



Remote Learning Offer – January 2021

Our remote learning offer has been written with the government's guidance on remote education support (see link below) and the school's values and approach to teaching and learning in mind. Please note: we will constantly review and reflect on the remote learning offer, so it will be subject to change.

Children who are sick (either due to Covid, or because of another illness experienced while isolating), are not expected to learn on the days when they would not be well enough to attend school.

DfE 'Guidance for full opening: schools' ('Remote education expectations' section)

[Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk)

Remote Learning:

A pupil or class' first day of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

Day one: To ensure children have some learning available on their first day of remote learning, a pack of learning will be made immediately available, with a range of activities provided by the year group teachers.

Subsequent days: Thereafter, the class teacher and/or year group teachers will provide daily learning that matches as closely as possible the learning for children in school. See the table below for further details.

Other features of the remote learning, include:

- Daily learning to be summarised (with learning intention/objective, key questions, a brief explanation of what the activity entails if is not obvious). This could be an uploaded copy of the weekly plan that would normally be used in school. Instructions might be written, or an audio or video recording.
- Daily boards and/or PowerPoints that support the learning (to be uploaded using the PowerPoint feature embedded within Fronter or in pdf format for universal access)
- Any information to be used for reading/research to be uploaded using Word online (embedded within Fronter) or in pdf format (wherever possible)
- Planned learning will be easily completed in books or on paper (although families might choose to do this online, depending on the resources available)
- Instructional videos (sourced or created) are used to explain key learning, where appropriate
- Learning to be completed in books if possible (e.g. where the period of closure is known about in advance and children can take their books home). Books to go home with children and come back to school with them when they return. Exceptions might include (but are not limited to):
 - PowerPoint/Word creations
 - Typing up writing
 - Art
 - For any activities/subjects such as those above, children can complete learning on paper or using technology.
- Flexible approach to how activities can be completed (i.e. if the art is a pastel activity, children learning remotely can select an alternative media e.g. pencil/felt tip)
- Individual pupil folders to be used as the place for uploading any learning for review by the teacher

Curriculum:

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, subjects that often contain more practical elements (such as PE and Science) may need to be adapted for teaching remotely. Teachers will seek to find ways to ensure the planned learning objectives can still be met through alternative activities.

We will strive, as far as possible, to ensure children can attempt the learning independently by designing learning challenges accordingly and providing appropriate resources (e.g. help sheets, videos, instructions, support materials). However, the degree of support needed by primary aged pupils will differ depending on the child's year group (with younger children needing more adult support) and their level of confidence. Staff will adapt and differentiate learning for those pupils who require this.

Duration of daily learning:

We expect that remote education (including remote teaching and independent learning) will take pupils broadly the equivalent to a usual school day to complete. Teachers will provide a suggested timetable, to help children and families structure their learning for the day/week. However, it is important to note that all children learn at a different pace and that the length of time learning takes will depend on: children's confidence, focus, level of adult support at home and the degree to which they want to explore topics (i.e. some children will naturally choose to spend longer on certain activities or topics, depending on their interests). We will aim to design challenges with a low threshold high ceiling approach in mind i.e. the activities should be accessible to all (with differentiation where necessary) but should contain ways for children to be extended.

Accessing remote learning:

All remote learning will be provided via the Fronter learning platform.

Teachers will also make use of other online resources, which they will signpost from the year group learning areas in Fronter.

Supporting access to digital resources 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:

- Lend a school device to enable pupils to access and upload the learning. Parents should contact the school office for further information if this is required.
- Refer families to <https://get-help-with-tech.education.gov.uk/internet-access> if there are difficulties with internet access available at home.
- Offer technology support online or over the phone. For example, demonstrating how to access and upload learning.
- Provide 'help videos' to support parents and children to access Fronter.
- Offer printed copies of the learning where the above actions do not resolve the issue.

These solutions should enable pupils to access, complete and upload learning.

Remote teaching:

We use a combination of the following approaches to teach pupils remotely:

- Video calls with teachers to enable them to offer input into, explanations about and feedback on learning
- Recorded teaching made by Ridgeway teachers; audio/video recordings made elsewhere (e.g. Oak National Academy lessons)
- Reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Long-term project work and/or internet research activities
- Links to relevant, quality online resources (e.g. Maths activities and games)

Feedback and assessment of learning

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or self-assessment (via answer sheets) are also valid and effective methods, amongst many others. Our approach to feeding back on pupil learning is as follows:

- Teachers will review the uploaded learning daily
- Verbal feedback provided via Zoom (either individual or generalised feedback, depending on the size of group isolating and/or the nature of the activity and what the teachers judge will have the biggest impact on pupils), so they can act on this as quickly as possible to maximise impact on their learning.
- Children will be able to self-assess (where appropriate), for example when using answer sheets for Maths questions.
- Children will be encouraged to apply their skills of reflectiveness and make judgements about the quality of their learning, making changes and seeking further challenges where they deem necessary (as per the school's usual approach to building learning power skills in children).

SEN

We recognise that some pupils, for example some 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. Please see the Annex to the SEND Policy (Covid) that specifies the ways in which we will support children with SEND and their families:

Engagement

Teachers will monitor children's attendance in the daily Zoom calls, their access to teaching and learning materials on Fronter and the learning being uploaded to the child's individual learning in Fronter. Teachers will follow up with families (by telephone and/or video call) if they feel children are not engaging with the remote learning offer as fully as they could, and offer support, advice and encouragement as appropriate. If, even with support and guidance, children/families are still not engaging with the learning, the headship team will contact families to discuss the importance of children's engagement in the learning.

Details of the expectations of what children and families need to do are outlined in the table below.

The remote learning offer may differ depending on the situation. We have outlined below some of the potential scenarios and what will happen in each:

Remote Learning Specific scenarios:

Scenario	Learning Offer	School Role	Child/Family Role	Admin
<p>School status: open for all</p> <p>Individual child shielding (e.g. long term, medically-evidenced shielding due to own health) – likely to be a small number of pupils’ across the school</p> <p>OR</p> <p>Individual child isolating (e.g. for 14 days because of a family member being ill) – potentially could be a group of pupils per class</p>	<p>Daily learning which matches as closely as possible the learning for children in school. This will include:</p> <ul style="list-style-type: none"> • The weekly timetable/plan • Daily boards (where applicable) and activity sheets/resources/PowerPoints (KS1&2) – this will include any models or examples where available • PLOD and activity sheets/resources (EYFS) • Daily phonics (EYFS/KS1) • Instructional videos (created by school or from other sources) to support the learning, where appropriate/necessary (to be decided by the teacher) 	<ul style="list-style-type: none"> • Daily learning uploaded to the ‘Virtual Classroom’ area on Fronter by 8.30am (this may be uploaded weekly in advance or on a daily basis, depending on what staff feel is most appropriate/best). Teachers may use daily folders for each day containing everything the child/children will need, to help structure the week. • Class teacher checks the learning uploaded by pupils on a daily basis, after 3pm • Class Teacher hosts a feedback Zoom session (15 mins approx.) for all children shielding/isolating simultaneously. <ul style="list-style-type: none"> ○ Teachers can structure this however suits the learning. One idea is to have: 5 minutes feedback, 5 minutes explanation for the next day and 5 mins Q&A. Sessions could be more feedback or input related, based on teachers’ professional judgements. ○ The call is aimed at pupils and not parents. ○ They will take place every day except Weds (staff meeting) and unless another school priority meeting clashes with the time (e.g. ASP meeting, SLT/MLT meeting, Performance Management meetings etc) ○ Teachers might host combined Zoom calls with another teacher in the year group if they only have one child isolating in their class. ○ In the event of staff absence, children can join another teacher’s Zoom call in the year group, provided another Zoom call is scheduled. If a teacher is sick and no other children in the year group are isolating, a Zoom call cannot take place. If the class teacher’s absence is more than two days, another teacher from the year group will provide a Zoom call instead. 	<ul style="list-style-type: none"> • Access the daily learning on Fronter • Attempt all of the daily challenges to the best of their ability • Upload learning daily by 3pm to their individual folder in the ‘My Learning’ area on Fronter • Join the Zoom calls at the scheduled time • Parents/carers to discuss and support child with understanding and addressing any feedback given • Contact school if there are difficulties accessing learning on Fronter • 	<ul style="list-style-type: none"> • CTs to upload learning to Fronter by 8:30 am each day at the latest, but preferably the night before • Non-engagement by children followed up by CT first, then HST

Scenario	Learning Offer	School Role	Child/Family Role	Admin
<p>School status: open for all</p> <p>Group of children from the same class isolating, where class teacher is still in school teaching in their regular class</p>	<p>Daily learning which matches as closely as possible the learning for children in school. This will include:</p> <ul style="list-style-type: none"> • The weekly timetable/plan • Daily boards (where applicable) and activity sheets/resources/PowerPoints (KS1&2) – this will include any models or examples where available • PLOD and activity sheets/resources (EYFS) • Daily phonics (EYFS/KS1) • Instructional videos (created by school or from other sources) to support the learning, where appropriate/necessary (to be decided by the teacher) 	<ul style="list-style-type: none"> • Daily learning uploaded to the ‘Virtual Classroom’ area on Fronter by 8.30am (this may be uploaded weekly in advance or on a daily basis, depending on what staff feel is most appropriate/best). Teachers may use daily folders for each day containing everything the child/children will need, to help structure the week. • Class teacher checks the learning uploaded by pupils on a daily basis, after 3pm • Class Teacher hosts a feedback Zoom session (15 mins approx.) for all children shielding/isolating simultaneously. <ul style="list-style-type: none"> ○ Teachers can structure this however suits the learning. One idea is to have: 5 minutes feedback, 5 minutes explanation for the next day and 5 mins Q&A. Sessions could be more feedback or input related, based on teachers’ professional judgements. ○ The call is aimed at pupils and not parents. ○ They will take place every day except Weds (staff meeting) and unless another school priority meeting clashes with the time (e.g. ASP meeting, SLT/MLT meeting, Performance Management meetings etc) ○ Teachers might host combined Zoom calls with another teacher in the year group if they only have one child isolating in their class. ○ In the event of staff absence, children can join another teacher’s Zoom call in the year group, provided another Zoom call is scheduled. If a teacher is sick and no other children in the year group are isolating, a Zoom call cannot take place. If the class teacher’s absence is more than two days, another teacher from the year group will provide a Zoom call instead. 	<ul style="list-style-type: none"> • Access the daily learning on Fronter • Attempt all of the daily challenges to the best of their ability • Upload learning daily by 3pm to their individual folder in the ‘My Learning’ area on Fronter • Join the Zoom calls at the scheduled time • Parents/carers to discuss and support child with understanding and addressing any feedback given • Contact school if there are difficulties accessing learning on Fronter • 	<ul style="list-style-type: none"> • CTs to upload learning to Fronter by 8:30 am each day at the latest, but preferably the night before • Non-engagement by children followed up by CT first, then HST

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<p>School status: partially open</p> <p>Whole class(es) isolating (e.g. Public Health England have advised school to close a class/classes, so all pupils and teaching staff in that class are at home isolating for a set period of time 10-14 days)</p> <p>The same would apply if a whole year group was isolating in this way.</p>	<p>Daily learning which matches as closely as possible the learning that children would be doing in school (i.e. planned learning provides part of a continuum with the learning that has previously taken and which will take place in school once the class returns). This will include:</p> <ul style="list-style-type: none"> • The weekly timetable/plan • Daily boards (where applicable) and activity sheets/resources/PowerPoints (KS1&2) – this will include any models or examples where available • PLOD and activity sheets/resources (EYFS) • Daily phonics (EYFS/KS1) • Instructional videos (created by school or from other sources) to support the learning, where appropriate/necessary (to be decided by the teacher) 	<ul style="list-style-type: none"> • Daily learning uploaded to the ‘Virtual Classroom’ area on Fronter by 8.30am (this may be uploaded weekly in advance or on a daily basis, depending on what staff feel is most appropriate/best). Teachers may use daily folders for each day containing everything the child/children will need, to help structure the week. • Zoom sessions at set points during the day, to enable learning to be introduced and reviewed. <ul style="list-style-type: none"> ○ For Years 1-6, teachers will host <ul style="list-style-type: none"> ▪ a 15 minute ‘Learning Introduction’ Zoom session in the morning (to explain the learning for the day ahead); ▪ a 15 minute ‘Morning Reflection’ Zoom session (to reflect on the learning done so far and to answer questions and/or introduce the afternoon’s learning); ▪ a 15 minute ‘ Afternoon Reflection’ Zoom session at the end of the day to provide feedback and to reflect on the learning with the pupils. ○ Reception children will have the 15 minute ‘Learning Introduction’ and the 15 minute ‘Afternoon Reflection’ sessions. ○ A timetable (see appendix 1) will specify the times of the calls, to enable parents with siblings to access their teacher equally. ○ Teachers can structure the call however suits the learning, although the first will usually involve an input and the final one feedback on the learning ○ The call is aimed at pupils and not parents. ○ Calls will take place everyday during isolation. ○ In the event of staff sickness, children can join the Zoom calls of another teacher in the year group, provided another Zoom call is scheduled. ○ If a teacher is sick and no other classes in the year group are isolating, another member of staff (teacher or TA) will host the morning introduction and afternoon reflection Zoom calls. They will not host a morning reflection call. In this situation, Zoom calls might need to be for the entire year group, so will be less personalised. • Class teacher checks the learning being uploaded by pupils on a regular basis throughout the day. Pupils will need to upload any learning before their afternoon reflection Zoom call. 	<ul style="list-style-type: none"> • Access the daily learning on Fronter • Attempt all of the daily challenges to the best of their ability • Upload learning daily by 3pm to their individual folder in the ‘My Learning’ area on Fronter • Join the Zoom calls at the scheduled time • Parents/carers to discuss and support child with understanding and addressing any feedback given • Contact school if there are difficulties accessing learning on Fronter • 	<ul style="list-style-type: none"> • CTs to upload learning to Fronter by 8:30 am each day at the latest, but preferably the night before • Non-engagement by children followed up by CT first, then HST

Scenario	Learning Offer	School Role	Child/Family Role	Admin
<p>School status: partially open</p> <p>Partial Lockdown (e.g. Public Health England and/or government enforce a partial closure whereby year groups/classes need to alternate between one week in school and one week at home)</p>	<p>Daily learning which matches as closely as possible the learning for children in school. This will include:</p> <ul style="list-style-type: none"> • The weekly timetable/plan • Daily boards (where applicable) and activity sheets/resources/PowerPoints (KS1&2) – this will include any models or examples where available • PLOD and activity sheets/resources (EYFS) • Daily phonics (EYFS/KS1) • Instructional videos (created by school or from other sources) to support the learning, where appropriate/necessary (to be decided by the teacher) 	<ul style="list-style-type: none"> • Daily learning uploaded to the ‘Virtual Classroom’ area on Fronter by 8.30am (this may be uploaded weekly in advance or on a daily basis, depending on what staff feel is most appropriate/best). Teachers may use daily folders for each day containing everything the child/children will need, to help structure the week. • Zoom sessions at set points during the day, to enable learning to be introduced and reviewed. <ul style="list-style-type: none"> ○ For Years 1-6, teachers will host <ul style="list-style-type: none"> ▪ a 15 minute ‘Learning Introduction’ Zoom session in the morning (to explain the learning for the day ahead); ▪ a 15 minute ‘Morning Reflection’ Zoom session (to reflect on the learning done so far and to answer questions and/or introduce the afternoon’s learning); ▪ a 15 minute ‘ Afternoon Reflection’ Zoom session at the end of the day to provide feedback and to reflect on the learning with the pupils. ○ Reception children will the 15 minute ‘Learning Introduction’ and the 15 minute ‘Afternoon Reflection’ sessions. ○ A timetable (see appendix 1) will specify the times of the calls, to enable parents with siblings to access their teacher equally. ○ Teachers can structure the call however suits the learning, although the first will usually involve an input and the final one feedback on the learning ○ The call is aimed at pupils and not parents. ○ Calls will take place everyday during isolation. ○ In the event of staff sickness, children can join the Zoom calls of another teacher in the year group, provided another Zoom call is scheduled. ○ If a teacher is sick and no other classes in the year group are isolating, another member of staff (teacher or TA) will host the morning introduction and afternoon reflection Zoom calls. They will not host a morning reflection call. In this situation, Zoom calls might need to be for the entire year group, so will be less personalised. • Class teacher checks the learning being uploaded by pupils on a regular basis throughout the day. Pupils will need to upload any learning before their afternoon reflection Zoom call. 	<ul style="list-style-type: none"> • Access the daily learning on Fronter • Attempt all of the daily challenges to the best of their ability • Upload learning daily by 3pm to their individual folder in the ‘My Learning’ area on Fronter • Join the Zoom calls at the scheduled time • Parents/carers to discuss and support child with understanding and addressing any feedback given • Contact school if there are difficulties accessing learning on Fronter • 	<ul style="list-style-type: none"> • CTs to upload learning to Fronter by 8:30 am each day at the latest, but preferably the night before • Non-engagement by children followed up by CT first, then HST

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<p>School status: Closed to all pupils</p> <p>Full Lockdown (e.g. The UK government enforce a full school so all children are learning at home)</p>	<p>Daily learning which matches as closely as possible the learning for children in school. This will include:</p> <ul style="list-style-type: none"> • The weekly timetable/plan • Daily boards (where applicable) and activity sheets/resources/PowerPoints (KS1&2) – this will include any models or examples where available • PLOD and activity sheets/resources (EYFS) • Daily phonics (EYFS/KS1) • Instructional videos (created by school or from other sources) to support the learning, where appropriate/necessary (to be decided by the teacher) 	<ul style="list-style-type: none"> • Daily learning uploaded to the ‘Virtual Classroom’ area on Fronter by 8.30am (this may be uploaded weekly in advance or on a daily basis, depending on what staff feel is most appropriate/best). Teachers may use daily folders for each day containing everything the child/children will need, to help structure the week. • Zoom sessions at set points during the day, to enable learning to be introduced and reviewed. <ul style="list-style-type: none"> ○ For Years 1-6, teachers will host <ul style="list-style-type: none"> ▪ a 15 minute ‘Learning Introduction’ Zoom session in the morning (to explain the learning for the day ahead); ▪ a 15 minute ‘Morning Reflection’ Zoom session (to reflect on the learning done so far and to answer questions and/or introduce the afternoon’s learning); ▪ a 15 minute ‘ Afternoon Reflection’ Zoom session at the end of the day to provide feedback and to reflect on the learning with the pupils. ○ Reception children will the 15 minute ‘Learning Introduction’ and the 15 minute ‘Afternoon Reflection’ sessions. ○ A timetable (see appendix 1) will specify the times of the calls, to enable parents with siblings to access their teacher equally. ○ Teachers can structure the call however suits the learning, although the first will usually involve an input and the final one feedback on the learning ○ The call is aimed at pupils and not parents. ○ Calls will take place everyday during isolation. ○ In the event of staff sickness, children can join the Zoom calls of another teacher in the year group, provided another Zoom call is scheduled. ○ If a teacher is sick and no other classes in the year group are isolating, another member of staff (teacher or TA) will host the morning introduction and afternoon reflection Zoom calls. They will not host a morning reflection call. In this situation, Zoom calls might need to be for the entire year group, so will be less personalised. • Class teacher checks the learning being uploaded by pupils on a regular basis throughout the day. Pupils will need to upload any learning before their afternoon reflection Zoom call. 	<ul style="list-style-type: none"> • Access the daily learning on Fronter • Attempt all of the daily challenges to the best of their ability • Upload learning daily by 3pm to their individual folder in the ‘My Learning’ area on Fronter • Join the Zoom calls at the scheduled time • Parents/carers to discuss and support child with understanding and addressing any feedback given • Contact school if there are difficulties accessing learning on Fronter • 	<ul style="list-style-type: none"> • CTs to upload learning to Fronter by 8:30 am each day at the latest, but preferably the night before • Non-engagement by children followed up by CT first, then HST

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<p>School status: Closed to all pupils except key workers</p>	<p>Daily learning which matches as closely as possible the learning for children in school. This will include:</p> <ul style="list-style-type: none"> • The weekly timetable/plan • Daily boards (where applicable) and activity sheets/resources/PowerPoints (KS1&2) – this will include any models or examples where available • PLOD and activity sheets/resources (EYFS) • Daily phonics (EYFS/KS1) • Instructional videos (created by school or from other sources) to support the learning, where appropriate/necessary (to be decided by the teacher) 	<p>Children accessing remote learning at home:</p> <ul style="list-style-type: none"> • Daily learning uploaded to the ‘Virtual Classroom’ area on Fronter by 8.30am (this may be uploaded weekly in advance or on a daily basis, depending on what staff feel is most appropriate/best). Teachers may use daily folders for each day containing everything the child/children will need, to help structure the week. • Zoom sessions at set points during the day, to enable learning to be introduced and reviewed. <ul style="list-style-type: none"> ○ For Years 1-6, teachers will host <ul style="list-style-type: none"> ▪ a 15 minute ‘Learning Introduction’ Zoom session in the morning (to explain the learning for the day ahead); ▪ a 15 minute ‘Morning Reflection’ Zoom session (to reflect on the learning done so far and to answer questions and/or introduce the afternoon’s learning); ▪ a 15 minute ‘ Afternoon Reflection’ Zoom session at the end of the day to provide feedback and to reflect on the learning with the pupils. ○ Reception children will the 15 minute ‘Learning Introduction’ and the 15 minute ‘Afternoon Reflection’ sessions. ○ A timetable (see appendix 1) will specify the times of the calls, to enable parents with siblings to access their teacher equally. ○ Teachers can structure the call however suits the learning, although the first will usually involve an input and the final one feedback on the learning ○ The call is aimed at pupils and not parents. ○ Calls will take place everyday during isolation. ○ In the event of staff sickness, children can join the Zoom calls of another teacher in the year group, provided another Zoom call is scheduled. ○ If a teacher is sick and no other classes in the year group are isolating, another member of staff (teacher or TA) will host the morning introduction and afternoon reflection Zoom calls. They will not host a morning reflection call. In this situation, Zoom calls might need to be for the entire year group, so will be less personalised. 	<ul style="list-style-type: none"> • Access the daily learning on Fronter • Attempt all of the daily challenges to the best of their ability • Upload learning daily by 3pm to their individual folder in the ‘My Learning’ area on Fronter • Join the Zoom calls at the scheduled time • Parents/carers to discuss and support child with understanding and addressing any feedback given • Contact school if there are difficulties accessing learning on Fronter • 	<ul style="list-style-type: none"> • CTs to upload learning to Fronter by 8:30 am each day at the latest, but preferably the night before • Non-engagement by children followed up by CT first, then HST

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		<ul style="list-style-type: none"> • Class teacher checks the learning being uploaded by pupils on a regular basis throughout the day. Pupils will need to upload any learning before their afternoon reflection Zoom call. <p>Keyworker children on site:</p> <ul style="list-style-type: none"> • Year Group TAs staff year group Keyworker bubbles • Children are supported to access the daily learning (uploaded to the 'Virtual Classroom') and the Zoom calls from a year group classroom in the same way their peers are doing at home. 		

Appendices

Appendix 1:

Times of Zoom calls to classes in the event of: whole class isolation, a partial lockdown or a full lockdown

	Learning Introduction	Morning Reflection	Afternoon Reflection
Year 6	8:45am	10:45am	4:00pm
Year 5	9:00am	11:00am	3:45pm
Year 4	9:15am	11:15am	3:30pm
Year 3	9:30am	11:30am	3:15pm
Year 2	9:45am	11:45am	3:00pm
Year 1	10:00am	12:00pm	2:45pm
Reception / Nursery	10:15am		2:30pm

- Zoom sessions will start and finish promptly at the allotted times.
- Please note the afternoon reflection **will not** take place on Wednesdays due to staff training.