

Seaham Trinity Primary School Remote Learning Plan 2021

Introduction

Following a period of closure in Spring and Summer 2020, Seaham Trinity Primary School have developed a plan to deliver remote learning in line with DFE guidelines (Guidance for full opening: schools 27 July 2020) which states that in the event of a further lockdown in local community or the country. Children will continue to be provided with an education remotely which is high quality and aligns as closely as possible with in-school provision.

All learning will be conducted using TEAMS and Class Dojo, This will allow staff to keep in daily contact in a professional and confidential manner with their class. Teachers will be able to schedule learning in a manner that does not overwhelm our children. Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability. In all communications we will prioritise the wellbeing of our children.

Successes from previous lockdown (March 2020)

Since March, the school provided a successful model, which included:

- Engagement and communication with parents through phone calls/Facebook/emails/texts/website/Letters
- Using different mediums to communicate to meet all needs of all parents – videos/leaflets etc.
- Place2 Be contacted children and families to provide support.
- Phone calls home to all pupils to offer support and provide welfare checks
- Weekly welfare calls to vulnerable pupils not expected in school and timely contact with social workers.
- Daily phone calls to parents/ carers and social workers of vulnerable children expected in school but absent.
- Weekly vouchers provided to all children eligible for FSM
- Regular contact with staff who are shielding or may be feeling vulnerable
- Home learning initiated via Zoom and work packs at home
- Support and engagement from all staff to support key worker and vulnerable children
- Easter and Half term provision for keyworker and vulnerable children
- All families contacted who have not been on their class zoom call
- Individual year group messages/videos sent out to parents/children via class dojo
- Home learning emails set up for each year group so children and parents can share learning with their teacher and the teacher can support and share news etc.
- Phased re-opening during the summer term, 125 children returned across the school during the summer term.
- Videos sent home to highlight new system and organisation in place around school to ensure safety.
- Re-opening of school in September very successful.

Identified possible lockdown scenarios:

- Individual children who are waiting to be tested/isolating.
- A partial lockdown involving bubbles of children.
- A longer term whole school lockdown.
- Key worker/vulnerable pupils in school only.
- Short term teacher absence
- Long term teacher absence

The Need for Flexibility of Learning

We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:-

- parents may be trying to work from home so access to technology as a family may be limited;
- parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;

- teachers may be trying to manage their home situation and the learning of their own children;
- systems may not always function as they should.
- Parents/ carers may feel unprepared to support children with their learning.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

Expectation Management

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. It must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot be considered as optional. This is our children's education and we cannot afford for them to miss out on any further learning time. Children and parents should consider the arrangements as set out in this document as highly recommended.

Teaching Staff will:-

- Create a weekly timetable with updated times of online learning and weekly expectations.
- Share teaching and activities with their class through TEAMS and Class Dojo
- Continue teaching in line with current, extensive planning that is already in place throughout the school and adapted for the needs of pupils within the class context
- Plan a range of activities and where possible they will not require the use of a digital device
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- Keep in contact with children through the TEAMS and Class Dojo
- Reply to messages, set work and give timely feedback on activities during the normal teaching hours up to 3pm via class dojo and TEAMS.
- Class dojo will go into quiet mode after 7pm
- Acknowledge and feedback on all work where necessary
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways;
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Policy Development;
- If unwell themselves, be covered by another staff member for the sharing of activities. Follow up of messages on the TEAM and Class Dojo during this time will not be undertaken until the teacher is fit to work.
- Contact parents and children if work is not completed or to a satisfactory standard to offer feedback and assistance if required.
- Contact SLT to inform of children who are not engaging with either remote learning or working using prepared work packs.
- SLT will contact parents to carry out a welfare check, failure to engage will result in the child being classed as missing from education and the LEA will be informed as directed by Durham County Council.
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Teaching Assistants will:-

- Support class teachers in providing learning opportunities for children
- Where required attend virtual calls with class teachers
- Support class teachers in feedback to pupils
- Plan and create personalised learning for identified individuals within the class
- Contact parents and children if work is not completed or not at a satisfactory standard
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Policy Development
- If unwell themselves, be covered by another staff member for the sharing of activities. Follow up of messages on TEAMS or Class Dojo during this time will not be undertaken until the teaching assistant is fit to work
- Inform SLT and where appropriate contact parents and children if work is not completed or child is missing from lesson
- Reply to messages, set work and give feedback on activities during the normal school hours 8:30 am – 3pm, Class Dojo to be in quiet mode from 7pm

Subject Leads will:-

- Work with teachers remotely to make sure the work set is appropriate, consistent and in line with current, extensive planning that is already in place throughout the school and adapted for the needs of pupils within the class context
- Alert teachers to resources they can use to teach their subject remotely
- Monitor the quality of work produced across all year groups and ensure consistent with the high standards and expectations expected

Senior Leaders will:-

- Co-ordinate the remote learning approach across the school
- Monitor the overall effectiveness of remote learning through meetings with teachers and subject leaders, reviewing work set and reaching out to pupils and parents for feedback
- Monitor the security of remote learning systems, including data protection and safeguarding considerations
- Work as a team to ensure the highest quality virtual education is provided for our children at Seaham Trinity Primary School

Designated Safeguarding Lead (DSL) will: -

- Identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning in line with Local and National advice from relevant Government Policy.
- In school in discussion with the pastoral team, identify other vulnerable groups and invite them to take a place in school.
- Hold a meeting with parents/ carers and social workers of vulnerable children to deem whether it is appropriate for the child to be invited/ told to take up a place in school to continue their learning.
- Arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Make phone calls to vulnerable pupils using school phones where possible.
- Arrange for regular contact with vulnerable pupils not in school at least once per week, with additional contact, including home visits, where required.
- Inform social workers of vulnerable children on the first day of their absence from school if they are expected to be in.
- Inform the Virtual School's Head Teacher on the first day of absence where a CLA child expected to be in school does not attend.
- Maintain contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- Staff to contact DSL or SLT to inform of any safeguarding concerns.
- Ensure that all members of staff report any safeguarding concerns to the DSL immediately.
- Encourage contact to the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Children will:-

- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Be given several days to complete a task to allow for sharing of devices within the family
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that
- Read daily, either independently or with an adult for at least 10 minutes in Reception, 15 minutes in KS1 and 20 minutes in KS2. Nursery children to be encouraged to share a story daily with an adult and supported to talk about what they have heard and can see in the pictures.
- Children can access recorded stories from school staff.
- Children can access Tree Tops, physical therapy activities online.
- In the event of a child/bubble/class/school having to isolate/close all children will initially receive a hard copy work pack of learning activities whilst staff set up the online platforms.

- Learning at home or in school to be consistent with teachers liaising to ensure that plans are clear, appropriate and enable children to make progress. Have access to a weekly timetable for remote learning setting out clear expectations and guidelines for lessons.
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the TEAMS or Class Dojo.
- Adhere to the schools Behaviour Policy at all times and Acceptable Use Policy with special attention to remote learning in relation to Coronavirus.

Parents will:-

- Set up the account in advance to ensure children have access to the learning
- Support their child's learning to the best of their ability;
- Encourage their child to access and engage with posts from their teacher;
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the TEAMS or Class Dojo.
- Know they can continue to contact their class teacher as normal through TEAMS or Class Dojo year group emails or the Senior Leadership Team (SLT) email on: seaham.trinity@durhamlearning.net
- Check their child's completed work each day and encourage the progress that is being made;
- Be mindful of mental health and well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax
- Ensure that school equipment laptops/tablets are used in line with the school's appropriate use policy and returned to school at the allotted time and in an acceptable state.
- Ensure that themselves and their children adhere to the schools Behaviour Policy at all times with special attention to remote learning in relation to Coronavirus.

Children who are unable to access online learning due to lack of IT equipment can request to loan a laptop/tablets from school. Where connectivity is an issue due to lack of WIFI parents can contact school, who will look to support by liaising with WIFI providers who will assist families during the current pandemic. In order to do this we will require this information in order to provide support with the connection:

Phone providers are making additional data available on the children's phone to allow them to access work via their phones. In order to arrange this the school will require:

- Phone number
- Phone provider
- Name of account holder
- Parents/carers who are struggling to set up equipment or access TEAM's/ Class Dojo can request support from a member of the school's IT team by contacting any member of school staff who will liaise with relevant staff and pass on parent/carer details.

Article 28 Every child has the right to an education. **Article 30** Every child has the right to learn

This policy sets out the expectations to deliver a quality focused curriculum online to children in Seaham Trinity Primary school.

Reasons why remote learning will be used:

- A child has tested positive for Covid19 resulting in the whole class needing to self-isolate.
- A member of staff has tested positive for Covid19 and specific pupils and staff need to self-isolate.
- Local or National lockdown is in place and Government close schools.

EYFS

Teaching and Learning:

Children in the Early Years will be expected to continue to engage in consistent quality learning throughout the current Pandemic and lockdown period. Children in the EYFS will be taught in line with the expectations of the Early Years Foundation Stage profile. Whether children are learning on site, in school or remotely via live lessons or learning packs; it is expected that all children will follow the same curriculum with home learning mirroring the curriculum taught in school. Teachers will be responsible for ensuring the quality planning of lessons and have an overview of the delivery of activities for children based on Early Years principles. Planning and timetables will be uploaded to the One Drive weekly with registers; any child not engaging with remote learning will be flagged to the Early Years Lead to follow up. When planning teachers must bear in mind that it is very important that parents are either given resources in Learning packs or are signposted to resources which are readily available around the child's environment. Where parents may need to acquire additional resources such as for a baking activity then parents must be informed the week before to allow time to secure the resources to support effective learning.

Live Sessions:

Live sessions will be used to embed basic skills in Maths and Literacy/ Communication and Language. Where appropriate, cross curricular links will be made to basic skills in all other curriculum areas being taught.

- **Nursery:** 3 x 30-minute live sessions Monday-Wednesday focussing on Communication and Language, Literacy, Maths and PSED.
- **Reception:** Mornings: 30 minute daily live session with a specific focus Monday-Literacy, Tuesday-Maths, Wednesday- Physical Development, Thursday-Understanding the World, Friday-Personal Social and Emotional Development, giving children a time to talk and work on social skills.
Afternoons: 3 optional drop-in sessions for each RWI group tailored to their specific sounds. 1-1 sessions where a need is identified by staff/ parents.

Independent Activities:

It is very important that children continue to work on key skills in the Early Years. To support this, children in Reception are given daily RWI activities and other phonics resources to support early writing and sound recognition. Nursery children follow Letters and Sounds and are given activities linked to the aspect they are working on.

All EYFS children have tasks related to number recognition and the number system using Numicon, the precursor to the Inspire Maths programme to support this. We follow the CAP approach, focussing on concrete maths to embed basic number skills such as counting. We are continuing to do this via remote learning with activities linked to resources that would be in the home or natural and found objects which are readily available.

Children are given daily tasks and challenges to complete linked to the on line lesson of the day or the overarching theme.

Children are supported with a range of online resources from Cbeebies, Oak National Academy, Letters and Sounds, Ruth Miskin. Oxford Owls, National Aquarium etc.

Feedback:

Children's work will be given timely and appropriate feedback for their age and stage of development. Teaching staff will use questions and challenges to further children's understanding and knowledge.

Monitoring:

Early Years Lead to monitor teaching and learning via scrutiny of planning and work produced by children in school and at home checking for coverage of skills, quality and appropriateness of activities and resources to support in school and home learning.

Communication, Safeguarding and Support

All staff are aware of the importance of making successful relationships with children and their parents in the Early Years. At this time, it continues through the use of Dojo and welfare calls. Staff are available throughout the day to answer queries and concerns or to offer support to families. All staff are aware of the need to report any concerns they have regarding children or parents to the Early Years Lead in the first instance.

KS1

Expectations of Teaching and Learning

KS1 children will be taught the same curriculum that is being taught in school. Teaching staff will ensure that the curriculum taught in school, mirrors that being taught remotely. Families who struggle to access remote learning will be provided with weekly work packs which will also mirror learning in school.

Planning and teaching timetables are uploaded and evidenced via One drive.

- **Live Teaching sessions**

Live teaching sessions will be taught for 30 minutes daily using Microsoft Teams.

Each child will have their own login to access Teams.

These teaching sessions will be focused around the 3 core subjects Literacy, Maths and Science with an engaging cross- curricular approach.

With a focused approach in Phonics, a fundamental skill in supporting children's reading.

- **Independent tasks/ work to be completed.**

In KS1 we feel that it is paramount for our children to keep as much structure and consistency within their learning as possible. Children will be given a Reading, Writing and Maths task to complete daily, followed by a foundation subject to complete in the afternoon. Tasks will be uploaded and saved on Class Dojo, a communication platform that our Parents are familiar with using.

- **Marking/ Feedback of work**

All children will receive marking and feedback on work that has been uploaded to Class Dojo.

Following our school's marking policy, teaching staff will continue to extend learning by using questions to challenge children and improve their work. Children will be expected to act on their marking comments, edit where appropriate and re-submit work.

- **Supporting our children**

We understand that our children need an interactive, personalised curriculum which we will still aim to endeavour within remote learning. To support us with this, staff have an 'open' communication policy during school hours (8-4), where parents/carers can contact via instant messaging using Class dojo with any concerns or queries. Teachers will reply and ensure that good communication is maintained throughout.

General overview for Literacy (whole school)

Expectation that all children have access to reading, writing and spelling opportunities every week.

Staff working remotely plan with staff teaching in school so that work shows some continuity for all children.

Reading delivered remotely via e-books, comprehension tasks, story time, access to Fiction Express, Oxford Owl and Reading Pro.

Writing blended with topic work as a cross curricular theme although some bespoke Literacy delivered when dealing with GPS issues. Children set writing tasks and teacher models expectations live via Teams or by uploading examples on Dojo Portfolios or Teams Assignments.

RWI Phonics delivered daily at KS1 and Y3 (children who would access RWI in school)

Bespoke spelling work set for Years 4 and above.

Year group staff in regular contact with each other to ensure what is being delivered is sustainable, appropriate and gives scope to show progression.

Work tasks are differentiated to meet needs of all children.

Staff deliver lessons remotely to groups or whole class (whichever appropriate) and will pick up 1 to1 where needed to ensure learning is effective.

General overview for KS2

Minimum expectation of 3 live lessons via Teams per week – the rest of the time, work is set in Teams Assignments or Dojo Portfolios for children to access in their own time. Staff plan drop-ins also to help those children who might be struggling with understanding.

Support staff (TAs and HLTAs) to offer

Deadlines are set for completion of tasks and staff chase up any children who miss deadlines.

If children not accessing online work, differentiated work packs are prepared weekly for children to complete at home – parents either collect from school or they are delivered.

Staff inform myself should they have any concerns re children not accessing learning in any format and appropriate support is put in place promptly.

Teaching Maths remotely.

Our school follows the C.P.A approach within mathematics to ensure that fundamental skills are embedded and then applied in an engaging and creative way.

Our remote teaching of mathematics is no different.

All year groups are expected to teach at least 1 live maths teaching session a week to embed new concepts. These concepts are then consolidated and challenged through the use of quality online materials that the children will complete daily.

Online materials used

We use a variety of online schemes to support our teaching in maths including Whiterose maths, Classroom secrets, Inspire Maths and NCETM.

Whiterose maths provides clear, challenging video tutorials to support and extend concepts that have been taught during live teaching and are sequenced using the concrete, pictorial and abstract approach. Video links and activities support all key stages from Foundation up to KS2 and are uploaded to Class Dojo.

Remote planning

Planning is uploaded weekly to one drive and is sequenced. Planning will also show progress and link with learning objectives specific to each year group.

Marking of work

Teachers will still quality mark all maths work, providing extension questions and support in tasks where need.

If children struggle with concepts, teachers will support children and offer one to one/ small group online sessions.

Links with Other Policies

This policy is linked to our:

Behaviour Policy

Safeguarding Policy and Covid-19 amendment to our Safeguarding Policy

Home School Agreement

Feedback Policy

Online Safety Policy

Acceptable use policy

Contract with parents regarding loan of school equipment

Guidance for parents on how to log in/ connect to Class Dojo and Microsoft TEAMS

Class Dojo

For parents

Online – using classdojo.com parents

Click ‘sign-up’

Click “I’m a parent’

Enter unique QR code which was send to them from school

Confirm parentage then account is signed up and good to go

Can also be accessed this way from the Dojo App

For students

Use dojo.me online or use App

Sign up – I'm a student – input QR code and good to go

Using Portfolios

Access Portfolio tab on the home page for their class a/c

Here children can see what the teacher has set for them

Students can then upload a written entry, photo, video or drawing for staff to access

Staff can approve work and send back – give feedback – or return work for correction

Work then stored in the portfolio for that child.

TEAMS

Can choose to access through the Teams App or through Microsoft Teams website

Parents were sent a unique login for their child from school

It will look something like this Smith.B@stu.seahamtrinity.co.uk

A Password unique to Teams will have also been sent to them to look something like this

Boat*1134*

Through App –

Open App – enter child's login and select 'sign in' – type password then select 'sign in' – scroll through set up information

For children to access any homework click on 'Assignments' – select child's class and this will show any work that has been set

For live sessions – an invite will be sent by the class teacher to children's accounts and they click join from this.

Overview of Expectations

Cohort	
EYFS	EYFS General Remote Learning: Weekly learning packs containing targeted activities linked to individual sounds/ numbers and activities for all other curriculum areas

	<p>taught through a thematic approach. All children in Reception have a reading book included and everyone has a story book to share at home.</p> <p>Daily tasks, challenges and provocations uploaded to Class Dojo for parents to engage their children with, using portfolios to collate evidence. In school learning and home school learning shared on Dojo and in class to support children's friendships.</p> <p>All children must upload or send photographs of completed work via Dojo or email and in some instances return packs to school. Reception children to keep all hard copies in work book provided.</p> <p>Nursery</p> <p>3 x 30-minute live sessions Monday-Wednesday focussing on Communication and Language, Literacy and Maths and PSED.</p> <p>Reception:</p> <p>Mornings: 30 minute daily live session with a specific focus Monday-Literacy, Tuesday-Maths, Wednesday- Physical Development, Thursday- Understanding the World, Friday-Personal Social and Emotional Development, giving children a time to talk and work on social skills.</p> <p>Afternoons: 3 optional drop-in sessions for each RWI group tailored to their specific sounds.</p> <p>1-1 sessions where a need is identified by staff/ parents.</p>
KS1	<p>Daily 30-minute live lessons covering at least one each of Maths and Literacy plus Science and Topic work</p> <p>Independent learning activities set each day covering phonics (RWI daily), reading activities and a selection of other curricular tasks eg Geography, History etc</p> <p>Mrs Harrison uploads Art sessions / tasks via Dojo each week to mirror what is delivered in class</p>

LKS2	<p>Daily Live lessons of 30-45 minutes covering at least one each of Maths and Literacy plus other work such as Topic or Science.</p> <p>Y3 Daily Phonics / Spelling (RWI)</p> <p>Independent learning activities set daily via Dojo portfolios which support the week's online teaching and to include reading comprehension activities, spelling, grammar and topic.</p> <p>Mrs Harrison uploads Art sessions / tasks via Dojo each week to mirror what is delivered in class</p>
UKS2	<p>3 live lessons of 60 minutes each week one each of Maths, Literacy and Science or Topic. Teaching to introduce a new topic or concept.</p> <p>Independent learning activities set each day via Dojo Portfolios or Teams Assignments to cover reading, additional Maths, Writing and Topic work (History, Geography or RE)</p> <p>Spelling work delivered each week</p> <p>Mrs Harrison uploads Art sessions / tasks via Dojo each week to mirror what is delivered in class.</p>

Additional activities available

Drop off library books on request

Online stories read by staff

1: 1 /small group sessions where need has been identified.

Tree tops, physical therapy sessions recorded to be accessed online.

Place2Be sessions for pupils and parents.

Welfare calls

Where children struggle to access remote learning activities due to equipment issues, anxieties with remote learning platforms etc, we will continue to produce hard copy work packs for children to collect. The work can be photographed and sent to class teachers via dojo who can then mark and make comments on work in advance of the next activity. In some instances, parents are requested to return learning packs to school as evidence of work completed. Work is handled in line with Covid safe measures before passed on to staff to mark.