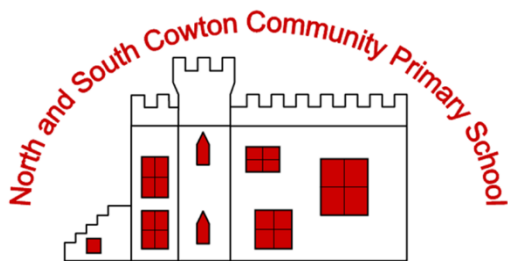


# Remote Learning Plan



**Melsonby Methodist  
Primary School**

**Federation of North and South Cowton  
Community Primary School and  
Melsonby Methodist Primary School**

## **Rationale**

This document aims to provide clear guidelines on how children can engage meaningfully in their education remotely and what parents can expect from the school during periods of home learning.

During periods of isolation or lockdown, children need to have the opportunity to continue their high-quality education at home, supported by the skills and expertise of their teacher, who may be in school or at home themselves.

As remote learning is a new approach to many, it requires constant adaptation based on reflections from all. Remote learning is a partnership. We rely on parents to give us feedback on what is working and what is not so that we can constantly refine and develop our offer to ensure it best meets the needs of the children.

## **What is Remote Learning?**

Remote learning is delivered when children are unable to access face to face teaching and learning in school with their teacher.

Remote learning is applicable in the following situations:

1. Firstly, when a child is unable to attend school due to a period of self-isolation
2. If we had to close the school bubble due to a confirmed case of COVID-19
3. If a school has to close due to staff shortages or other extenuating circumstances
4. During a period of complete lockdown (regional or national, in which schools are closed to the majority of pupils)

Please note: If a child is unwell, there is no expectation for learning to be completed.

## **During periods of localised or national lockdown, the school is committed to:**

- Setting learning for pupils that is meaningful and ambitious in a number of different subjects
- Providing a programme of education that is equivalent in length to the core teaching a pupil would receive in school, ideally including daily contact with teachers'
- Monitoring pupils' engagement with remote learning each day
- Teaching a well-planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what is intended to be taught and practised in each subject

- Providing frequent models and explanations of new content delivered by either teaching staff or through the use of curriculum resources and videos including White Rose and Oak Academy
- Gauging how well pupils' are progressing through the curriculum, using questions, collection of work and other suitable tasks
- Enabling teachers to adjust the pace or difficulty of work that is being taught in response to questions or assessments including, where necessary, revising material or simplifying explanations to ensure pupil understanding
- Avoiding over-reliance on long-term projects or internet research activities.

Please note, In the event that a class teacher is unable to plan and deliver remote education due to illness, parents will be directed to Oak National Academy and other useful websites for all daily learning activities.

### **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.

### **How long is work set by the school expected to take?**

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS- An average of 2 to 3 hours per day

KS1- An average of 3 hours per day

KS2 – An average of 4 hours per day

Consideration does however need to be given to the amount of screen time this will require.

Please note that this time will be made up of modelling, independent practise and check-ins with a member of staff in school.

### **How will children access the remote education that we are providing?**

Our chosen platforms for communication with children and facilitating remote learning are Seesaw and/or Microsoft Teams. We felt that given their use during the initial lockdown last year, children and staff would be most familiar with these.

We do however recognise that some pupils may not have suitable online access at home and we will take the following approaches to support those pupils:

- Paper packs will be provided where required
- Loaning of school devices where loan agreements have been completed
- Provide support in accessing internet via dongles where required

### **How can children submit their learning?**

Children can submit learning in the following ways:

- Email to class teacher
- Upload to Microsoft teams
- Upload to learning platform (Seesaw)
- Return paper packs to school

### **How we will teach your child remotely**

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

- Recorded models and demonstrations through Oak academy, White Rose Maths and any other curriculum resources and videos that we feel are appropriate
- 1:1/ Small group live teaching in response to feedback
- Printed paper packs produced by teachers which could include worksheets and/or exercise books for recording
- Reading books and regular opportunities for these to be changed
- 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 (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

### **How we will check if pupils are engaging in learning**

Teachers will monitor the submission of children's learning daily. If there is a concern in relation to a child's engagement with remote learning, the class teacher will contact home first to identify if there are any barriers to this engagement.

Any further concerns will then be shared with the Headteacher, who will make contact with parents and carers.

### **Assessing children's learning and their progress**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.

Our approach to feeding back on pupil work is as follows:

- Daily verbal check ins via Microsoft Teams
- Written or verbal recorded comments via learning platform (Seesaw)

## Online safety

Teachers will discuss online safety with their children and agree a code of conduct.

## Supporting children with additional needs during periods of remote learning

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 table below with a weekly curriculum offer

Remote learning Offer WC:		
<ul style="list-style-type: none"> <li>All learning will be uploaded via Seesaw</li> <li>Paper packs to record <b>major</b> learning will be sent weekly or at the end of a unit.</li> <li>If your child's teacher feels that additional paper resources for a particular subject that week would be more beneficial for the children's learning, they will send these with the <b>maths</b> and indicate on the timetable below</li> <li><b>Green highlighted offer refers to live session with the teacher</b></li> <li><b>Blue highlighted offer refers to recorded models by other teachers and professionals</b></li> <li><b>Yellow highlighted refers to recorded content by the staff.</b></li> </ul>		
	Remote Learning offer	Additional information
Monday	<b>9:10 Daily Check in</b>	Via Teams
	<b>Joe Wicket (30 mins)</b>	Accessed via <a href="#">Youtube</a> .
	<b>Spelling introduction</b>	Video model uploaded then children <b>practise</b> .
	<b>Phonics lesson</b>	Link via Seesaw (EYFS/Y1)
	Times table <b>practise</b> .	<b>Maths</b> Frame – children able to access via web browser (Y2-Y6)
	English Task	Uploaded via Seesaw
	<b>Maths Task</b>	Uploaded via Seesaw
	Independent reading	Use reading book which can be changed via school office or Oxford Owls online.
	<b>History (KS2)</b>	Link to Oak Academy via Seesaw
	History (EYFS/KS1)	PowerPoint and activity uploaded via Seesaw.
Tuesday	<b>9:10 Daily Check in</b>	Via Teams
	<b>Joe Wicket (30 mins)</b>	Accessed via <a href="#">Youtube</a> .
	<b>Spelling practise</b>	Weekly spellings for week- continue <b>practising</b>
	<b>Phonics lesson</b>	Link via Seesaw (EYFS/Y1)
	Times table <b>practise</b> .	<b>Maths</b> Frame – children able to access via web browser (Y2-Y6)
	English Task	Uploaded via Seesaw
	<b>Maths Task</b>	Uploaded via Seesaw
	Independent reading	Use reading book which can be changed via school office or Oxford Owls online.
	<b>Science (KS2)</b>	Link to Oak Academy via Seesaw
	Science (EYFS/KS1)	PowerPoint and activity uploaded via Seesaw.
Wednesday	<b>9:10 Daily Check in</b>	Via Teams
	<b>Joe Wicket (30 mins)</b>	Accessed via <a href="#">Youtube</a> .
	<b>Spelling practise</b>	Weekly spellings for week- continue <b>practising</b>
	<b>Phonics lesson</b>	Link via Seesaw (EYFS/Y1)
	Times table <b>practise</b> .	<b>Maths</b> Frame – children able to access via web browser (Y2-Y6)
	English Task	Uploaded via Seesaw
	<b>Maths Task</b>	Uploaded via Seesaw
	Independent reading	Use reading book which can be changed via school office or Oxford Owls online.
	Music	Video from <a href="#">Mrs Evans</a> uploaded to Seesaw
Thursday	<b>9:10 Daily Check in</b>	Via Teams
	<b>Joe Wicket (30 mins)</b>	Accessed via <a href="#">Youtube</a> .
	<b>Spelling practise</b>	Weekly spellings for week- continue <b>practising</b>
	<b>Phonics lesson</b>	Link via Seesaw (EYFS/Y1)
	Times table <b>practise</b> .	<b>Maths</b> Frame – children able to access via web browser (Y2-Y6)
	English Task	Uploaded via Seesaw
	<b>Maths Task</b>	Uploaded via Seesaw
	Independent reading	Use reading book which can be changed via school office or Oxford Owls online.
	<b>R.E (KS2)</b>	Link to Oak Academy via Seesaw
	RE (EYFS/KS1)	Video and activity uploaded via Seesaw.
Friday	<b>9:10 Daily Check in</b>	Via Teams
	<b>Joe Wicket (30 mins)</b>	Accessed via <a href="#">Youtube</a> .
	<b>Spelling practise</b>	Weekly spellings for week- continue <b>practising</b>
	<b>Phonics lesson</b>	Link via Seesaw (EYFS/Y1)
	Times table <b>practise</b> .	<b>Maths</b> Frame – children able to access via web browser (Y2-Y6)
	English Task	Uploaded via Seesaw
	<b>Maths Task</b>	Uploaded via Seesaw
	Independent reading	Use reading book which can be changed via school office or Oxford Owls online.
	Optional PE Challenge	Uploaded via Seesaw.

**Please see below a list of useful websites:**

**Oak National Academy**

<https://www.thenational.academy>

**BBC Bitesize**

<https://www.bbc.co.uk/bitesize>

**BBC Teaching Resources**

<https://www.bbc.co.uk/teach/primary/zd7p47h>

**White Rose Maths**

<https://whiterosemaths.com/homelearning>

**Free books**

<https://readon.myon.co.uk>

**Oxford Owl** (your child has a class login to read books online and learn spellings)

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

**CLPE**

<https://clpe.org.uk/clpe/free-resources>

**Crest Challenge Science**

<https://collectionslibrary.crestawards.org/#5-11>

**BBC Super Movers**

<https://www.bbc.co.uk/teach/supermovers>

**North Yorkshire School Games**

<https://www.northyorkshiresport.co.uk/virtual>

**Digimaps**

<https://digimapforschools.edina.ac.uk>

**Eco – Energy and Sustainability**

<http://nyorks-eco.education>

**Wellbeing**

<https://www.thegoto.org.uk>

<https://www.internetmatters.org>

<https://www.thinkuknow.co.uk>