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Remote Learning Plan – January 2021

Our Remote Learning Plan has been reviewed in line with current Government guidance. There is a clear expectation from the Government that children will continue to access high quality education whilst working remotely and this document sets out what to expect if individuals or whole class bubbles are isolating or if circumstances mean that we enter another lock down, where schools are only open to key workers and vulnerable children.

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.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

From Day 2 remote learning will be available via Class Dojo.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- Wherever possible and appropriate, we will teach the same curriculum remotely as we do in school. The way we teach will be different to ensure that the curriculum can be delivered in an effective way.
- Maths, Spelling, Grammar and Punctuation concepts are more straight forward to teach remotely. Reading fluency, reading comprehension and handwriting practice may also be timetabled.
- We will need to make adaptations in some subjects, for example, creative writing is more challenging and may be taught through topic work.
- Some subjects are more challenging to teach remotely therefore teachers will identify topic work and specific subjects which will provide the best opportunities for children to learn whilst at home, selecting age appropriate areas from the History, Art, D&T, Geography, Science, Music, PSHE and RE curriculum.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

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

The DfE expectation is that primary schools set work that is of equivalent length to the core teaching pupils would receive in school, and as minimum 3 hours for KS1 and 4 for KS2

We expect children to broadly follow the same time table as they would in school, however we recognise that this may need to be adapted to suit individual families.

At EYFS and KS1 (Squirrels, Hedgehogs, Badgers) learning for the week will cover:

Maths, English, Reading/Phonics and a topic lesson each day

At Key Stage 2 (Robins, Kingfishers, Ospreys) learning for the week will be made up of:

Activity	Duration	Lessons per week
Reading Comprehension and Vipers	30 mins	4
English work using Oak Academy	1 hour	5
Maths using White Rose Maths	1 hour	5
Science using Oak Academy	1 hour	1
History	1 hour	1
Creative Curriculum	1 hour	1

Accessing remote education

How will my child access any online remote education you are providing?

Class Dojo will be used for all lesson timetables, activities, uploading work and as a communication tool. Work will be uploaded by Sunday evening for the following week.

Staff will only respond to Dojo messages during work hours.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home.

Please contact the school if you require support accessing remote learning. We have a number of ways to support you:

- We can loan laptops to children and families.
- We can print off worksheets to be collected by families who do not have access to printing/online access.
- Pupils without online access can submit their work each week as they collect new work from the school.

How will my child be taught remotely?

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

- recorded teaching (e.g. Oak National Academy and school assemblies, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We expect children to:

- Try their best and have a go!
- Take pride in their work.
- Do the same at home as at school – there are the same expectations for work.
- Follow the 5Rs: be ready, resilient, reflective, responsible and resourceful.

Parents and carers can help by:

- setting a routine to support your child's education.
- encouraging reflection first. – What are we doing? Why are we doing this?
- encourage focus and concentration
- expect struggle and mistakes, then help your child to learn from them by recapping/ working together/having a break and returning to the work.
- ensuring your child has the equipment they need (pencils or pens) /printed sheets/school workbook.
- upload relevant work to Dojo regularly, every two days
- respond to feedback from teachers

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Teachers will check your child's engagement with remote education on a daily basis via Class Dojo.
- If engagement is a concern, the class teacher will in the first instance contact families via private dojo message. If there is no reply within 24 hours we will contact by phone. The teacher will then work with the family to support engagement.
- If lack of engagement continues the teacher will inform a member of the senior leadership team who will then explore further options for support.

How will you assess my child's work and progress?

Our approach to providing feed back on pupil work is as follows:

- Pupils should submit completed work at least once every 2 days via dojo portfolios. This could be a photograph, video or uploaded file.
- Teachers will assess work submitted at least once every two days and acknowledge receipt. Extra feedback and support via pupil portfolios will be provided where required.
- Parents and carers will be provided with examples and answers where appropriate in order to support their child's learning at home.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

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 in the following ways:

- We will use our best endeavours to secure the special education provision called for by the pupils' special educational needs remains in place.
- Class teachers will work with families to put reasonable adjustments in place so pupils with SEND can successfully access remote education alongside their peers and that the work is pitched appropriately.
- In addition to this, the SENDCo will work with the local authority to secure the best support for pupils with EHC plans and that work with different specialists/therapists continues where possible.
- Where possible 1-1 support TAs will provide additional support either through phone calls or Class Dojo communication.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

For children isolating at home yet well enough to access their learning, remote learning will commence from day 2. Work, of course will not be set for children who are unwell. Learning tasks will be set via Class Dojo. Maths and English will be a priority.

Some subjects being taught in class will be more challenging to teach remotely therefore teachers will identify topic work and specific subjects which will provide the best opportunities for isolating children to learn whilst at home.

Class teachers will be available via Dojo message to support, however they will be teaching so communication will be out of teaching time.