



Yatton Schools 2020-21 Remote Learning Plan



What are we aiming to achieve through our remote teaching?

Our remote learning offer is:

Easy to access

- Children have access to Teams and appropriate hardware to access online learning
- Staff have appropriate training to deliver learning remotely

Provides Continuity of learning

- Our curriculum continues in the event of individual, class or whole school closures
- A structured timetable, following that in school, will give children a structure they are familiar with and will support them to be on task and limit distractions from the home.
- Ensure that all teaching sequences have high quality teacher input and explanations; opportunities for children to apply learning; learning is assessed through submitted work and feedback is given; low stakes quizzes etc.

Easier to restart

- We aim to create greater curriculum continuity with our remote learning offer so that it can be picked up again, in school, when individuals or classes return to face to face teaching.
- Opportunities for additional support and teacher input that reduces misconceptions, and difficulties, so children's learning journeys aren't halted by barriers to progress.
- Regular opportunities for assessment and feedback to enable both teachers and children to have a clear understanding of their current learning.

What are the tools available to us so that we can achieve this?

We have rapidly developed our understanding and use of Teams to deliver teaching and pastoral support for our pupils and their families. All children have Microsoft accounts and access to online reading schemes. Families are supported to access these. To enable families and children to become familiar and maintain their use of Teams, whilst school is open, we will use it for the following:

- Individual reading books will be given to each child through Bug Club with accompanying tasks to complete
- Teachers can review pupil's engagement on Bugclub
- Numbots and Times Tables Rock Stars (TTRS) will be given to each child

- Teachers can review pupil’s engagement on Numbots and TTRS
- Home learning tasks will be put on the website and work accepted back via teacher emails.
- Parents’ evenings will be completed via Teams.

We need to ensure that, in the event of a partial or full school closure, children have access to IT equipment to access daily lessons.

How will our remote learning be structured?

Remote learning table will be loaded onto year group pages on the website at the start of each term. Additional worksheets as appropriate will be put in Year Group folders by teachers.

Pastoral		
What support will school provide?	What will school staff do?	What do families need to do?
Access to teacher via year group email.	Check year group emails	Email teacher if needed.
Daily phonecalls from Learning Mentor to vulnerable families.	Learning Mentor make phone calls	Answer call
Children with 1:1 SEND support: daily phonecalls from LSA	LSA make phone calls	Answer call
Academic		
Reception: Autumn Term: daily phonics lessons (St Peter’s films?) and White Rose maths lessons Use of Tapestry Spring term onwards: English (Oak) shared in addition to this.	Remote learning table with lessons posted onto Class website page. All learning can be submitted via Tapestry	Families support children to complete work and submit finished tasks via Tapestry
Y1 – 6: Teacher set daily English (Oak) and maths (White Rose) lesson on website. Foundation subjects set (history, geography) shared as appropriate.	Remote learning table with lessons posted onto class website page. All learning can be submitted via the class email	Families support children to complete work and submit finished tasks via the class email

<p>Children with 1:1 SEND Support: Daily live Teams session with 1:1 LSA supporting key SEND targets</p>	<p>LSAs set up daily sessions with children via Teams (as a meeting). Ensure that parent is present during session. Follow other safeguarding instructions (eg. Record session)</p>	<p>Families support children to access sessions.</p>
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Individual Children who are isolating for less than 5 days (eg. waiting for a test result):

Individual Children who are isolating for 5 days – 2 weeks (e.g. positive test result, household self-isolating):

Whole class closure – ‘Bubble closure’ (probably 2 weeks) or Whole School Closure

Pastoral		
What support will school provide?	What do school staff need to do?	What do families need to do?
Weekly small group check-ins with teachers via Teams (all year groups)	Teacher to allocate pupils into small groups and set up weekly check in meetings (groups and times decided by teachers)	Support children to attend session.
Weekly whole class chats with class teacher via Teams (Y2 – 6)	Teacher to set class chat time and invite pupils to attend via Teams.	Support children to attend.
SEND Pupils: daily welcomes with 1:1 LSAs	LSAs to set up meeting on Teams for pupils and invite them to attend.	Support children to attend.
Vulnerable families/ children: daily/ weekly check-ins with learning mentor	Learning mentor to phone on daily/ weekly basis and record response.	Answer phone.
Small group and individual sessions with Learning Mentor and or Education Coaches for vulnerable pupils via Teams	Learning Mentor / Education Coaches to set up meetings on Teams and invite pupils to attend.	Support children to attend.

The class LSA will support the teacher with remote learning sessions.

The remote learning timetable will be loaded onto the website under each year group page. This will be in the same format as when the school closed for lockdown in March 2020. Weekly assignments for each subject will be set up to allow children to submit work to the class email address.

Academic (expectation that all children will attend these lessons)		
Foundation Stage: Daily recorded phonics lessons.	Teacher to share daily lesson links on daily timetable on Teams.	Support children to access learning.
Daily recorded or live maths lessons via Teams, daily English lessons from Spring term onwards.	Teacher to invite pupils to live lessons via Teams meeting or share link if pre-recorded. Class TA to support live lessons.	
Phonics intervention / reading with either class teacher or TA via Teams for children needing additional support.	Class teacher and TA to invite pupils to attend reading/ phonics session via Teams meeting (at time available to staff).	
Weely individual reading with classteacher or TA.	Class teacher and TA to invite pupils to attend reading session via Teams meeting (at time available to staff)	
Foundation subject lessons delivered through Oak.	Classteacher to share daily lesson links on daily timetable on Teams.	
2 x weekly live story session with teacher	Classteacher to invite class to attend Storytime session via Team meeting. Class TA to support.	
Year 1 – 6: Daily Welcome each morning to share daily timetable.	Classteacher to invite class to attend daily welcome via Team meeting. TA to support.	Support children to access learning.
Daily live or pre-recorded lessons via Teams for English and maths	Teacher to invite pupils to live lessons via Teams meeting or share link if pre-recorded. TA to support live lessons.	
Guided Group opportunities for English and maths on a daily basis.	Classteacher to invite pupils to attend session via Teams meeting at set time. TA to support.	
Year 1 and 2 only: daily recorded phonics lessons.	Classteacher to share lesson links on daily timetable.	
Weekly live story session with teacher.	Classteacher to invite class to attend story time session via Teams meeting.	
Foundation subject lessons delivered through Oak.	Classteachers to share lesson links on daily timetable.	
All children: Fortnightly group or individual reading with year group TA (FS – Y2 individual, Y3 – 6 small group)	TA to set up groups and invite either groups of individuals to attend reading session via teams meeting.	Parent/ carer present during individual reading.

SEND Pupils: 1:1 daily sessions with LSAs and individual learning packs to support individual targets.	LSAs to invite pupils to attend sessions via meeting on Teams.	Parent/ carer present during session.
Assessment and Feedback (all children): Submit work for each lesson via class emails.	Set up daily assignments for children to submit completed work for each lesson that day (as appropriate)	Support children to submit work and review feedback
Feedback given via email	Give feedback via email	
Regular low stakes quizzes and tests to assess pupil learning.	Set up quizzes as appropriate to assess pupil learning.	

Suggested Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9.30 – 9.45am	Daily Welcome – Introduce learning for the week – English and Maths focus	Daily Welcome – Worship Focus	Daily Welcome – Class chat using chat function R/Y1 Rhymes and songs	Daily Welcome Mindfulness	Daily Welcome – celebrate learning
9.45-10am	English Lesson Introduction (Teacher)	English Lesson Introduction (Teacher)	English Lesson Introduction (Teacher)	English Lesson Introduction (Teacher)	English Lesson Introduction (Teacher)
10.05 am or 10.35 am	Feedback on English – in two groups (Teacher) LSA 1:1 Readers	Group Chats of 7/8 children	Feedback on English – in two groups (Teacher) LSA 1:1 Readers	Group Chats of 7/8 children	Feedback on English – in two groups (Teacher) LSA 1:1 Readers

11 -11.30am	Break	Break	Break	Break	Break
11.30 am 12 pm	Feedback on Maths – in two groups (Teacher)	Group Chats of 7/8 children	Feedback on Maths – in two groups (Teacher)	Group Chats of 7/8 children	Feedback on Maths – in two groups (Teacher)
11.30 12pm	1:1 Readers LSA		1:1 Readers LSA		1:1 Readers LSA
12.30 – 1.30pm	Lunch	Lunch	Lunch	Lunch	Lunch
1.30 – 1.45pm	Afternoon Lesson Introduction (Teacher)	Afternoon Lesson Introduction (Teacher)	Afternoon Lesson Introduction (Teacher)	Afternoon Lesson Introduction (Teacher)	Afternoon Lesson Introduction (Teacher)
3.00pm – 3.15pm	Story time	Story time	Story time	Story time	Story time

Staff Meeting 26th November 2020

Hi all,

Tonight's staff meeting is to give you some time on training yourself on Teams. From the survey we asked you to fill in, it was clear that teachers need more time to look at some of the tools on Teams and have a go at using them. There are a few things we would like you to work through tonight...

1. Re read the documents attached – Yatton Schools Remote Learning Plan. Pages 4-7 are the page you need to really look at in terms of your use of Teams. Read this and absorb. Save it somewhere you will find it IF you should need it in a hurry.
2. Look at the Teams Training videos in the shared drive – watch any of the videos you feel you need to in order to be able to fully carry out the timetable for remote learning if your bubble is off.
3. Have a go at using Teams – Teams each other? If you are not too familiar with Teams – GET familiar.
4. Set an ASSIGNMENT – this is new for everyone. We would like you to set an assignment for your class – this can be a quick challenge ...

Reasons for this task:

The staff survey showed that only 1 person felt they could do this and that's because it hasn't been a requirement yet.

This will allow you to understand how many of your class can access Teams.

Will enable us to start thinking about setting homework in Teams regularly

Will help you feel more prepared if you were to go into bubble isolation.

List of skills you will need when using Teams for the remote learning timetable, if your bubble were to shut.

Tick off of you can do these ONCE you have watched the videos AND had a go on TEAMS tonight.

- Open Teams via app OR via Office 365
- Navigate task bar to go to calendar, teams etc
- Set up a meeting via the calendar and invite named individuals
- Set up a meeting via the calendar and invite one or more teams
- Set up a team and add staff and children
- In a meeting: switch camera/ mic on or off, hands-up/ down, change background
- Use the chat bar in a meeting
- Share a screen for PowerPoint
- Share a screen for Bug Club/ Oxford Owls
- Create a channel
- Create a post
- Run a class chat
- Load files onto a Team/ channel
- Set up and run a Daily Welcome
- Set up and run a guided group

- **Set up an assignment**
- Review and feedback assignments submitted.
- Create a rubric on assignments
- Create a quiz on Teams
Not so necessary.

If there are any of these you can't tick off, please let us know and we can offer further support.