



Ashfield Valley Remote Learning Offer

Intent:

To ensure that all pupils who are learning remotely have access to a high quality of education and that their progress is in line with expected progress when in school.

Background:

Feedback from parents during the national lockdown was that paper-based home learning packs were more effective than just online learning. School changed to this format during the lockdown and the response was favourable from parents and children.

A questionnaire was sent to parents at the beginning of the autumn term to find out if their views had changed. The results were as follows:

- Paper based learning: 49%
- Online learning : 9%
- A combination of both online and paper based: 42%
- Some parents commented on their lack of confidence in delivering home learning
- The majority of our children have access to a digital device and we are aware of those who do not. School is taking advantage of the government offer regarding extra laptops for use at home.

This has informed our thinking when making decisions about Ashfield Valley's remote learning offer.

Implementation

Preparation:

- During the autumn term, new passwords were issued and school staff explained how to use online resources such as Purple Mash, Oak Academy and Times Table Rock Stars.
- Teachers prepared and uploaded phonics sessions and story times to the school website.
- Teachers were planning a two week timetable of lessons, based on the current topic, in learning packs which were used for individual children who needed to isolate and for a whole class if a bubble closed.
- The packs contained a timetable with clear guidance as to daily learning and answer sheets and examples.
- School has received 18 additional laptops from the DFE, and families who have requested device have been given one.

Procedures since the January National Lockdown:

- Senior leaders followed the advice from government with regard to children with key worker parents, vulnerable children, including those with a social worker and nursery children.
- There are four bubbles open in school and staff will be on site every other week on a rota basis for as long as numbers allow.
- The bubbles contain children from different year groups (see school risk assessment).
- There are two members of staff in every bubble, which allows the teacher to run remote learning in tandem with class learning.

Approach

- Our approach is based on our good knowledge of our families and their circumstances and the feedback given by parents in the autumn term. We, therefore, offer a blended approach of digital and paper-based learning opportunities.
- **Learning packs:**
 - Paper based packs are issued every two weeks.
 - The packs are in line with curriculum medium term plans and include a range of subjects and activities, including lots of practical work.
 - Resources necessary to complete the activities are included, such as scissors, paper, glue etc.
 - The completed packs are returned to school when a new one is due to be picked up – days and times are communicated to parents in the usual way.
 - The packs contain a timetable so it is clear which tasks should be completed each day – the amount of learning set is in line with government guidelines.
 - The packs give clear instructions as to how to complete tasks and worked examples.
 - Tasks may be follow on written tasks linked to Oak Academy lessons or recorded lessons
- **Online learning**
 - The school digital platform is Purple Mash and Evidence Me in Early Years.
 - Teachers send a daily message to children via Purple Mash and the Reception teacher uploads a video every day in which she explains the learning.
 - 2Dos are set daily and lessons are recorded and uploaded. Teachers make use of Oak Academy resources and Times Table Rockstars.
 - Teachers have recorded resources for the website such as phonics and stories. Children are signposted to these in the weekly plan and through the Headteacher newsletter.
 - Wider resources such as a virtual library, PE resources, and art ideas are also available on the website. These are added to regularly.

Curriculum

- Planning is based on the medium term plans in school for all subjects.
- The amount of work set meets the requirements set by the DFE.
- Plans are quality assured by SLT.

SEND:

- Appropriate work will be set, in line with provision map/EHCP targets for children with SEND – this will be overseen by the SENDCO, Mrs Begum.
- Mrs Begum will be in regular contact with these children and their families as appropriate.
- Resources and adaptations are provided to meet the needs of learners – for example, one pupil has the use of a magnifier at home.

Safeguarding and Well-Being:

- Teachers delivered, during the autumn term, internet safety lessons to be prepared for online learning. E-safety, is the first unit in the school HRE curriculum.
- The Welfare Team meet weekly, and the needs of vulnerable children who are isolating are discussed and actions decided in these meetings.
- Extra resources have been out on the website to support safety online and children are reminded about these.
- Digital Leaders have worked, remotely, with pupils about online safety.
- Staff are available to support families with any issues concerning online working.
- School's mental health first aider has focused on children's wellbeing during the lockdown:
 - Additional resources on the website
 - Weekly yoga sessions online
 - Wellbeing questionnaire for KS2 which led to follow up actions
 - Setting up Wellbeing Warriors with pupils
- Community events to be run: weekly zoom assemblies with certificates and competitions
- Our approach of mixed paper based and online learning considers children's wellbeing in having limited screen time and including practical activities.

Engagement and Feedback

- Pupil engagement with learning is tracked on a weekly basis – teachers complete a spreadsheet which shows which children have engaged online, have been contacted by phone and if learning packs are completed.
- Lack of engagement is followed up by members of the Welfare team with a phone call and then a home visit.
- All children are contacted weekly by the class teacher.
- Teachers give digital feedback on the work completed through Purple Mash and deal with any misconceptions or errors.
- Learning packs are returned when the new pack is picked up. Once they have been quarantined, teachers look at the packs to see misconceptions and errors. These may be dealt with individually, as a class or group, or in the next set of learning.

Communication

- Teachers can communicate with pupils via email on Purple Mash – parents can contact a teacher this way also.
- Parents are encouraged to ring school with any queries – bi-lingual speakers are available.
- Information is posted on the website and in Headteacher newsletters.

- School uses a texting service for whole school and individual classes.
- Staff check in with parents when they come to pick up the learning packs and pass any concerns to the welfare team.
- Information is shared through the weekly zoom celebration assembly which parents are welcome to attend.

Review:

- Teaching in a pandemic is a fluid situation and we recognise the need to adjust our plans in response to local and national guidelines and the needs of our families. Therefore, School's remote learning offer is subject to ongoing review by SLT, taking into account feedback from pupils and parents and staff, and is adapted as necessary.
- A review to assess the impact of the provision will take place at the end of Spring 2.