

Abingdon Primary School

Remote Learning Guidance Jan 2021



In line with expectations set out by the DfE, Abingdon has established the following guidelines regarding remote learning. Primary schools are to provide at least 3 hours provision per day for core learning. It includes daily check ins and overviews with your child's class teacher. Please read the following important safeguarding information:

- During video meetings, all participants (staff, parents/carers, children) are expected to adhere to appropriate safeguarding and behaviour practices. This includes:
 - Wearing appropriate clothing during the video call
 - Using appropriate language
 - Not recording the live video session
 - Abingdon Primary School's behaviour and staff code of conduct policy being applicable even when teaching/learning remotely
 - Ensuring that the background of the video image is appropriate
 - Using passwords for video meetings which must not be shared with anyone other than the meeting participant(s)
 - Scheduling video lessons/sessions during school hours only
 - Not sharing any personal details during the video session
 - Reporting any concerns to school
 - Ensure your child is monitored during virtual meetings

During our time of closure whilst we are remote learning, the following applies:

- All learning will be responded to. Children will receive points for engagement with remote learning, whether digitally or on paper. This will lead to a class reward.
- If your child is using packs to complete their learning, please take a photograph of finished work and send to their teacher via Class Dojo.
- Where children require paper support, they will have access to the taught section as well as the activity.
- It is expected that all children will engage with their home learning. Please contact your child's class teacher if you require any further information or support.

Please see the school website for the full Remote Learning Policy

→ Daily

Every morning, your child will check in with their class teacher to discuss the day's learning. The class teacher will publish their class' time slot.

For the check in, teachers will do their usual monitoring to see if everyone is OK and outline the day's learning for their class. Each check in lasts approximately 10 minutes and is an opportunity for your child to see their class each day, go over the learning and address anything from the day before.

→ Core Learning

English: English will have an input each day. Input can take the form of a pre-recorded video, live video or PowerPoint with voice over. As with the daily check in, each input may be 10 minutes, but will contain an explanation with modelling and examples. Teachers may also go over any misconceptions and feedback.

For writing, teachers will be using high quality texts we bought in at the end of last year. They may use pictures of pages as a stimulus.

1 hour learning provision per day.

Mathematics: The White Rose scheme we use contains necessary resources and instructions. At least 1 session per week will be shared as a pre-recorded video, live meet or voice overview containing examples for children to access. Learning will be tailored (not simply extracted from the site) and children will be expected to also complete additional basic fluency and practise questions, appropriate to their age group.

1 hour learning provision per day.

Reading: Teachers will be using the books purchased last year from our reading spine (see school website) for reading learning. Please ensure that your child also has additional reading practise each day as well. The best way to help your child during remote learning is to support them reading.

30 minutes learning provision per day.

Phonics: Children currently accessing Read, Write, Inc. phonics will be able to use the videos from the portal shared by their class teacher. Those accessing remote learning can be directed to their specific group phonics. There are lots of games to help you practise with your child.

30 minutes learning provision per day for taught sessions

Children who have moved beyond phonics: Children will be provided with GaPS learning (grammar, punctuation, spelling). Examples of these learning sessions are statutory spellings, handwriting practise, sentence level learning tasks.

30 minutes provision per day + 30 minutes of personal reading minimum.

Rest of the curriculum: Learning sessions will be planned 3 days per week: Monday, Wednesday and Friday for wider curriculum learning.

As with other sessions, thorough instructions will be available and children will be accessing teaching as well as completing activities. Teachers may establish a project that encompasses different subjects. Pre-recorded video, voice-overs or live sessions may also be used to assist explanations.

Points to Consider:

Teachers may share a different teacher in a video e.g. where the same session is being taught in more than 1 class, other teachers' video can be used.

Where appropriate, children will be completing activities on paper rather than screen. An example being Mathematics: setting out calculations is more effective on paper than trying to align place values on a small screen.

Activities and learning for home may include strategies for processing learning. Examples include: quick quizzes, give me 5, true or false etc.

All teachers will establish an incentive scheme whereby children will collect dojo points for completing learning effectively. When a certain number of points have been reached, the class can have a reward. Teachers will meet with your class on Thursday 7th January to check in with them after their break and to agree on a reward. This will be the same time as your usual check in slot.

Children who are on site will access the same learning as those learning remotely, tailored to their learning needs as usual by the teacher.

Learning will start on Thursday 7th Jan 2021. Teaching Assistants may also set up virtual intervention sessions for specific groups of children.