



Remote Learning Plan May 2023

At Lawdale Junior School we aim to provide a broad and balanced curriculum with rich learning experiences in the event that there is a need, for individual or groups of pupils, to self-isolate.

We have 3 main aims this year:

Presence- ensuring pupils are present to learn at school and if self-isolating.

PE – that pupils are able to have an outstanding physical education at school and if self-isolating.

Excellence – that pupils can have an excellent education at school and if self-isolating.

DFE Key principles
The curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects
Remote education, where needed, is high quality and aligns as closely as possible with in-school provision:
Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
DfE approved online education resources are <i>accessed (such as the OAK academy lessons and BBC Bitesize)</i>
Key expectations schools are asked to meet
The school continues to teach an ambitious and broad curriculum in all subjects from the start of the autumn term, making use of existing flexibilities to create time to cover the most important missed content.
The school prioritises within subjects the most important components for progression rather than removes subjects, which pupils may struggle to pick up again later.
The school has considered how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
Teaching time is prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.
Regular use of formative assessment is used (quizzes, observing pupils, talking to pupils, work scrutiny) to identify gaps in knowledge so that these can be addressed.
Leaders avoid introducing unnecessary tracking systems.
Remote education is integrated into school curriculum planning. <i>(All schools are expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress)</i>
RHE / RHSE are compulsory from September 2020. Plans are in place for the school to start teaching by at least the start of the summer term 2021.

Key stages 1 and 2

Leaders prioritise identifying gaps and re-establishing good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics).

Leaders identify opportunities across the curriculum to ensure pupils read widely and develop their knowledge and vocabulary.

The curriculum remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, languages, humanities, the arts, physical education/sport, religious education and relationships and health education.

Curriculum contingency planning

Remote education plans are in place for groups of self-isolating pupils.

The school has the capacity to offer immediate remote education.

A contingency plan in the event of a local lockdown is in place by the end of September 2020.

The contingency plan:

- uses a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- gives access to high quality remote education resources
- selects the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provides printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognises that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, the school:

- sets assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teaches 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
- provides frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauges how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enables 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
- plans a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- makes use, where appropriate, of DfE-approved [online remote education resources](#) and online video lessons provided by the Oak Academy, including specialist content for SEND.

Pupil well-being and support

Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:

- support the rebuilding of friendships and social engagement

• address and equip pupils to respond to issues linked to coronavirus (COVID-19) • support pupils with approaches to improving their physical and mental wellbeing
• Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.
• Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need), and any groups they identify as newly vulnerable on their return to school.
• Schools should consider how they are working with school nursing services to support the health and wellbeing of their pupils; school nursing services have continued to offer support as pupils return to school – school nurses as leaders of the healthy child programme can offer a range of support including: • support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues • support for pupils with additional and complex health needs • supporting vulnerable children and keeping children safe

When teaching pupils remotely:

We will ensure that all staff:

- Have the resources available to teach and support remotely
- Are trained to teach remotely using various programmes and best practice strategies for online teaching

In addition, we will ensure that all pupils:

- will be taught about what to do in the event of self-isolation or lockdown prior to this happening
- will have computer equipment available to support them to learn remotely
- will have paper and pencils for remote learning and current exercise books
- will have a whiteboard and whiteboard pen allocated to them
- will have hard copies of work if technology is not available at home
- will be provided with a timetable and weekly plan
- can access high quality reading materials
- are taught how to use Google classrooms to obtain resources and tasks for learning as well as feedback
- have a Google classroom login
- are taught how to submit work and images via Google classrooms
- will only be required to complete assignments if well enough, physically and mentally
- will be supported through high **quality teaching and feedback** from both teachers and TAs
- they will have daily teacher or TA support to check they are completing tasks and that barriers to learning are reduced, if possible
- they will be expected to follow a normal school timetable, wherever possible
- will be provided with passwords for online learning tools such as Maths Whizz and Literacy Planet

- will be sent links to other high quality lessons and videos such as BBC Bitesize, Oak academy
- will be sent daily links to high quality PE sessions
- there will be attendance competitions and prizes to encourage attendance, whilst in school, and when learning remotely
- will be rewarded with Dojos

We will ensure that parents are supported with remote learning by:

- checking all parental/ carers email addresses and telephone numbers work
- providing classes for parents in online learning, using Google classrooms and submitting work via phones and emails
- communicating with parents the expectations and the routines
- establishing a regular time of contact

For hard to reach families and children who are finding it difficult to engage we will:

- refer the family to our parents Support worker and Inclusion manager
- Signpost services that might support general needs eg Food banks (school and local)
- Maintain an accurate log of all communication attempts
- Involve the Attendance and welfare officer
- Undertake home visits

For pupils who need to self isolate when the majority of their class are still at school:

- their work at home will match work completed by students at school
- resources will support guided and independent work
- students may be given the opportunity to join a live lesson through Google Classroom
- There will be a weekly class Zoom or Google meet sessions

For pupils who are self isolating with their class, year group or whole school:

- students will be given the opportunity to join a live lesson through Google Classroom at least twice a day (although this is dependent on staff well being and technology working)
- Students will be expected to register via Google Classrooms at 9:15am and 1:15pm
- Live lessons will follow the normal Teaching and Learning policy guidance on providing outstanding lessons that allow conversation, collaboration and personalization ie utilising chat or group discussion functionality of video messaging systems and having work set that they can access and supports their progress.
- There will be a weekly class Zoom meeting