Netherhall Learning Campus Junior School – January 2021

Online Teaching and Learning Information in response to any future school closure due to Covid 19 for parents, pupils and staff

The main aims of remote learning at Netherhall Learning Campus Junior School are to:

- Work to keep children engaged in learning and consolidation of learning
- Keep the minds of our children active and happy, ready to return to school and engage with learning when the time comes.
- Ensure regular contact with all children and families.

Should the normal curriculum and normal teaching activities be suspended due to a national closure or a local lockdown, this plan outlines how remote learning will be supported. Not all of our pupils will be able to access all the learning easily due to technology constraints, other children in the household, illness, family commitments and work commitments. Many children will not work for their parents in the same way as they work in school. We must not expect parents to be teachers, especially in anxious times.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf

The link to above document gives guidance that remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day
- Key Stages 3 and 4: 5 hours a day.

Zoe Lowe is the identified lead for online/remote learning

The information below outlines what school will provide:

- All children will be issued with log ons to Class dojo and Purple Mash, ED Shed, Maths Shed and Flash academy if relevant (EAL support). These are our main platforms for online learning
- A daily itinerary will be put on class dojo and Purple Mash – this will include
  - Numeracy activity – WRM and accompanying sheet or Maths Shed
  - Literacy – reading / writing / spag
  - Reading – questions to go alongside the chapter read that day
  - Foundation subject – 1 per day (CLICK / art / science / mindfulness / PE)
- Recorded video lessons from school or White Rose Maths lessons or Oak Primary Videos will also be used – at least two daily
- Work packs that are age and ability appropriate to help consolidate learning and reduce screen time for our children. Parents and carers can take screenshots of this work to upload for feedback and to allow for misconceptions to be addressed and feedback given.
- Year groups will have a long term online learning plan to ensure learning and activities are linked and progressive as close to our normal in school curriculum.
- Here is an example of a daily itinerary

Session	
Maths	Link to WRM teaching video or recorded school teacher video and sheet uploaded
Brain break	
Literacy based	OAK national – year group lessons for reading / writing and spag Literacy Shed – ideas for writing Classroom Secrets – spag / reading comps Pobble 365 to generate a piece of writing Also pre-planned work can be used
Lunch	
Reading a chapter of a class book	Can be used to set comprehension questions
Foundation subject	Can use existing planning Draw with Rob Mindfulness / wellbeing from Miss Lees
Power half hour	Joe Wicks – he is releasing new workouts each Monday, Weds and Friday from 11th January Go Noodle workout PE challenge x 2 a week set by Mr Tate

- o Where staffing allows, there will be an 'online teacher' responsible for uploading daily work, giving feedback to children, supporting parents and making daily check ins (if not already completed by SLT/DSL)
- o Each week all children will have been contacted by a member of school staff by telephone or video call and a 'register' taken or CPOMs log made of the contact.
- o Responding to parents and technical support via Class Dojo will be no more than 2/3 times a day to protect teacher workload and contact will not be made after 5pm unless it is a matter of urgency and not in school holidays.
- o Work and tasks should suit the age range and capabilities of the children and expected outcomes should be flexible. Try to set tasks that all pupils can complete to some degree of success, with an extension/stretching task for some to access or challenge activities available on request. It's important to try and accommodate all students, including children with SEN or those who are more vulnerable, and take into account different levels of learning.
- o Learning that can be done in bite-sized chunks is more likely to be completed than longer tasks.
- o Government guidance suggests staff continue
    - o providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
    - o providing opportunities for interactivity, including questioning, eliciting and reflective discussion
    - o providing scaffolded practice and opportunities to apply new knowledge
    - o enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
    - o using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
    - o avoiding an over-reliance on long-term projects or internet research activities
- o Many children need a lot of guidance when working and cannot be left for long periods of time to complete complex tasks. We should suggest activities that children can complete on their own. Parental feedback supports this, and Purple Mash has been noted as meeting both the needs of children and parents, so is a good learning tool. We must recognise that many parents are also trying to work from home, and parents might struggle to assist with schoolwork for a number of reasons.
- o Teachers will not live-stream lessons from their homes, nor engage in any video calling from home, any lessons recorded or streamed will be done in school environment.
    - o If teachers upload a video onto Class Dojo to support in home learning, they will undertake these videos in an appropriate room having considered their surroundings.
    - o Communication by teachers to pupils and parents will only be made through official outlets such as Class Dojo, email and the website. School email addresses may be used, and teachers are advised to refrain from communicating outside of school hours unless for safeguarding purposes.

Vulnerable children and families

- SLT including DSLs will be contacting vulnerable pupils weekly when the children are not at school.
- Should they not be able to communicate with the vulnerable family then a risk assessment and a home visit will be completed within a 48 hour period. Children on child protection and child in needs plans or those with an EHC plan will be encouraged to continue to attend school with key workers.
- If a safeguarding call needs to be made by a DSL from home, 141 must be pressed to withhold the telephone number.
- Staff will continue to use CPOMS to record any safeguarding incidents or concerns. Staff will consider the online safety policy at all times.

Equipment and resources
- Where identified, laptops have been given to qualifying children from LA, advice and support around additional data and or 4G wireless routers must also be given/used as quickly as possible
- Class Dojo platform – daily communication, daily itinerary and video posting, work celebrated and shared here for all pupils to see (may help engagement and encourage interaction)
- Purple Mash – activities set and emailed to children, feedback and addressing misconceptions
- Work packs made available – CGP workbooks available in school along with exercise books and stationery.
- https://www.thenational.academy/ - Oak academy lessons – to be used to direct parents/children to learning that fits with school theme/topic

Class Dojo platform – Teachers will post each day with a range of activities for children to complete either in their Remote Learning Books or submitted online. https://www.classdojo.com/en-gb/?redirect=true

Purple Mash – Purple Mash is an online resource that the children are familiar with as it is used regularly in school. Teachers will review and amend activities and tasks where appropriate. https://www.purplemash.com/sch/rawthorpe

Flash Academy – an EAL support platform that allows appropriate work in own language to help improve English language skills

Ed Shed/Maths Shed – consolidation activities for independent learning

The school agrees to:
- Only use learning platforms that have been risk-assessed for their safety towards children.
- Only use personal information such as names and classes to create user accounts and not to allow this to be shared with any 3rd parties.
- Ring-fence any communication and collaboration tools so that children cannot send or receive communication with anyone outside of the school community.
- Moderate communication between pupils to ensure it is safe and appropriate.
- Ensure that children can report any upsetting communication or that which makes them feel uncomfortable.
- Set out clear and agreed guidelines for staff and pupils alike.

We ask that parents and carers support us by:
- Ensuring that children are supervised when using internet devices and taking the steps to minimise access to inappropriate content and applications.
- Reading and discussing the school's internet use policy with their child(ren).
- Discussing what is and what is not appropriate to share online.
- Encouraging children to communicate in helpful, relevant and positive ways. If they receive negative communication, encourage them to report this instead of replying.
- Ensuring that only their child uses their account to access content and communicate with others. No other family members should be allowed to communicate with staff and pupils.

We ask children to agree to:
- Use a tablet, computer or phone under guidance of their parents.
- Keep personal information private (addresses, phone numbers, passwords, etc)
- Prevent other family members from using their accounts.
- Communicate directly with people they know.
- Use communication tools such as emails and blogs carefully and T.H.I.N.K. before they post or reply.

T = Is it true? H= Is it helpful? I = is it inspiring? N = is it necessary? K = is it kind?
- Only share content that is appropriate and relevant to the learning tasks
- Not interfere with the content or files of others without permission.
- Not share images of staff or pupils without their permission.
- Not share any content created or shared within the schools learning platform to other sites or social media networks.
- Understand that the school can check their files, comments and emails. Children who fail to adhere to this agreement will have access to online platforms revoked until further discussion between home and school can take place.