



## THE ABBEY CE VA PRIMARY SCHOOL

Together we learn, we care, we achieve –  
for ourselves, for each other, and for the community in which we live.

# Remote Learning Statement for Bubble or School Closure Summer 2021 from 21<sup>st</sup> June 2021

### Aims

This remote learning statement aims to:

- Provide clarity and transparency to pupils and parents about what to expect from remote education
- Ensure consistency in the approach to remote learning for all pupils
- Set out expectations for all members of the school community

### Roles and Responsibilities

The Headteacher and Deputy Headteacher are responsible for ensuring that the remote learning statement is implemented fully. They take overall responsibility for the welfare and safety of pupils through their Designated Senior Person role.

### Senior Leadership Team

The remote learning statement will continue to be reviewed and evolve over time as new elements are established and embedded, following on-going review. The Senior Leadership Team (SLT) will co-ordinate and monitor the effectiveness across the school through regular communication with teachers, children and parents. They will also monitor the security of the remote learning system, including data protection and safeguarding. Any data protection breaches will be flagged up with the Data Protection Officer.

### Special Educational Needs

The Special Educational Needs Coordinator (SENCO) will monitor the provision, engagement and support provided for children with Special Educational Needs and Disabilities (SEND). The SENCO will work with the Teachers to monitor all pupils' engagement with remote education regularly, including those considered vulnerable, and inform parents when needed.

### Access to devices

We recognise that some pupils do not have suitable online access at home. Research informs us that pupils tend to spend longer accessing a remote lesson when they are using a laptop than when using a phone, tablets are somewhere in between. We are taking the following approaches to support those pupils to access remote education:

- Sign post parents to external support with devices and broadband
- Assist parents with support materials and training courses
- Provide remote learning in a flexible way with a combination of approaches
- Support families with alternatives when needed such as CGP revision and study books

## Pupils and Parents

Parents and carers are encouraged to plan their approach to the activities set to suit their child, taking into account their own schedule and that of their family unit. Teachers can expect pupils learning remotely to complete the tasks set to the best of their ability and ensure that they are submitted via ClassDojo or Google Classroom as directed. Parents must help children use the mute button as appropriate and ensure the Remote Learning User Agreements are complied with.

Teachers can expect parents/carers to:

- Support their child with their learning and submit their work
- Seek support from school if it is required via email to the Office [admin@abbey.herts.sch.uk](mailto:admin@abbey.herts.sch.uk)

## What is Remote Education?

There are different definitions, but these are the ones we will use:

- **Remote education:** a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- **Digital remote education:** often known as online learning, this is remote learning delivered through digital technologies.
- **Synchronous education:** this is live; **asynchronous** education is when the material is prepared by the teacher and accessed by the pupil at a later date.

Remote education is a means, not an end. The aim of education is to deliver a high-quality curriculum so that pupils know more and remember more. The quality of teaching is far more important than how lessons are delivered.

The Abbey School remote education curriculum is aligned to our classroom curriculum as much as possible and as such, it will be carefully sequenced and ensure that pupils obtain the building blocks they need to move on to the next step. Teachers will consider the most important knowledge or concepts pupils need to know and will focus their teaching accordingly, checking whether pupils have learned the content through assessment.

Research and experience informs us that it's harder for pupils to concentrate when being taught remotely, it's important to divide content into smaller chunks. Short presentations or modelling of new content can be followed by exercises or retrieval practice. Evidence suggests that concentration online is shorter than the length of a typical lesson.

## Abbey School Remote Learning Tools:

We use a combination of approaches to teach pupils remotely. Just as we see in the classroom, learners respond better to some approaches than others, which is reflected in our flexible remote learning plan. Our plan aims to deliver access to high quality teaching resources and teaching, both online and off, whilst maximising impact to raise standards, by closing gaps and embedding key teaching.

The teachers will provide remote learning (teaching and study time) for a minimum of 3 hours a day during term time, 4 hours for Key Stage 2.

- ❖ All children will use ClassDojo and Google Classroom for **Live Teaching** elements.
- ❖ Reception-Year 2 will use ClassDojo for remote learning of the **Core Teaching**.
- ❖ Years 3-6 will use Google Classroom for remote learning of the **Core Teaching**.
- ❖ Children will receive English and or Maths recorded teaching videos designed or delivered by the class teacher which include demonstrations and instructions.

## Core Teaching Offer

The teachers will provide remote learning which will be uploaded from 9.15am each morning and will include each week a minimum of:

- ❖ 5 x English lessons
- ❖ 5 x Maths lessons
- ❖ 5 x foundation subjects: RE, Science, Music, History or Geography and Art or DT

## Timetable

Our expectation is for all children to complete all English and Maths lessons in the morning between 9.15am-12pm, incorporating the Live Welcome and Targeted Teaching, plus rest breaks.

The afternoons, from 1pm, can be used for the foundation subject lessons and independent learning, which includes daily reading and Times Tables practice for Years 1-6 with Times Tables Rock Stars. Independent learning will also include children reading or listening to the teacher's feedback from previously submitted work and weekly PE and Collective Worship on ClassDojo.

## In addition to the Core Teaching Offer, the Live Teaching includes

- ❖ All children receive a live daily whole class **Welcome** for 15 minutes via Google Meets; this includes an introduction to the day.
- ❖ Key Stage 2 children receive 4 x live **Targeted Teaching** sessions for 30 minutes a week in small mixed ability groups of up to 10. Key Stage 1 will receive 2 x live **Targeted Teaching** sessions for 30 minutes a week. These sessions will be either English or Maths and will generally be in addition to the weekly 5 x lessons.
- ❖ All children receive a live weekly whole **Class Catch Up** for at least 15 minutes.

## Differentiation and Children with Special Educational Needs

We recognise that many pupils, especially younger pupils and those pupils with SEND, may not be able to access remote education without support from adults at home. Core English and Maths activities will be differentiated and the task may lend itself to three ability levels of challenge:

**Challenge 1** accessible for those children with additional needs and SEND.

**Challenge 2** is the starting point for the vast majority of the class or all the class.

**Challenge 3** for those children ready for extension after completing challenge 2.

<b>Table 1</b> Daily live whole class welcome and introduction 15 min (5 x days)	
<b>Year R</b>	9.45-10am
<b>Year 1</b>	9.45-10am
<b>Year 2</b>	9.30-9.45am
<b>Year 3</b>	9.30-9.45am
<b>Year 4</b>	9.30-9.45am
<b>Year 5</b>	9.15-9.30am
<b>Year 6</b>	9.15-9.30am

<b>Table 2a</b> <b>Key Stage 1</b> 30min live Targeted Teaching (x2)	<b>Group A</b> (10 children max.)	<b>Group B</b> (10 children max.)	<b>Group C</b> (10 children max.)
<b>Year R (Mon and Thurs)</b>	10-10.30am	10.45-11.15am	11.30-12pm
<b>Year 1 (Wed and Thurs)</b>	10-10.30am	10.45-11.15am	11.30-12pm
<b>Year 2 (Mon and Thurs)</b>	9.45-10.15am	10.30-11am	11.15-11.45am

<b>Table 2b</b> <b>Key Stage 2</b> 30 min live Targeted Teaching (x4)	<b>Group A</b> (10 children max.)	<b>Group B</b> (10 children max.)	<b>Group C</b> (10 children max.)
<b>Year 3 (Tues -Fri)</b>	9.45-10.15am	10.30-11am	11.15-11.45am.
<b>Year 4 (Mon-Thurs)</b>	9.45-10.15am	10.30-11am	11.15-11.45am.
<b>Year 5 (Mon, Wed-Fri)</b>	9.30-10am	10.15-10.45am	11-11.30am
<b>Year 6 (Mon-Thurs)</b>	9.30-10am	10.15-10.45am	11-11.30am

<b>Table 3</b> Weekly Class Catch Up	<b>Timings</b>
<b>Year R</b>	Friday 2-2.15pm
<b>Year 1</b>	Monday 9.30-9.45am (runs straight into Welcome)
<b>Year 2</b>	Friday 11.10-11.25am
<b>Year 3</b>	Friday 1-1.20pm
<b>Year 4</b>	Friday 1.30-1.50pm
<b>Year 5</b>	Friday 2-2.20pm
<b>Year 6</b>	Friday 1-1.30pm

### How long should my child spend on the Core Teaching lessons?

The Key Stage 2 lessons are designed to be about an hour, which includes the reading of the slides. We would recommend your child not spending more than the suggested times below on a lesson, unless your child is particularly motivated and engaged.

<b>Year group</b>	<b>Suggested time per lesson</b>
Year 5 and 6	1 hour
Year 4	50 mins
Year 3	45-50mins
Year 2	40 mins
Reception and Year 1	30 minutes

### Movement breaks

We use movement breaks in school which help to 'wake' us up between lessons when we have been sitting and working for a while. You can access these on YouTube on this link: [https://www.youtube.com/results?search\\_query=just+dance+kids](https://www.youtube.com/results?search_query=just+dance+kids)

### Marking and Feedback on Remote Learning

All Abbey School work produced from remote learning lessons will be looked at by the teacher. Marking and feedback will take place within five working days from the submission date.

Marking and feedback will take many forms and will not always result in written comments for individual children. For example, the Targeted Teaching sessions will contain live verbal feedback to children, which may replace written feedback. Mote will be used in Years 3-6 to provide audio verbal feedback on Google Classroom.

All teachers will aim to look at and respond to work in a timely manner and will prioritise the feedback of core learning (English and Maths). However, the way in which feedback is given will depend upon the task completed and the age and ability of the child. Not all submitted work will require a comment, although it will inform the planning and delivery of future teaching.

Acknowledgements will vary between classes and Key Stages, for example, a core teaching task in Key Stage 2 may be acknowledged by the teacher returning the work, with a view to revise this specific lesson in the follow up Target Teaching slot.

It is vital that the pupils, particularly in Key Stage 2, read/listen and respond, where appropriate, to feedback in the same way they would in school. Therefore, whether feedback is given orally, as a written comment or an adjustment of the following day's lesson/instructional video, it is delivered with a view of what will have the most impact on the learning of the children.

#### **If my child has a question?**

All children can ask their teacher questions during any of the daily live elements, especially during the Targeted Teaching.

Children in Key Stage 2 can type their teacher a question via Google Classroom between 9.15-3.20pm each day and the teacher will endeavour to respond promptly outside of the live elements. Children in Key Stage 1 can type their teacher a question via ClassDojo.

#### **How does my child know if they have done well or if their teacher is pleased?**

Abbey School staff work hard to ensure rewards are consistently applied throughout the school. Rewards cover the broadest possible range of academic and non-academic achievement. They are managed so that all pupils are valued and marking and feedback play an important part.

There are many kinds of reward used in the Abbey School even whilst the school remains partially closed. Rewards fall into three categories:

##### **Social Rewards**

- Praise and a smile from adults
- Thumbs up or a well done from the adults
- Applause from peers via Google Meets

##### **Material rewards**

- Marking and feedback on work with positive comments, written or recorded
- Well done stickers from teachers or Headteacher (when in school)
- Abbey Ace Card sent home

##### **Activity rewards**

- Showing and sharing work by the teacher
- Friday Fab 5

### **Friday Fab 5**

This is a new reward system called **Fab 5** which has been designed to celebrate in the Friday Welcome by the teacher-celebrated examples of work or efforts.

In Years 6-4:

5 x exemplary pieces of work or examples of effort shared with class on a Friday in the welcome on Google Classroom

In Years 3-Reception:

5 x exemplary pieces of work or examples of effort shared personally with individual on a Friday via ClassDojo.

**Additional Remote Learning from Class Teachers may include:**

- ❖ Reading comprehensions
- ❖ Phonics/spelling/handwriting/reading
- ❖ Times tables and Times Tables Rock Stars

## **During term time when Abbey School is open, if a child has to self-isolate at home:**

- Children who are well enough to complete missed school work remotely will do so via ClassDojo or Google Classroom dependant on year group.
- Parents must email to notify the teacher of the absence and requirement for remote learning.
- We will teach the same curriculum remotely as we do in school, wherever possible.
- The teacher will upload the missed day's PowerPoint and worksheets by 9am the following day.
- The tasks will be open-ended and accessible to all in the class.
- The remote learning work submitted will be acknowledged within five working days.
- Remote learning will not be provided for children who are on holiday during term time or over holiday periods.

*If a bubble or the school closes and lasses have to self-isolate at home, pages 1-5 applies without the need for parents to request the remote learning.*