



Remote Learning Plan

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded).

We should:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

Our remote offer is largely online. Therefore any pupil that does not have a laptop will be offered one to lend from the school. Until the time the pupil can get online, pupils will receive a paper pack of learning to follow.



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Circumstance	Learning Plan	Feedback
Pupil is isolating due to symptoms/household member having symptoms	<p>If the pupil is well enough:</p> <ul style="list-style-type: none">• Learning must follow the same sequence and curriculum that is in the classroom.• If pupil has device at home, Year 3-6 then use Teams, OneNote and launchpad.• Year 2 – Add work onto Teams assignments• Year 1 – add learning onto Tapestry• EYFS – add learning onto Tapestry and use home learning packs created• Home learning packs will be sent home if no device / until a device is loaned. <p>→ Learning everyday should include – Reading, Writing, Maths and phonics (eyfs,1,2)</p> <p>→ Weekly - Choose an aspect from the MTP linked to theme that the pupil will learn about.</p> <p>→ Provide video links to support child learning new skills, support modelling and explicit teaching. (this can be found on You Tube, White Rose Maths, BBC Bitesize, Oak National Academy or individually created through PPT recorder)</p>	Teachers should provide feedback for children to act on and inform next steps before the next day.
Full or Local lockdown or closure of bubble Key Stage 1 will have approximately 3 hours learning a day	<p>Explicit teaching is required each day. This should include:</p> <ul style="list-style-type: none">◆ Recap of prior learning / retrieval practice◆ Modelling and scaffolding of new learning◆ Questioning to assess pupil understanding.◆ Opportunity for independent practice	Feedback will be given <ul style="list-style-type: none">➤ directly in the live lessons.➤ Following the completion of the assignments – either on



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Key Stage 2 will have approximately 4 hours learning a day	<p>Microsoft Teams is used for delivering online learning. Each children from year 2-6 will have 3 live lessons a day – Reading, Writing and Maths. These will be recorded and added to Teams so children can access them at another time if necessary.</p> <p>Following each live lesson independent work is set. Independent work is to be accessed via assignments in Teams. The format of these tasks will depend on the learning. It could be completion of work on their OneNote, completing a MS Form, using Word Online.</p> <p>EYFS and Year 1 will use Tapestry (until the parents are confident with using Teams). Staff will upload videos for the parents to access.</p> <p>Year 1 will then have 2 live lessons a day followed by independent work.</p> <p>For Foundation subjects learning should follow a sequence as per the curriculum that would be in school. Teachers will provide learning materials for children to use. This may be in the form of a recorded lesson, powerpoint slides, a link to a video on you tube. Children will have a task to complete and this will be added to the assignments.</p> <p>Interventions and SEND</p> <p>It is important for children to read individually to adults, therefore teachers and support staff will be contacting parents to organize a time to hear the pupil read. This may be a book they have at home or using Oxford Owl via a shared screen.</p>	<p>assignments or written on the one note. This will usually be the same day or the day after.</p> <p>➤ Teams calls to individuals or groups to go over a part of the learning</p>



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	<p>Support staff may organize to have 1:1 lessons with children to target the work they need, for example children with EHCP may have additional sessions to work on specific areas.</p> <p>Small group sessions may take place in the form of additional intervention, for example additional maths groups or reading groups.</p> <p>Staff will always make contact with the parents to organize this.</p>	

Expectations and Engagement

It is expected that every child, when they have a device, will access all the live lessons and complete the independent assignments. Parents/carers can support their children but are not to complete any of it. Teachers can only assess the child's learning if the child completes it themselves.

When using Microsoft Teams we ask that all parents and children follow the guidance on how to use it in the home. This will support the child accessing the live lessons and also help the other children and teacher.

Teachers will keep a register for every lesson of who has attended the live lessons and who has completed the assignments. Staff will contact parents if children are not accessing live lessons or completing the work. Lessons are always recorded if children need to access them again.