



L.E.A.D. Academy Trust
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Remote Learning Plans



Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

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

A pupil's first day or two 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.

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

Day 1 - If the announcement is made during school time and with some notice, children will be sent home with 2 days of work – reading, writing, maths and topic.

- Children who need a device to access remote learning will be given a device.
- Bespoke learning packs will be created for SEND pupils.

Day 2 – Full remote learning in operation.

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 will 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 or if it is the teacher, who is ill.
- The first lesson of the day will be uploaded by 9:15 and then at various times during the school day – class specific timetable will be shared and followed.
- Work set will be meaningful and ambitious in an appropriate range of subjects.

Remote teaching and study time each day

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

- Teaching provided will be a minimum of:
 - Nursery: Weekly menu of activities and daily story time
 - Reception and Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
 - Key Stage 2: 4 hours a day

This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently.

Accessing remote education



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

All work will be uploaded on to ClassDojo.

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

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 laptops or tablets to identified pupils. These have been identified through an audit carried out in January (under constant review). The office will contact parents to arrange collection.
- Lend devices that enable an internet connection to those identified through the audit carried out in January (under constant review).
- All work posted on ClassDojo can be completed on paper. Exercise books and pens and pencils available to collect from office. Bespoke and individualised work packs provided for some SEND pupils and pupils with English as an additional language. Any work set, which does need printing, will be available for collection at the office on a weekly basis.
- Wherever possible, pupils will be supported to submit work to their teachers using ClassDojo. Only if we are unable to provide the remote access will other ways to submit work be considered – i.e. the handing in of work packs weekly.

How will my child be taught remotely?

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

Subject Specific Provision	
Maths (Daily) 1 hour per day	Pre-recorded teaching video starter. White Rose pre-recorded teaching video (4 times per week) Big Maths (Once per week) Task uploaded to be completed on ClassDojo, or on paper, or in an exercise book provided by school. Supplementary maths tasks TT Rosk Stars and Sumdog
Writing / SPaG (Daily) 1 hour per day	Pre-recorded teaching video. Task uploaded to be completed on ClassDojo, or on paper, or in an exercise book provided by school. Lessons from Oak National Academy will be used in the event of the class teacher being ill.
Reading (Daily)	Pre-recorded teaching video – focusing on reading skills and comprehension. Reading for pleasure – on reading material



20 – 30 minutes per day + 10 minutes reading for pleasure	Lessons from Oak National Academy will be used in the event of the class teacher being ill.
Phonics – year 1 and specific pupils (Daily)	Pre-recorded teaching video. Interactive lesson.
	Lessons from Letters and Sounds for home and school.
20 minutes per day	
Spelling 15 minutes per week 10 minutes spelling practice per day	Weekly - Upload teaching video introducing spelling rule and words of the week. Set spelling test expectations. Children practicing spellings
PSHE 30 minutes per week	Pre-recorded weekly teaching video. Upload independent learning task.
MFL – Spanish 1 hour per week	Pre-recorded weekly teaching video. Upload independent learning task.
Class specific timetable to be followed and children will be set appropriate work in the following subjects 1 hour per day (minimum)	
History / Science / Geography	Pre-recorded weekly (minimum) teaching video. Upload independent learning tasks Supplementary tasks Set activities from learning logs.
Music	Signpost and set task using Oak National Trust.
Computing	Signpost and set task using Espresso Coding.
PE	Signpost to Joe Wickes – Monday, Wednesday and Friday.

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?

- Pupils are expected to engagement with remote education by accessing ClassDojo and watching the teaching videos and completing the tasks set. In the vast majority of cases, these tasks do not need to be printed out but completed on paper.
- The best way to support your child is to set clear routines, which suit your family. Contact the school for individual support.



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

- Our primary method of checking pupil engagement will be through work submitted on ClassDojo, which will be checked regularly throughout the school day. Regular phone calls home will also be used to support and encourage pupil engagement between the hours of 9:00 and 3:30. On occasions home visits by a member of the senior leadership team will be carried out.
- There are clear expectations and frequent communication for engagement in learning.

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

Methods of feedback a class teacher may use at St Ann's Well:

- Whole-class feedback – written comment, diagnostic video modelling a misconception or expectation or quizzes marked automatically via digital platforms
- Individual feedback – written comment on work submitted and work handed it. Over the phone feedback.

How often pupils will receive feedback on their work: Ongoing. Daily.

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 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 in the following ways:

- Additional support for pupils with particular needs: Named contact person, daily contact, bespoke provision and support. Supportive resources – paper packs and appropriate resource packs.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is 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.

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

In this section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.



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KS1 and KS2 - Wherever possible the work provided will follow what is being delivered in school. Teachers will upload on to ClassDojo appropriate explanation / instruction and videos (White Rose – maths) to complete the uploaded task. Set work could be supported by The National Oak Academy resources.

EYFS – Full resources packs will be provided based on a story. The National Oak Academy will be used.

A laptop or iPad can be provided to support access.

Remote teaching and study time each day provided will be:

- Nursery: Weekly menu of activities and daily story time
- Reception and Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

Feedback will be provided for all work uploaded.

Teachers will be available at the end of the school day for any support in regard work set. Messages can be sent through ClassDojo and messages can be left with the school office.