Waverley Junior Academy

Remote Learning Plan 2020/21 (to be used alongside the Remote Learning Policy 2021)

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.	• Principals to establish which pupils have access to IT devices at home. • Where pupils do not have access to an IT device at home, Principal to organise loan of equipment following strict cleaning procedures 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 Google Classroom to facilitate live lessons.	• All pupils have a G-Suite login. • Class teachers carry out familiarisation sessions with pupils as a class lesson whilst in the academy. Weekly homework to be set using Google Classroom to support teachers/pupils/parents with use of the resource. • Information shared with parents/carers to enable them to support their child to login at home. Where appropriate, QR codes are used to support families with EAL or additional needs. • 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.	• 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.	• 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.	• 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.	Pupils of all abilities are able to take part in remote learning.

Pupils' work is assessed and inform teacher assessment.	• Pupils' work is assessed through online marking or through written responses to work sent to teachers via email. (Parents informed of procedures and time limits for emailing staff, as agreed in consultation with staff).	Pupils' work is assessed and informs next steps. Pupils are informed of their progress.
Pupils' have access to opportunities for personal development.	• 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, on google classrooms and on Facebook. • Pupils are able to access class assemblies in order to maintain a sense of belonging to the academy community. • Pupils to access learning linked to Relationships Education with a focus on mental health.	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.
Scenario A		
Remote learning is accessible for individual pupils/ small groups of pupils who are self-isolating.	• Pupils who are self-isolating are marked as an X code on the register. • Office staff to inform Principal via email of pupils self-isolating before 9.30am. • Principal 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 Principal will arrange for the Key Stage Lead to be released to organise remote learning lessons.	Self-isolating pupils receive the same curriculum entitlement as pupils in attendance at the academy. Class teacher workload is manageable.
Scenario B		
A whole class bubble has to self-isolate following PHE/DfE advice.	• Parents to receive an email from the class teacher advising that work will be set on Google Classroom. • Teacher to use Google Classroom to live stream lessons from home using whiteboard-wedge resource and IT device. • Where teaching staff are unable to live-stream, parents are directed to the Oak Academy online teaching materials/equivalent to support modelled teaching and explanation during lessons. • Should the class teacher be ill, the Principal will arrange for the Key Stage Lead to be released to organise remote learning lessons.	Whole-class bubbles able to continue with curriculum learning. Daily contact between teacher-pupils.

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Remote Learning Flow Diagram

Pupil awaiting test results

Pupil marked X on register by office staff – awaiting test results. Absent from school.

List of all pupils with X code forwarded to Principal each day before 9.30am.

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Principal shares list of pupils with an X code with class teachers. Class teachers check email at morning break.

Class teacher sends links to Oak Academy lessons and emails work for the day during morning break (TA to supervise the class during this time).

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Pupil returns to school after approx. 2 days with negative test result. Or pupil begins 10 or 14 day isolation. See pupil isolating guidance.

Pupil isolating

Pupil begins a 10 or 14 day isolation period.

List of all pupils isolating forwarded to Principal each day before 9.30am.

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Class teachers informed of any pupils isolating before morning break.

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Class teacher will set work for each lesson using Oak Academy Lessons / other online resource for teaching input and emailing independent work at morning break (TA to supervise the class during this time). Remote learning plan implemented and monitored by Principal.

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Pupil returns to school after isolation as per guidance.

Class bubble isolating

Class bubble isolating.

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Work set for each lesson – live lessons & direction to Oak Academy Lessons from class teacher via email to parents.

Remote learning plan implemented and monitored by Principal.

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If teacher isolating from home – if able they are still responsible for setting work (see remote learning plan) and are available during working hours.