

What did we learn from lockdown in the Spring/ Summer terms 2020?

Although we, at first, felt distanced from our pupils, by using technology teachers quickly developed our school offer to include:

Pastoral Support

- Individual pastoral check-ins with vulnerable pupils
- Group and whole class pastoral opportunities for all pupils
- Phone calls to families and children
- Individual access to our Learning Mentor for families
- Email access to classteachers

Academic Support

- Lessons through Oak National Academy
- Create our own lessons for phonics, SPAG and vocabulary using narrated Powerpoints with clear explanations and instruction
- Individual learning packs for children on our SEND register
- Daily timetable of lessons and daily opportunities to interact with teachers
- Morning welcome/ registration to share the day's work and address any potential misconceptions before children complete daily lessons
- Daily opportunities for pupils to discuss learning with teachers and address any misconceptions as they arose
- Opportunities for group and/or individual reading and assessment of current reading levels for younger pupils
- Set tasks for children to complete across all curriculum areas
- Accept these tasks through Assignments and give individual feedback – often using success criteria and rubrics that are familiar to children
- Email access to class teachers

This offer gave pupils the opportunity to have up to 8 hours of St Peter's teacher time via Teams each week as well as other opportunities. This offer evolved over the lockdown and represented a growing understanding of the technology available to us whilst acknowledging that teaching remotely will not be the same as teaching in the classroom.

What are we aiming to achieve through our remote teaching?

As we move in the new academic year, we need to ensure that our remote learning offer is:

Easy to access

- Children have access to Teams and appropriate hardware to access online learning
- Staff have appropriate training and confidence to deliver remotely
- Parents can access training through online workshops so that they can support their children's remote learning

Harder to stop

- 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 for achieving 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
- Home learning tasks (phonics lessons, TTRS, mental maths) will be put on Teams and work accepted back via assignments – including the use of quizzes.
- 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.

Staff who taught remotely in the Spring/ Summer terms are skilled and confident in its use. We now need to ensure that all staff – particularly those who taught in school in the summer term – now have additional training to support their delivery.

How will our remote learning be structured?

Remote learning table will be loaded onto year group Teams pages at the start of each term. Worksheets will be put in folder on teams. Weekly assignments for each subject will be set up to allow children to submit work. This will allow families to access learning if/ when they need it.

Individual Children who are isolating for less than 5 days (eg. waiting for a test result):

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: Autum Term: daily phonics lessons (St Peter's films) and maths lessons set via Teams by classteacher.	Remote learning table with lessons posted onto Year group Teams . This will be signposted in absence email.	Families support children to complete work and submit finished tasks via Assignments on Teams.

Spring term onwards: English (Oak) shared in addition to this.	Assignments set weekly for English, maths and foundation subject so that children can submit work.	
Y1 – 6: Teacher set daily English (Oak) and maths (White Rose) lesson on Teams. In addition Y1 will have daily phonics film lesson links sent.	Remote learning table with lessons posted onto Year group Teams . This will be signposted in absence email.	Families support children to complete work and submit finished tasks via Assignments on Teams.
Foundation subjects set (history, geography) shared as appropriate.	Assignments set weekly for English, maths and foundation subject so that children can submit work.	
Children with 1:1 SEND Support: Daily live Teams session with 1:1 LSA supporting key SEND targets	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)	Families support children to access sessions.

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

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 emails	Email staff if needed.
Daily phonecalls from Learning Mentor to vulnerable families.	Learning Mentor make call.	Answer call
Children with 1:1 SEND support: daily phonecalls from LSA	LSA make call	Answer call
Weekly check in with classteacher (can be in a small group if more than one child out of school).	Set up weekly check in for children not in school to attend via Teams (Teacher to choose time around teaching responsibilities).	Support child to attend check in.
Academic		

Reception: Autum Term: daily phonics lessons (St Peter's films) and maths lessons set via Teams by classteacher. Spring term onwards: English (Oak) shared in addition to this.	Remote learning table with lessons posted onto Year group Teams . This will be signposted in absence email. Assignments set weekly for English, maths and foundation subject so that children can submit work.	Families support children to complete work and submit finished tasks via Assignments on Teams.
Y1 – 6:		

Teacher set daily English (Oak) and maths (White Rose) lesson on Teams. In addition Y1 will have daily phonics film lesson links sent.	Remote learning table with lessons posted onto Year group Teams . This will be signposted in absence email.	Families support children to complete work and submit finished tasks via Assignments on Teams.
Foundation subjects set (history, geography) shared as appropriate.	Assignments set weekly for English, maths and foundation subject so that children can submit work. Teachers provide brief feedback via assignments.	
Children with 1:1 SEND Support: Daily live Teams session with 1:1 LSA supporting key SEND targets	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)	Families support children to access sessions.
All children: Weekly group or individual reading with year group TA (FS – Y2 individual, Y3 – 6 small group)	Year group TA set up reading session via teams around teaching commitments. Invite children to attend reading session.	Families support children to access reading session.

Anticipated provision: Whole class closure (probably 2 weeks):

It is likely that year group TA will support teacher with remote learning sessions.

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 for vulnerable pupils via Teams	Learning Mentor to set up meetings on Teams and invite pupils to attend.	Support children to attend.
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 classteacher or TA via Teams for children needing additional support.	Classteacher 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.	Classteacher 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 Teams assignments.	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 Assignments with the opportunity to resubmit.	Give feedback via teams assignments.	
Regular low stakes quizzes and tests to assess pupil learning.	Set up quizzes as appropriate to assess pupil learning.	

Anticipate provision: Whole school closure:

The expectation is that some support staff (TAs, HLTAs, LSAs, SMSAs, Sports Coaches) would facilitate key worker provision and teachers and remaining TAs provide class learning across the year group.

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) led by Learning Mentor and Play Leader.	Learning Mentor 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 for vulnerable pupils via Teams	Learning Mentor to set up meetings on Teams and invite pupils to attend.	Support children to attend.
Academic (expectation that all children will attend these lessons)		
Foundation Stage: Daily live Year Group welcome to share learning for the day.	Led by one classteacher . Invite all children to attend.	
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.	Invite pupils to live lessons via Teams meeting or share link if pre-recorded. 2 teachers to run sessions for whole year group if live.	
Phonics intervention / reading with either classteacher or TA via Teams for children needing additional support.	Classteacher 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.	Classteacher and TA to invite pupils to attend reading session via Teams meeting (at time available to staff)	
Foundation subject lessons delivered through Oak.	Share daily lesson links on daily timetable on Teams.	
Daily live story session with year group teacher	Invite year group to attend Storytime session via Team meeting. Class TA or another teacher to support.	

<p>Year 1 – 6: Year group Daily Welcome each morning to share daily timetable.</p>	<p>Invite year group to attend daily welcome via Team meeting. Teacher to support.</p>	<p>Support children to access learning.</p>
<p>Daily live or pre-recorded lessons via Teams for English and maths</p>	<p>Teacher to invite pupils to live lessons via Teams meeting or share link if pre-recorded. Teacher to support live lessons.</p>	
<p>Guided Group opportunities for English and maths on a daily basis.</p>	<p>Invite pupils to attend session via Teams meeting at set time. Teacher to support.</p>	
<p>Year 1 and 2 only: daily recorded phonics lessons.</p> <p>Weekly live story session with teacher.</p>	<p>Share lesson links on daily timetable.</p> <p>Invite year group to attend story time session via Teams meeting.</p>	
<p>Foundation subject lessons delivered through Oak.</p>	<p>Share lesson links on daily timetable.</p>	
<p>All children: Fortnightly group or individual reading with year group TA (FS – Y2 individual, Y3 – 6 small group)</p>	<p>Teacher or TA to set up groups and invite either groups or individuals to attend reading session via teams meeting.</p>	<p>Parent/ carer present during individual reading.</p>
<p>SEND Pupils: 1:1 daily sessions with LSAs and individual learning packs to support individual targets.</p>	<p>LSAs to invite pupils to attend sessions via meeting on Teams.</p>	<p>Parent/ carer present during session.</p>
<p>Assessment and Feedback (all children): Submit work for each lesson via Teams assignments.</p>	<p>Set up daily assignments for children to submit completed work for each lesson that day (as appropriate)</p>	<p>Support children to submit work and review feedback</p>
<p>Feedback given via Assignments with the opportunity to resubmit.</p>	<p>Give feedback via teams assignments.</p>	
<p>Regular low stakes quizzes and tests to assess pupil learning.</p>	<p>Set up quizzes as appropriate to assess pupil learning.</p>	