

Remote Learning Plan 2020/21 (to be used alongside the Remote Learning Policy 2020)



PURPOSE – To ensure that when accessing work remotely, all pupils are able to continue to learn and make progress.

AIM – All pupils will have access to the same curriculum entitlement whether they be in attendance at the academy or accessing education through remote learning.

Intent	Implementation	Impact
All pupils able to access remote learning at home if they have to self-isolate for 10 - 14 days.	<ul style="list-style-type: none"> Remote Learning Lead to establish which pupils have access to IT devices at home. Where pupils do not have access to an IT device at home, in consultation with ACET, the Principal will aim to organise loan of equipment. Equipment is to be returned on the pupils return to school and strict cleaning procedures will be followed on the return of equipment (72 hours out of use). Paper packs only provided in exceptional circumstances (e.g. lack of credit for electricity at home/ loan equipment not available). 	All pupils who have to self-isolate are able to access remote learning.
Class teachers and pupils are able to use online portals and Google Classroom.	<ul style="list-style-type: none"> All pupils have a copy of their online portal logons and a G-Suite login. Class teachers carry out familiarisation sessions with pupils as a class lesson whilst in the academy. Children set weekly homework on Spelling Shed and Times Table Rock Stars. Information shared with parents/carers to enable them to support their child to login at home. Training for all teaching staff in the use of Google Classroom (Twilight October 2020). 	All pupils/staff & parents/carers able to access Google Classroom.
The curriculum taught is sequentially planned.	<ul style="list-style-type: none"> Teachers to follow the ACET Curriculum long & medium term planning which is sequential and consolidates substantive knowledge. Where appropriate, teachers can take a pragmatic approach to teaching the curriculum, prioritising important concepts where necessary. Teachers may decide to re-order a teaching sequence if they judge a particular concept to be difficult to teach through remote learning. 	Curriculum learning is progressive and consolidates prior learning. Challenging concepts are taught face-face if it is felt teaching the concept remotely would hinder pupil progress.
Curriculum long term planning is available to parents/carers.	<ul style="list-style-type: none"> ACET Curriculum planning is accessible through the academy website in year group format. Long term plans indicate the key teaching concepts for each subject, each term. 	Parents/carers able to access long term plans to identify key teaching points, in order that they can further enhance learning opportunities.
Pupils with additional needs are able to partake in curriculum learning that is accessible to them.	<ul style="list-style-type: none"> SEND pupils able to access their full curriculum entitlement through a scaffolded approach to age-related learning. Tasks that pupils are asked to complete have a sufficient level of challenge to enable learning, whilst ensuring engagement. Where necessary, teachers to ensure pupils identified as SEND have access to work directly linked to their individual targets. This may involve some small group or 1:1 input from the teacher remotely during the school day. 	Pupils of all abilities are able to take part in remote learning.

<p>Pupils' work is assessed and inform teacher assessment.</p>	<ul style="list-style-type: none"> • Pupils' work is assessed through online marking or through written responses to work sent to teachers via email Help@thurcroftacademy.org. (Parents informed of procedures and time limits for return email from staff, as agreed in consultation with staff – between 8am – 5pm Monday to Friday). 	<p>Pupils' work is assessed and informs next steps. Pupils are informed of their progress.</p>
<p>Pupils' have access to opportunities for personal development.</p>	<ul style="list-style-type: none"> • PE teachers are expected to share ideas for physical exercise for pupils to partake in. This may include links to Joe Wicks-style online activities. • Pupils will be contacted by their class teacher to maintain a sense of belonging to the academy community. • Pupils to access learning linked to Relationships Education with a focus on mental health. 	<p>Pupils' physical health is promoted. Pupils maintain a sense of belonging to the class grouping. Pupils' mental health and well-being are given a high profile through remote learning.</p>
Scenario A		
<p>Remote learning is accessible for individual pupils/ small groups of pupils who are self-isolating.</p>	<ul style="list-style-type: none"> • Pupils who are self-isolating are marked as an X code on the register. • Office staff to inform Principal, Vice-Principal and Inclusion manager via email of pupils self-isolating before 9.30am. • Office to inform class teachers of pupils who are self-isolating before morning break. • Class teachers to send links to relevant online learning in order that pupils are learning the same curriculum content as pupils in attendance at the academy. TA to supervise the class during morning break in order for the class teacher to facilitate this. • Should the class teacher be ill, the year group partner teacher will inform the LT of learning and LT will arrange for online remote learning to be set. 	<p>Self-isolating pupils receive the same curriculum entitlement as pupils in attendance at the academy. Class teacher workload is manageable.</p>
Scenario B		
<p>A whole class bubble has to self-isolate following PHE/DfE advice.</p>	<ul style="list-style-type: none"> • Parents to receive an email from the class teacher advising that work will be set on online platforms and Google Classroom. • Teacher to set work via online portals, Google Classroom and links for online teaching materials/equivalent to support modelled teaching and explanation during lessons, such as Oak Academy. 	<p>Whole-class bubbles able to continue with curriculum learning. Every other day contact between teacher-pupils.</p>