making the lessons accessible to all. When extra work is needed to support learning further, teachers can create LOOM teaching videos using the Power Maths Scheme and White Rose Hub teaching slides or BBC Home Learning resources, which are consistent with the mastery approach.

In order to develop and support the retention of basic core skills, TT Rockstars will be used alongside Fluent in Five worksheets (Third Space). Third Space, an online 1-1 tuition program, will be used to support the acquisition of skills for Year 5 and 6 pupils, who have been identified as needing support in certain areas. This is an intervention that is well established within the school and allows teachers to monitor remote learning by tracking progress and analysing gaps. This is also supported by the National Tutoring Programme.

IDL, an online program to support spelling, reading and maths skills, will be used to support children with additional learning needs such as dyslexia and dyscalculia. This is a program which is already used within school and that children are familiar with and enjoy.

Spelling Shed will be used to support spelling strategies and phonics will be delivered through Letters and Sounds, Phonics Play and BBC Bitesize. Links will be shared through Class Dojo.

Oddizzi, an online geography resource, will be used to support the teaching of topics, with videos and worksheets matched to the themes being studied in school. Links will be placed on Class Dojo for the children to access. Children will be familiar with the structure and how to access from prior classroom practice.

Rising Stars E-library will be used to provide individual reading books levelled by band for each child along with self-marking quizzes and assessments to support comprehension. Class Dojo will be used to assign individualised reading books to each child.

It has been decided that for all remote teaching, recorded sessions work best for families with multiple children or for parents who are working themselves at home, as the lessons can be accessed any time. The recorded lessons also enable children to work at their own pace, with the capacity to playback videos to recap on learning if needed. It also allows parents to support their children around a timetable that fits each individual rather than being restricted to fixed times.

If my child does not have digital or online access at home, how will you support them to access remote education?

After conducting a parental survey and through contact with families, we have been able to ascertain who cannot access online learning. The school has undertaken the following approaches to ensure that adequate educational provision is created for all pupils.

Printed materials will be given to pupils who do not have online access. This will be matched to the work that they are used to completing in school, with strategies and approaches in line with our current teaching methods. Parents are expected to collect their child's learning from school each week. In the event of this not being possible, the work will be posted. It is expected that the previous week's work will be dropped off when the new week's work is collected each Friday morning. Work handed in on a Friday will be quarantined for 72 hours before it is marked, and feedback given.

The teachers will assess the work and provide feedback via a telephone call. If a child is having difficulty with his/her learning at home, it is important that you contact the school to inform the teacher of the difficulty so that further support can be given.

If you do not have digital or online facilities at home and would like support to access this, please contact the office or class teacher as soon as possible. There are a number of ways that school can help and we would be more than happy to discuss this with you.

Where possible, netbooks and free Wi-Fi codes will be provided, on loan, for families with no remote access. Families will be prioritised according to the number of devices already available at home, access to internet and the number of children learning at home.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely: Your child will be taught through the use of:

• recorded online teaching through Oak National Academy lessons, White Rose maths, Jane Considine, BBC online learning resources and Phonics Play.

• teachers' presentations delivered through the use of LOOM.

• printed paper packs produced by teachers that match the online learning.

• Rising Stars E-library provides individual reading books set at the appropriate level by the class teacher

• Times table rock stars (times table practise), Oddizzi (geography resource)

We endeavour to follow the same curriculum remotely as we do in school, wherever possible and appropriate. Where school remains open to vulnerable children and the children of keyworkers, the lessons provided will mirror the remote learning for that day.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

• School expects children, whether accessing work digitally or completing paper packs, to follow the timetable provided with the days scheduled work. This will be on your child's class dojo site or sent with the paper packs. Timetables can be adjusted for individual families who need to juggle several different remote learning lessons at any one time. However, the expectation is that the work will still be covered on the day it is given.

• The engagement of your child is monitored through Class Dojo tasks being handed in and contact with families through Class Dojo messaging, e-mail or phone call.

• School welcomes parents to contact school for support if their child is having difficulty in any aspect of their learning. Contact can be made through messaging on ClassDojo, emailing school directly or via the telephone.

• School expects parents to encourage their child and support his/her learning. Where possible a quiet space equipped with the resources needed to access home learning should be provided.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

• Children accessing learning through paper packs will be expected to return completed packs on a weekly basis. Teachers will review the returned work and contact parents and children through a telephone call to provide feedback and support. Any concerns will be raised during this telephone contact.

• The engagement of children accessing their learning online is monitored through completion of tasks being uploaded to ClassDojo. Teachers will review the completed work and provide communication through ClassDojo messaging. Any concerns raised will be addressed through ClassDojo, e-mail or via telephone contact.

• Where children are identified as requiring additional input, teachers will organise interventions and contact parents via Class Dojo, e-mail or via phone call.

• Where engagement in remote learning has not been achieved, in the first instance, teachers will contact parents to discuss this. If a pupil continues to complete work, the Designated Safeguarding Lead (DSL) will be notified, and members of the pastoral team will undertake checks on the family.

• Where communication with families has not been achieved despite attempts by school staff, the Local Authority attendance officer will be informed who may do a home visit.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

• Children accessing their remote learning through paper packs will receive weekly communication with the class teacher. The purpose of this will be to promote engagement, the well-being of the child and to review the work returned. The communication will also enable teachers to offer advice to support the child's progress.

• Children accessing their remote learning online will have their work reviewed each day. Teachers will regularly check ClassDojo for uploaded work and will provide feedback in a variety of ways, which could include:

-use of Emojis on ClassDojo ⭐👍😀

-through a comment on ClassDojo

-more detailed private message to the child's parent through ClassDojo

-a telephone call

-arranging additional support such as IDL or Third Space

-teachers will review work, identify common issues, and set lessons for the following day based on the understanding of the children.

• Assessment opportunities will be planned in throughout the sequence of work and may take the form of online quizzes and set tasks for all children whether learning remotely or in school.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example 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 parents and carers to support those pupils in the following ways: Those children identified as having SEND and in receipt of additional support will continue to receive this in the format that is deemed most appropriate.

• SENDCo/Learning Mentor/Class Teacher makes regular telephone calls to the parents of children on the SEND register to support with home learning and well being

• Identified children have received support packs with materials to aid home learning e.g. number lines, writing frames, phonics frames, times table squares, number squares

• SENDCo/Learning Mentor/external providers maintain one-to-one online meetings with children/families who are in the process of further assessment e.g. EHCP assessment

• Outside agency work to continue virtually as far as possible

• SENDCo has met with intervention teachers to support with planning for the children learning with SEND

• Intervention work is provided online

Remote education for self-isolating pupils

Where individual pupils need to self-isolate, but the majority of their peer group remains in school, the remote education provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. However, where possible work will be directly linked to the class learning.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Using Class Dojo, the class teacher will upload worksheets by 9am daily, to allow parents to see the learning materials and to support their child. The teacher will decide which materials are most appropriate for the individual child and differentiate accordingly.

If teaching input is required for lessons, the teacher can either direct the parent/child to a relevant Oak National taught session or pre-record a teaching video via LOOM to load on to Class Dojo.

Class Dojo will be checked throughout the day by either the teacher or teaching assistant and feedback provided as soon as practicable. However, it must also be understood that there are times where Class Dojo will not be checked until after 3pm and feedback provided later. The class teacher will provide direct feedback to work submitted.

The work provided to the child will follow the curriculum of those children remaining in school as closely as possible.

Throughout any period of school closure, we will continue to communicate regularly with families through our website, app, school COMMS, emails, Class Dojo, newsletters, and phone calls.

Please do not hesitate to contact school with any questions or queries you may have via any of the following:

Mrs I. Rose, Headteacher

Miss Smith, Deputy Headteacher

Mrs Soderstrom, Assistant Headteacher

School office on telephone number: 02476 466837
Email: admin@mountnod.coventry.sch.uk