



## Apley Wood Primary School

### Remote Learning Plan

#### **Guidance**

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). On 22nd October the DFE made it statutory for schools to offer remote learning to pupils. This applies to school and bubble closures. Children who are isolating will have access to paper homework packs and activities on their class page on the school website. Whilst remote learning does not offer and cannot be expected to offer the same quality of provision as children would receive in the school environment, it can provide a level of education remotely. Our priorities are to ensure that all pupils have access to learning and that contact between home and school is maintained. We aim to ensure that the work we provide will support all learners in developing their skills in subjects across the curriculum.

#### Funding for IT support:

School has received one laptop from Telford and Wrekin Local Authority

School has purchased 20 additional laptops with support from the Parish Council.

We received 5 laptops from the DFE due to bubble closures.

Requirements of Remote Education	Apley Wood Primary School Approach
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	<p>Teachers will set learning every day on Microsoft teams. All children in school have their own account and can access this resource. School will loan devices to all children who do not have appropriate access.</p> <p>A suggested timetable will be available to follow and this will reflect the normal curriculum that would have been followed in school each week of closure.</p> <p>Paper homework packs will be provided in specific circumstances at parental request.</p> <p>Additional resources to support learning will be sent home for specific children eg: sen resources to support if needed.</p> <p>Tasks set will include practical activities where possible alongside the online tasks.</p>

<p>Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</p>	<p>The curriculum overviews for each year group are shared on the school website. Weekly timetable with lesson outlines is shared on Teams to ensure a well sequenced curriculum is in place. The timetable will reflect the normal curriculum that would have been followed in school each week of closure.</p>
<p>Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</p>	<p>Teachers will use a range of resources to support explanations. This may include use of Oak Academy lessons, White rose maths videos and powerpoints, video or voice recorded explanations, written explanations. Teachers can use the chat function on teams or provide further explanation by email or video call where a higher level of engagement is needed in specific circumstances. Resources and programmes will be used that the children are familiar with, for example My Maths, White Rose maths, TT Rockstars, RWInc, Purple Mash, Oak Academy.</p>
<p>Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</p>	<p>Teachers will provide feedback to work submitted on teams or via email Feedback will be provided during school hours daily and if the work is submitted within two days of it being set.</p>
<p>Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</p>	<p>Teachers will use the work submitted to reshape work and tasks or tackle concepts in different ways. Parents have access to the class teacher emails for each year group.</p>
<p>Action is taken weekly if children are not engaging in home learning</p>	<p>If children do not engage in remote learning for 2 consecutive days the Headteacher or Deputy Headteacher will be informed. They will receive a phone call from the office team. If children are not engaging after 4 days, the class teacher will contact via email to arrange a phone call or teams video call to discuss. If non engagement continues then a member of the Senior Leadership Team will contact parents.</p>
<p>In Primary schools, 3 hours of learning should be provided each school day within a reasonable timescale of the absence beginning.</p>	<p>Every day there will be English, Maths and at least one other subject area. Reading and spelling activities will also be set regularly throughout the week. The regular use of additional programmes the children are familiar with eg: TT rockstars, Oxford Owls and BBC bitesize will also be encouraged.</p>

#### Safeguarding and Vulnerable Pupils

All vulnerable pupils will be encouraged to attend school. Where vulnerable pupils are not able to attend school, they will receive support from the school pastoral team. This may be in the form of phone calls, video calls and resources to support or activities to complete.

Regular contact will be maintained with identified vulnerable families. Staff will remain vigilant in ensuring all pupils are safe. If any member of staff has a concern about the welfare of a child, it will be reported in line with the school safeguarding policy.

#### Provision for SEN pupils

Pupils who require a differentiated provision will be catered for on an individual basis where needed. All class teachers will ensure that the relevant materials and guidance are available for these pupils. The Senco will support and liaise with parents where additional support is required.