



PLAN FOR REMOTE LEARNING

SEPT 2020

(updated January 2021)

This plan outlines the provision that Fernhill Academy will make for children who require remote learning provision through the Covid- 19 pandemic.

What ‘remote learning’ can I expect from Fernhill Academy?

Children will have access to remote learning in the following circumstances:

- Their year group bubble has been told to self-isolated (due to exposure to Covid).
- The local area or UK has a more general lockdown and schools are closed to all but essential workers and vulnerable children (most children at home).
- They are self-isolating but their bubble/school remains open.

Please note we would not expect a child who is sick with Covid or any other illness to complete any work.

Our aim will be to ensure the learning that is provided will be of a good quality, will help ensure children do not fall behind in their learning and is accessible to all. We recognise that remote learning requires a degree of flexibility to meet the needs of families in different circumstances. Activities will be accessible on demand and using a learning platform: SeeSaw in Years 1 to 6 and Tapestry in Year R. Please see our provision for the different scenarios.

Provision is dependent on circumstances; the expectation on the teacher will be different depending on how many children are absent from school and for how long they are absent.

Teachers will plan for learning with follow-up activities that will take, broadly, 3 hours each day for Key Stage 1 and 4 hours for Key Stage 2. Learning will be posted on either SeeSaw or Tapestry daily for maths and English (including spelling/phonics, reading and writing) and weekly for most other curriculum subjects.

As far as possible, Learning will follow schemes of work in school and will be supplemented with high quality resources including: ·

White Rose – maths lessons, videos and resources ·

Oak National Academy – all curriculum areas ·

BBC Bitesize – all curriculum areas ·

RWI – phonic

Oxford Owls – reading books ·

The Write Stuff – writing stimulus and ideas

Paper copies of learning activities will be available to families without online access.

There is an expectation that learning is completed by children and non-engagement will be followed up.

We recognise that remote learning brings unique challenges for families. Please contact school if you have any concerns or need support to help your child.

How we will communicate with parents:

Our primary platform to support remote learning is Tapestry for Year R and See Saw in Years 1 to 6. Marvellous ME and Parent Mail are also used to communicate and send messages directly to parents.

Feedback to learning is provided directly on SeeSaw.

At Stage 1, Feedback on your child's learning will be given on their return to school

At Stages 2-4, Please ensure that you check the platform each day

Feedback on your child's learning will be provided primarily via See Saw or Tapestry

Feedback will take a number of different forms: - answers for self-marking; - an acknowledgement e.g. a "like" or individual comments. Teachers will aim to respond as quickly as possible between 9am and 5pm, Monday to Friday. However, please be aware that teachers may be teaching a full day in class, as well as providing home learning and therefore may not always be able to give full or immediate feedback.

As always, the wellbeing of our children and families is paramount, so please contact the school office if you have any concerns or need the learning adapted due to limits of technology.

Tips for parents:

The recommended four hours of study for Key Stage 2 and three hours for Key Stage 1 are not intended to be all computer based and children benefit from a break from screen time.

- DO set a clear routine for your child using the learning set
- DO talk to your child about what they know already and relate to any new learning
- DO encourage them to be independent - children learn most through their mistakes
- DO replay short video clips to help children understand an input
- If you can find time, DO talk to your child during the day about what they found challenging and what helped them with their work - it will make a big difference
- DO keep learning sessions in short manageable chunks
- DO stop and start again if something is proving a challenge or they need thinking time
- DO allow your child to copy modelled examples before having a go on their own

| Circumstance | Remote learning | Marking expectation |
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| <p>My child is unwell and absent from school</p> | <ul style="list-style-type: none"> No learning will be sent | <ul style="list-style-type: none"> No marking |
| <p>Stage 1: A child is absent because they may be awaiting test results/ required to isolate. The rest of their school bubble are attending school and being taught as normal.</p> <p>This becomes a Stage 2 from the third day of absence or on receipt of a positive test result</p> | <ul style="list-style-type: none"> 'Get-going' work is provided – this will be revisionary/quiz-type or relate to website learning sent via Tapestry for Year R or SeeSaw for years 1 to 6. It will be daily Maths (may include Maths Skills Checks) Reading, Spelling and topic-related learning. If they are feeling well enough, time for exercise should also be allocated. | <p>Feedback on your child's learning will be given on their return to school</p> |
| <p>Stage 2: A child is absent because they, another sibling or household member- have had a positive test result OR Imposed self-isolation.</p> <p>The rest of their school bubble <i>may be</i> attending school and being taught as normal.</p> | <ul style="list-style-type: none"> Maths lessons, sent via Tapestry or Seesaw following on/mirroring the maths being covered in the classroom at that time. This may be based on White Rose maths videos (the scheme used in school), the screens shared in the classroom and resources/worksheets used in the classroom. Daily for 40 to 60 minutes <i>Answers will be provided for self-marking at home/ returned learning will be marked by the teacher</i> English tasks for KS2 sent via Seesaw, following the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child. Some/all of these will be 'handed in' to your child's class teacher via Seesaw for marking. Daily for 40 to 60 minutes Individual and/or Guided Reading Tasks will be set at least 3 times/week for 10 to 20 minutes. Reading may be included as part of an English lesson or in addition to the daily English lesson Phonics sessions/tasks for EYFS and KS1 to work on the sounds your child will be missing. Daily for 20 minutes | <ul style="list-style-type: none"> Please ensure that you check the platform each day. Feedback on your child's learning will be provided via Seesaw or Tapestry Feedback will take a number of different forms; we may provide you with answers for self-marking; we may acknowledge with a <i>smiley face or like</i>; we may ask you to choose key pieces for in-depth feedback <i>once or twice a week (you may need to include details as to how this works on your platform here)</i>; we may not give direct feedback but adapt the following day's learning in light of our assessment Participation and learning on TTRS will continue to be monitored We undertake to contact you and your child by Live class catch |

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| | <ul style="list-style-type: none"> • Spelling sessions for KS2 Daily for 20 minutes • Science and Foundation Subjects (including IT and RE) Daily following the lessons being covered in class that week. This may be the screens from the lesson being uploaded via Tapestry or Seesaw and the Year group emails along with resources / worksheets (if appropriate i.e. if the resources required for the lessons are already at home). If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g. maps and atlases) then alternative 'topic' learning will be set which may make use of the Government's 'Oak Academy' lessons or other online link. • Daily reading at home in line with normal expectations • Opportunities for physical exercise will be built in | <p>ups via MS teams 3 times/week. <i>Telephone/ emails</i> on a two weekly basis where possible and, in some cases, more frequently. If your child does not access Live Catch up sessions, this will be followed up by a telephone call</p> |
| <p>Stage 3: My child's whole bubble is not permitted to attend school because they, or other members of their bubble, have tested positive for Covid-19.</p> | <ul style="list-style-type: none"> • Maths lessons sent via Seesaw/Tapestry, following on learning that had been planned for the class at that time. This may be a combination of White Rose maths videos (the scheme used in school), the screens shared in the classroom and resources/worksheets used in the classroom. Daily for 40 to 60 minutes. Answers will be provided for self-marking at home/ <i>returned learning will be marked by the teacher</i> • English tasks uploaded via Seesaw, following the sequence of learning planned for the classroom. The quantity will be dependent on age/stage of your child. Some/all of these will be 'handed in' to your child's class teacher via SeeSaw. This will include spelling, grammar, writing and reading. Daily for 40 to 60 minutes | <ul style="list-style-type: none"> • Please ensure that you check the platform each day. • Feedback on your child's learning will be provided via SeeSaw or Tapestry • Feedback will take a number of different forms; we may provide you with answers for self-marking; we may acknowledge with a <i>smiley face or like</i>; we may ask you to choose key pieces for in-depth feedback <i>once or twice a week; we may not give direct feedback but adapt the following day's learning in light of our assessment</i> |

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| | <ul style="list-style-type: none"> • Individual and/or Guided Reading Tasks will be set at least 3 times/week for 10 to 20 minutes. Reading may be included as part of an English lesson or in addition to the daily English lesson • Phonics sessions/tasks for EYFS and KS1 to work on the sounds your child will be missing. Daily for 20 minutes • Spelling sessions for KS2 Daily for 20 minutes • Science and Foundation Subjects (including IT and RE) Daily - will be sent home via SeeSaw. This will follow the normal pattern of the curriculum and may be supplemented with links to online learning, including Oak Academy resources. • 1:1 support if your child receives 1:1 support and they are isolating, a more bespoke programme of support will be set up. They will usually be expected to still complete the learning set via Seesaw/Tapestry AND/OR- Your child's class teacher will endeavour to contact your child on a weekly basis to offer support and give feedback on their remote learning to date. <p>Daily reading at home in line with normal expectations Opportunities for physical exercise will be built in daily Assemblies 2 x week (Monday and Friday) Live Class catch up sessions will take place 3x/week</p> | <ul style="list-style-type: none"> • Participation and learning on <i>TTRS</i> will continue to be monitored • We undertake to contact you and your child by <i>telephone/emails</i> on a weekly basis where possible and, in some cases, more frequently. |
| <p>Stage 4 We enter another 'lockdown' with total school closure.</p> | <p>As Stage 3 but with critical worker and vulnerable child provision (dependent upon government guidance).</p> | |

