



Nevill Road Junior School Remote Education Plan

This policy sets out the plans for Remote Learning that Nevill Road Junior School will take in the event of a suspected case of Covid-19, a confirmed case of Covid-19 or a local/national lockdown.

INTENT

At Nevill Road Juniors, we provide a rich and deep curriculum through a thematic approach. This is in line with, but also goes beyond the requirements set out in the National Curriculum. Our curriculum promotes a love of learning and gives children the confidence to be curious, to explore and to provide opportunities for children to challenge themselves. Knowledge and skills increase as the children progress through the school and they are able to articulate what they know and what they remember with confidence and delight. We want all children to give themselves choices and to reach their full potential in preparation for their future success.

Our 'Aspire to Achieve' curriculum feeds through all of the children's learning.



We **Aim High** by challenging ourselves in all aspects of school life.

We are **Successful** learners by using our growth mind set to achieve.

We **Persevere** by being resilient and trying our best in everything we do.

We use our **Imagination** to produce creative work that we can be proud of.

We show **Respect** by including everyone and making sure we all matter.

We show **Enthusiasm** by approaching all learning with a positive attitude.



IMPLEMENTATION

In the event of a Covid case or local/national lockdown, we will continue to offer a broad and balanced, rich and deep curriculum using the online platform Google Classroom. Remote learning will be approached in the following way:

- To ensure we have a plan that can be up and running **the following day** should a need arise to educate a class/year bubble or group of pupils off site.
- To support our pupils to **continue to receive the best teaching and learning we can facilitate** under these difficult conditions and to **minimize lost learning** as much as possible
- To provide a **'learning at home' timetable** which balances an expectation of 4 hours of work per day (KS2) with flexibility and the need to respect difficulties parents may have in supervising and supporting this expectation.
- To ensure **consistency in the approach** to remote learning for pupils who are not in school
- To keep the model as simple as possible to ensure that pupils, parents/carers and teachers know what is being asked of them and to ensure all involved **are trained in their use**
- To ensure that maximum teaching and learning is maintained between teachers and pupils at home through the **use of pre-recorded and live teaching lessons and an interactive platform.**
- To ensure that our remote teaching allows **interaction, assessment and feedback** to take place **daily** using high quality remote education resources
- That all staff are **committed to the emotional and pastoral connection and support** of all our pupils on a daily basis whilst they are learning from home
- To **provide printed resources**, such as textbooks and workbooks, for pupils who do not have suitable online access



Anticipated challenges and how we can respond

- **Maintaining engagement from pupils on a daily basis.** Teachers will make good use of opportunities within live lessons and teaching videos to set clear expectations for work submitted and to provide encouragement and celebration.
- **Supporting those pupils who usually rely on a high level of support** in class. Teachers will provide differentiated work for different pupil groups – especially those needing learning support. Additional teaching videos may be available to these pupils to allow them to slow learning down to a more manageable pace through ‘play and pause’ facilities. Direction of TA’s will also be used to support these learners.
- **The demand on technological devices in the home** may be stretched if more than one pupil in a home is needing to use a device at the same time. Timetables for live lessons will need to recognise such demands and will be adapted accordingly, particularly in the event of a lockdown (school is closed for all pupils except priority groups)

Scenario	Action	Home Learning Provision
1. My child or someone in the household has suspected coronavirus symptoms.	Your child should not attend school until the test result is returned. Negative result – your child can return to school straight away.	Topic Maps for each term are available on the school website in the class page. Please use these to identify the focus areas of learning for your child’s year group. Oak Academy lessons are available for most subject areas. www.thenational.academy.co.uk More websites you can use include: www.trockstars.com www.bbc.co/bitesize We will also provide resources through google classroom e.g. spelling lists, 100 book read challenge, wellbeing activities.
	Positive result – your child should not come to school for at least 10 days (if they test positive) for 14 days (if a member of the household tests positive)	The class teacher will send an email to the child’s parent with activities that can be completed at home that replicate the learning taking place for the rest of the year group in school. Children can submit work by uploading to Google Classroom or emailing back / sending paper copies to the class teacher. Feedback will be given when possible taking in to account that teachers will be working in school during this time.



<p>2. My child has been identified as 'Close Contact' with someone who returns a positive test for COVID-19 by NHS test and trace.</p>	<p>Your child should not come to school for 14 days.</p>	<p>The class teacher will send an email to the child's parent with activities that can be completed at home that replicate the learning taking place for the rest of the year group in school. Children can submit work by uploading to Google Classroom or emailing back / sending paper copies to the class teacher. Feedback will be given when possible taking in to account that teachers will be working in school during this time.</p>
<p>3. We have received medical advice that my child must resume shielding.</p>	<p>Your child should not come in to school until restrictions have been lifted as advised by the GP.</p>	<p>Please see above. In the event of a child being unable to attend school for a long period of time due to shielding, the class teacher will be available to provide feedback. We will also arrange google meets for them to see their friends during school time if they would like to.</p>
<p>4. There is a confirmed positive test within a class bubble. The entire class is required to quarantine.</p>	<p>Your child will not be able to attend school for the period of time specified by the health protection team (usually 14 days)</p>	<p>Pupils are required to log on to google classroom and access the daily lessons provided in line with the other classes within their year group. Some teacher input will be available through google meet and direct feedback will be given by the class teacher or another member of staff, if they are unwell. Pupils are required to engage with this forum and respond to the tasks set.</p>
<p>5. There is a full school closure.</p>	<p>Your child will not attend school for the duration of the closure. If you are a key worker or your child is classed as vulnerable e.g. is in possession of an EHCP, the school will continue to offer an on-site provision.</p>	<p>Pupils are required to log on to google classroom and daily lessons will be provided in line with year group expectations. Some teacher input will be available through google meet and direct feedback will be given by the class teacher or another member of staff, if they are unwell. Pupils are required to engage with this forum and respond to the tasks set – see timetable.</p>



Remote learning timetable in the event of a class, year group bubble or partial and whole school closure- Note that activities can be completed in any order.

In the event of a closure, we will endeavour to teach the same curriculum remotely as we do in school wherever possible. However, we may need to make some adaptations in some subjects.

Time	
Year 3 9:00am	<p>Google Meet Session with class teacher- Maths Input</p> <p>In this session your teachers will check in with the class and give a short live lesson to guide and support you with the maths for today. This will include modelling strategies that the children will need to use for their lesson.</p>
Year 4 9.15am	
Year 5 9.30am	
Year 6 8.45am	
	<p>Activity One – Maths</p> <p>Children watch White Rose Maths video which follows on from the teacher input in the Google meet and then they need to complete the questions which have been set. The activities will be set as 1*, 2* and 3* questions. All children are expected to have a go at the 1* questions and try the other activities if they can. During the feedback session at the end of the day, the teachers will be marking the maths activities with the children and encouraging them to explain their answers using the maths sentence stems. Children need to upload their work so that teachers can mark it and give individual feedback.</p>
Year 3 10.15am	<p>Google Meet Session with Class Teacher- Reading or Writing Input</p> <p>In this session your teachers will give a short live lesson guide and support you with your reading or writing activity for today. These sessions will take the form of a reciprocal reading session, helping the children to clarify the meaning of any difficult vocabulary, summarising the text as well as helping them to ask and answer questions.</p> <p>Guided writing sessions will include opportunities for the children to have a go at writing sentences with the class teacher in order to help them to use the correct spelling, punctuation and grammar.</p>
Year 4 10.30am	
Year 5 10.45am	
Year 6 10.00	
	<p>Activity Two – Guided Reading</p> <p>A weekly text will be set for the children to read and answer the questions. Children are to complete and upload their work – staff to provide individual feedback on tasks and be available to respond to any comments.</p>



	<p>Activity Three – English This activity will be linked to an Oak Academy lesson. Children to complete and upload their work – staff to provide individual feedback on tasks and be available to respond to any comments.</p>
	<p>Activity Five – PE Activity Children to be signposted to videos such as Joe Wicks work outs for them to complete. These activities could be posted on the Stream.</p>
	<p>Activity Six – Topic Lesson Children will be asked to complete a topic activity. The subject for this will depend on the medium term planning for each year group. Children need to upload their work so that teachers can mark it and give feedback.</p>
<p>Year 3 2.15pm</p>	<p>Google Meet Session 3- Feedback session led by class teacher</p> <p>Session to be used to mark and review the maths work children have completed that day. The session will allow teachers to address any misconceptions with the children. Children will also be asked to give explanations of their working out using their mathematical sentence stems which they use in school.</p> <p>Friday afternoon Google Meet will be a Whole Year Group meet. Mrs Cliff will be joining the meet and delivering an assembly.</p>
<p>Year 4 2.30pm</p>	
<p>Year 5 2.45pm</p>	
<p>Year 6 2.00pm</p>	

- **Providing feedback on work** - Teachers will continue to offer the high level of support and feedback that was given through the lockdown/Summer term period. Whilst not being expected to feedback on every child's every piece of work, teachers will assign certain tasks to receiving more feedback than others.
- Teachers will set clear expectations on how regularly they will check work and make clear to pupils that they will be expected to upload/submit/complete tasks according to the deadlines set. We would ask that parents support their child's teacher in this by checking in with their child on a daily basis that they have done this.
- Use of digital sites e.g. Oak Academy / White Rose. Teachers will continue to use these to support practise and consolidation of core skills.
- **Sharing, celebrating and supporting well-being.** Work amongst the pupils on the platforms will help to maintain connection, belonging and a sense of accountability to school. Teachers will celebrate individual pupils, share work and maintain the strongest sense of 'belonging' and class identity on a daily basis. Celebrating assemblies will be delivered by the Headteacher through Google Meets on Fridays.
- Themes/Science/Pastoral/keeping active curriculum. Teachers will plan activities and learning for the afternoon that will develop any of these aspects. They will be in line with the current learning and be a range of different activities across the week.



SEND Remote Learning Provision

Through our remote learning, we will continue to provide a broad and balanced curriculum for all children. When planning remotely, teachers will continue to set suitable learning challenges and respond to children's diverse learning needs. Teachers will take into account the requirements individual children may have and make provision accordingly thus enabling all children to participate effectively in curriculum and assessment activities.

Teachers may take the following approach to remote learning once they have contacted parents to agree how best to support the child:

Adapt learning by providing different tasks for certain children who have are supported through the SEND Support stage of SEND. The focus of some the resources sent home will link directly to their plans.

Practical games which could either be fine online or offline, linked to specific areas of needs and targeted at the correct level for the child to understand.

Provide sensory activities or visuals to support learning.

Any therapist or specialist agencies who provide regular support and advice will be contacted and asked to make contact with the family.

Our SENDCo, will liaise with families of our EHCP children regularly to ensure that they are able to access the required resources for their child.

Safeguarding

School office to contact parents and carers to recommend a Covid test is taken and to make sure that parents know who to communicate test results too.



If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on noc).

Those not engaging with home learning are to receive a phone call initially from the class teacher to discuss the obstacles and support and then, if further support is needed, from a member of the SLT team.

IMPACT

Through using the remote online platform Google Classroom, we hope that all the children at Nevill Road Junior School will be able to continue to articulate their learning, show progress against their bespoke targets and are prepared for the next stage of their education.