

Remote Learning Offer – High Street Primary Academy



The High Street Remote Learning Offer has been designed to meet the needs of our families, and our approach was designed based on the feedback from our parent questionnaires. We aim to continuously adapt and refine our approach in response to feedback.

This learning is available to all children, all of the time.

<i>The curriculum offer</i>	Our remote learning strategy matches our normal school curriculum as closely as possible. Children from Y1 – Y6 have access to five high quality sessions a day: An English lesson, a maths lesson, a guided reading lesson, a spelling task and a lesson from the wider curriculum i.e. science, history, RE etc. The EYFS curriculum is offered in a way that matches school provision as much as possible – with links to thematic, language rich activities. All children that are still working within the RWI scheme have a daily phonics session in addition to their English lesson. The children also have a chance to hear their teacher read a high quality text daily during a live daily session at the end of each day.
<i>Amount of study time provided</i>	The learning opportunities provided by school staff ensure that all KS1 children will have over three hours of content per day and the KS2 children will have over four hours. Links to external providers such as the Oak Academy and BBC mean that supplementary activities are always available to extend learning.
<i>Access arrangements</i>	All resources are available through our Google Classroom. We have structured the layout of our offer to make it very clear to parents and children. Reading books, exercise books and physical resources such as magnets have also been included to support learning and progress. All learning is introduced daily by the class teacher, and tasks and activities are explained so that children can access the content independently rather than rely on parents or carers to support. By placing all resources within our Google Classroom, we are also supporting safe online access as we are not encouraging pupils to access the wider internet or follow links that may generate spam sites.
<i>Support offered for those who may have trouble accessing online learning</i>	We currently have over 30 Chromebooks that we have allocated to vulnerable families within our school community. All vulnerable children have been invited to attend school daily. The DSO (Ms Majer) is providing remote support for vulnerable families who can't attend school. Physical work packs have been provided for those families who require them meaning children can complete learning without access to technology.
<i>The High Street approach to remote learning</i>	<ul style="list-style-type: none">• All work is posted daily in our Google Classroom and we have a layout model that each class teacher follows to ensure the pages are consistent and our remote learning offer is followed with fidelity by all staff• Children's work is submitted via classrooms and feedback is given daily• Daily introductions from staff allow tasks to be scaffolded and explained• Core curriculum resources and activities are sourced from high quality educational sites such as the Literacy Shed and the White Rose Hub

	<ul style="list-style-type: none"> • Links to Oxford Owl provide children with the opportunity to access a range of virtual texts for daily reading • TT Rockstars allows children to access daily fluency challenges in tables learning and is monitored by staff • Class Dojo allows pupils to send messages and provides opportunities for daily feedback and engagement checks • Parents and carers can also use our FB page and email to share learning • Behaviour/learning incentives continue – children will earn raffle tickets for high levels of engagement and effort – certificates will be sent to children weekly
<i>Engagement and feedback – how do staff check learning</i>	<p>All staff are currently working in school to provide face to face teaching and to provide educational support to children working at home. This includes calls to check levels of engagement. At these times, staff will be expected to check on the wellbeing of the children, ask about engagement with learning and see what needs the family has. This is in addition to the Dojo and Google Classroom logins which provide class teachers with daily access to their children to check that they are working and to offer remote support. Children can ask for bespoke help and the support team will offer online tutorials/video calls/phone calls to support children. Work can be uploaded to be checked as and when appropriate, however, those with technical difficulties can return the physical work packs to school to be marked and responded to after a period of quarantine.</p>
<i>Assessment and progress</i>	<p>Without the opportunity for formative assessment, class teachers will need to ensure they are questioning pupils about their learning and using AFL to adapt and revise the learning they are providing.</p> <p>Children working outside their POS will be assigned higher or lower year groups' work on the website and during discussions with families we will enquire about the pitch of our resources and materials and adjust as needed. End of unit assessments will still be utilised where appropriate and staff will monitor progress in tables through the TT Rockstars app.</p> <p>Pupils falling behind or not engaging with learning will be offered a place at educare so that staff can teach them face to face.</p>
<i>Offer for SEND and children with additional needs</i>	<p>The following provision is in addition to the daily learning set by the classteacher and the weekly phone call from the classteacher.</p> <p>All pupils on the SEN register should receive:</p> <ul style="list-style-type: none"> • Work set which they can access independently and is in-line with current targets or recent assessment. This is in-line with our 'remote learning' strategy. • Two 1:1 slots with TLA (1x15mins and 1x 5-10mins) twice a week. If the pupil received SALT intervention then one of these sessions will be the delivery of the SALT programme. This is in addition to our remote learning strategy. • If the child has an EHCP, then 2 x 15mins 1:1 slots will be available from a ket worker and 1 x 15 mins from the SENCo. • Two reading books a week. One which is aimed at improving fluency and one which is selected by the pupil to foster a love of reading. This is in-line with our remote learning strategy.

	<p>In conjunction with our Remote Learning Policy, parents/pupils will also receive support through:</p> <ul style="list-style-type: none"> • Weekly virtual 'check in' with the SENCO for 15mins to cover any misconceptions from the week. This is in addition to the weekly phone call made by the class teacher. <p>Parents/pupils will be able to email their class teacher (through admin email address) and expect a reply within 24 hours, Monday- Friday in term time.</p>
<i>Pupil Wellbeing</i>	<p>As part of our offer, we have included a timetable to encourage children to supplement learning time with family activities and time outdoors/being active where possible. We have a 'worry box' part of our website which allows all children or parents to raise a concern where needed and part of the class teacher's daily message will be to remind pupils to stay safe and get in touch if needed.</p>