



REMOTE LEARNING OVERVIEW

Updated 11/02/21

EYFS

Reasonable endeavours have been taken to meet children's existing learning and development needs. Due consideration has been taken of our families, their access to IT and management of the amount of screen time for our early years children. Laptops and additional data storage have been provided where needed.

- Nursery children are taught separately to FS2 children by their class teachers
- Nursery and FS2 use Class Dojo as their learning platform
- A suggested timetable has been provided (see website) which is flexible and can be adapted to suit family's needs
- Activities have been chosen carefully to support the development of the Characteristics of Effective Learning for example creative challenges where children are encouraged to use their thinking skills and have their own ideas and consider ways to do things
- Learning is promoted through play-based activities ~ 1 session in Nursery and 2 sessions in Foundation Stage 2 daily are dedicated to child-initiated play, where children's next steps are considered. This balance of play-based activities and child-initiated play, give children the opportunity to consolidate and apply taught skills through their own play. Examples of this include, water play where children explore capacity (adult directed) and focussing on turn taking during child's chosen play
- Personalised information is provided for all families, dependent on the level of the child's need and family circumstances
- **Phonics** ~ School predominantly uses the Letters and Sounds scheme combined with some elements of Read, Write, Inc. Please see the Parent Zone tab / Reading Support for Parents for supportive information. Phase 1 phonics sessions are pre-recorded for Nursery and include listening games and early blending and segmenting skills eg pretending to be Robbie Robot. 3 differentiated pre-recorded phonics sessions are posted daily for FS2 including the teaching of new sounds, reading and writing words through different games
- **Maths** ~ Number sessions in Nursery and Foundation Stage 2 are pre-recorded and differentiated activities are set. Everyday learning opportunities are encouraged through play and using materials available at home eg searching for shapes in their environment, comparing heights using the children's favourite toys
- **Physical Development** ~ Encouraging gross and fine motor skills development eg a specific P.E session each week and a daily 'wake up, shake up', as well as dough disco
- **Personal, Social and Emotional Development** ~ Ideas are shared to encourage imaginative play eg children retelling their own stories through play; children are encouraged to talk about what they are proud of each week through a 'Proud to be me' session. Weekly zoom session takes place in Foundation Stage 2 where children at home and at school can see each other to ensure friendships are maintained. This includes a game for the children to play together as well as celebrating learning. In Nursery, children's learning from home and at school is shared so that they feel connected with each other
- A blended learning approach to remote learning includes:
 - Live teaching sessions e.g. dough disco and Zoom sessions
 - Recorded sessions that can be used flexibly eg Phonics and Maths sessions
 - Use of suggested websites eg Phonics play and Purple Mash

- Play-based activities eg bingo and imaginative play through role play eg creating a zoo
- Recorded educational based programs e.g. CBeebies used as a resource to support the teaching of Chinese New Year
- Headteacher delivers a weekly Assembly to promote a 'love for reading'
- Printed resources have been provided for children where needed
- A 'Lending Library' has been established in Reception for book exchanges
- Additional resources are available from the 'Pick Up Station' in School Reception eg scissors, glue sticks, counters, Numicon, digit cards

Key Stage 1 and 2

Learning Platforms

- Whole school staff training undertaken on selected platforms
- KS1/ KS2 Microsoft Teams, pre-recorded delivery x 3 per day (Maths, Literacy, Foundation Subjects)
- Tasks set through Seesaw with Year 6 using Teams assignments to complete work
- Each class has an online timetable for children to follow that replicates a typical day in school
- Learning objectives are clear and continue driving the curriculum throughout school
- Planning is monitored
- Once the lesson has been uploaded, teachers provide live assistance, marking and feedback celebrating success and offering future steps. Praise postcards well received
- School provides access to online platforms to further support progress in mental maths (TT ROCKSTARS), Reading (BUG CLUB), and spelling (Spelling shed) with assignments set, all within the timetable
- Celebration of learning every Friday
- Headteacher delivers a weekly assembly via Teams celebrating difference and a love of reading
- Online music delivered by Barnsley Music Hub proving very successful

During the first three weeks

Phone calls to parents/carers to offer ICT assistance

- Emails sent to provide codes and initial support
- Used technology register to allocate data and laptops
- Provided work packs and resources in specific circumstances
- Check-in calls made to support families where children had not accessed
- Home visits made to provide support in terms of learning and well-being

SEND and Vulnerable

- Children deemed Vulnerable (inc. some SEND) offered a place in school on Day 1 ~ 59 offered, 42 accepted
- If place not accepted, children have access to the remote learning package provided
- Children with specific needs ~ bespoke learning packages (including resources) provided
- Welfare checks/visits on 17 that didn't accept the offer monitored and recorded on CPOMS or the school's 'Vulnerability document' (RAG rated with details of the frequency of contact)
- Class teachers undertake 'well-being checks' weekly (in addition to vulnerability checks) who have not been accessing remote learning and are not attending school
- School supporting digitally excluded, by loaning a device, parents/carers must sign to confirm that it is their responsibility to ensure all E-safety measures are in place and all security settings are enabled. This also includes adequate supervision
- Daily provision for SEND children, accessing tasks ~ tasks are selected to include all children, lessons are more open-ended and extension task for more able. Graduating questions and increasing level of difficulty eg comprehension

Monitoring

- Daily registers maintained by teachers based on access to pre-recorded learning
- Phone calls made to parents/carers to provide support to allow children to access
- 1 x call logs with brief overview of needs and general wellbeing (DHT and PSA follow up non-contact)
- Engagement snapshot taken per week to provide an overview of attendance, emerging needs and areas for concern

Summary (including Nursery)

18/01/21

- Total number of children in school: **121/342 (35%)**
- Total number of children at home: **221/342 (65%)**
- Total number of children accessing online Learning: **186/221 (84%)**
- Total number of children **NOT** accessing online learning: **35/221 (16%)**
- Total number of children accessing learning (school and home combined): **307/342 (90%)**

25/01/21

- Total number of children in school: **128/342 (37%)**
- Total number of children at home: **214/342 (63%)**
- Total number of children accessing online Learning: **183/214 (86%)**
- Total number of children NOT accessing online learning: **31/214 (14%)**
- Total number of children accessing learning (school and home combined): **311/342 (91%)**

Actions taken to support children not accessing learning

- Children with specific circumstances affecting learning at home invited into school ~ 2 full-time / 2 Nursery children invited into school Week 3
- Home visits made by teaching staff, PSA and Inclusion Lead
- Provision of laptops: *'Many thanks for sorting the laptops for children who were really struggling up until now. I am delighted to report that the first 2 children to return high quality work to me this morning were both given laptops on Friday. They are exceptionally happy- and busy!'* (ES, 25/01)
- Support over the phone to encourage children and parental engagement
- Live tutorials to develop confidence and provide technical support
- Learning packs and exercise books provided to promote access to learning
- Engagement monitored weekly to identify bespoke support for each family and specific needs
- Introduction of an 'Engagement Award' to celebrate children engaging in lessons and completing work in school and at home, to promote wider engagement (Amazon Vouchers)