

# Dartmoor Federation Remote Education Plan

## **Specific Aims**

- To outline our approach for children who will not be attending school because of government guidance.
- To outline our expectations for staff that will not be attending school due to self-isolation or shielding but that are otherwise fit and healthy, and able to continue supporting with the teaching, assessing and planning for pupils.

## **Who is the plan applicable to?**

This plan outlines expectations for a class bubble or partial school closure, as well as individuals who are self-isolating. Pupils who are isolating due to health issues (based on government advice) will be supported on a case-by-case basis. Pupils who already have access to Class Dojo or Google Classroom, where possible will access their learning using their login.

In the event of a lockdown, and in line with government guidance, pupils who are not deemed 'vulnerable' nor the children of Critical Workers will be required to stay at home and continue their learning remotely.

Children, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature
- A loss of, or change to their sense of smell or taste
- Have had a test which has returned a positive result for Covid-19

## **Remote learning for pupils**

We will provide links to appropriate remote learning for children who are not attending school so that no one need fall behind. In the following points, an outline of the provision is made as well as guidance on the role of children, teachers and parents/carers.

The Dartmoor Federation Primary Schools have used research from the Educational Endowment Foundation as a basis for our approach to remote learning.

When implementing strategies to support children's remote learning, or supporting parents/carers to do this, key factors to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

## **Curriculum**

The Dartmoor Federation Primary Schools understand that there has been much disruption to children's education over the last year; therefore, we are committed to ensuring that all children continue to receive a quality education should the need for remote learning arise.

Our approach includes a blend of paper resources, online learning - including some recorded content and, where possible, virtual face-to-face sessions and resources available through online learning platforms such as:

- BBC Bitesize
- White Rose Maths
- Ruth Miskin/YouTube
- Phonics
- Times Tables Rockstars
- Nessy

The remote learning provided for children will be, as far as practicable, in line with the learning that would

take place in the classroom. Therefore teachers will provide resources that deliver the main aspects of the curriculum plan following the long-term curriculum plan for their class, so that children can continue to access the relevant curriculum for their year group and keep up.

Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

The governors and senior leadership team of The Dartmoor Federation Primary Schools are fully aware that these are exceptional times and each family is unique, and because of this we will approach remote learning in ways which suit their individual needs. It is important that children engage with the remote education provided so that they do not fall behind with their learning, but we realise that the circumstances that cause our schools to close will affect families in a number of ways. Communication is essential and we would ask that if there are circumstances that mean a child could not engage at least partially with the remote education that their parent/carer speaks to the class teacher. We can then work together to find a means of providing remote education that works for that family's circumstances. In our planning and expectations, we are aware of the need for flexibility from all sides:

- parents/carers may be trying to work from home so access to technology as a family may be limited;
- parents/carers 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 will provide sufficient learning with a variety of activities to be completed across the week. The expectation of lessons will be:

- 5 Maths lessons
- 5 English lessons
- 5 Phonics lesson (Foundation Stage and Key Stage 1)
- Each fortnight there will be a topic/project approach for the foundation subjects (science, history, geography, computing, art etc)
- Specialist provision will be provided for Music and PE
- Each half term the appropriate timetable of curriculum subjects will be covered

### **Teacher Expectations**

Teachers will plan lessons that link directly to the curriculum focus for the year group(s) and will provide resources to support tasks for home learners.

The information will contain:

- website links needed to access home learning resources along with clear information about the learning. This will include reference to tasks for relevant subjects
- Links to English and/or phonics lessons
- Links to Maths lessons – these will predominately be linked to the White Rose Maths curriculum, however, teachers may provide further resources and guidance.
- Worksheets to accompany lessons will be available to download or for parents to collect from the school in a socially distanced way.
- Staff will add these resources to their Class Dojo or Google Classroom electronically and it will be the responsibility of families to print/use these resources at home (or contact the school to ask for a 'paper pack')
- During working hours, staff will communicate with pupils via Class Dojo or Google Classroom, providing support and feedback to work submitted.
- During working hours, staff will respond promptly (within reason), to requests for support from families at home. This should be done via Class Dojo, Google Classroom or the school's email.
- Staff will receive training and guidance so that they are confident in using the electronic platforms.

- Members of the leadership team and IT support team at DMAT are available to support any staff when setting and accessing remote learning resources.
- Staff will make sure all children and parents have access to logins.

### **Family (pupil/parent/carers):**

Where possible, it is beneficial for children to maintain a regular and familiar routine. The Dartmoor Federation Primary Schools recommend that each 'school day' maintains a familiar structure. A suggested timetable will be made available to children/families as a guide. This includes daily reading for pleasure.

If a class bubble is isolated, the children will be sent home with their home reading book in addition to their English and Math's books where appropriate and possible.

Where Google Classroom is already operational, children will be required to submit learning through this platform.

Should anything be unclear in the learning that is set, parents can communicate with class teachers via the school's email address or via Class Dojo. They should make clear which year group and subject the question relates to.

We encourage parents to support their children's learning, by viewing the learning together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting children with learning encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that learning is set promptly. Should accessing this be an issue, parents/carers should contact the school straight away and alternative solutions will be made available (e.g. paper copies of learning and/or loan of devices where possible/appropriate etc.). These will be discussed on case-to-case basis.

To establish which families may need further support or access to IT equipment, school leaders will survey families so that any potential barriers to children accessing online learning can be addressed as soon as possible.

To help parents/carers to feel confident when helping their child to access remote learning, teachers and leaders will communicate via email and the school website.

### **Expectations of Children**

Children who are learning at home are expected to:

- ✓ engage fully with the learning set each day, including participating in any face-to-face sessions with the member of staff
- ✓ participate sensibly during online class sessions, following the usual expectations of behaviour as they would in school
- ✓ complete and submit learning in a timely fashion for feedback from the member of staff
- ✓ respond and act upon feedback provided by the member of staff
- ✓ endeavour to maintain a good learning routine, with the support of their parents/carers

### **Remote teaching for staff who are self-isolating**

Teaching staff are required to self-isolate if they have been in contact with a positive case, show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- It is expected that staff are tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating, and if able to do so, non-teaching staff will be given an individual project to work on which is line with whole school improvement priorities or asked to support with the online learning provision for their year group. These projects will be communicated by their line manager, or

Head of School and will be allocated on a case-by-case basis.

- If unwell themselves, teachers will be covered by another available staff member for the sharing of activities. This may be a member of staff from another school within our organization. Communication and planning during this time will not be undertaken until the teacher is fit to work.

We are committed to ensuring that all children, whether learning in school or at home, continue to receive the best possible education in these challenging circumstances. We continue to strive to support our children, parents and staff to achieve this aim.

Thank you for your support.

Phil Whittley  
Executive Headteacher