



Abbey Academies Trust Remote Education Plan

Reviewed September 2024



In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Abbey Academies Trust has developed the following plan. This document sets out the Trust's plan for remote education in the event of a national lockdown causing the closure of schools as well as any periods of self-isolation as a result of UKHSA guidance.

This plan will be applied in the following instances:

1. An individual or group is self-isolating because of a positive test within the household;
2. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus
3. A national lockdown where schools are closed except for the keyworkers and vulnerable children

The plan complies with the expectations and principles outlined in the DfE document '**Guidance for Full Opening of Schools**' as well as '**Remote Education Good Practice (27.10.20)**', '**What's working well in remote education (11.01.21)**', '**DfE optional template for schools (Dec 2020)**', '**EEF Rapid Evidence Assessment – Distance Learning (Sep 20)**' and '**Restricting attendance during the national lockdown: schools (Jan 21)**'.

What is remote education?

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.

Abbey Academies Trust recognise Remote education as ‘a means not an end,’ the aim of education is to deliver a high-quality curriculum so that pupils know more and remember more. Abbey Academies Trust is committed to ensuring that the remote education offered follows our normal school curriculum as far as is possible via these means.

Curriculum

It is crucial that Abbey Academies Trust continues its high-quality creative curriculum for children undertaking remote learning. The remote education provision will be aligned to the curriculum we follow in school as much as possible and will be carefully sequenced, ensuring pupils obtain the building blocks they need to move onto the next step in their learning at all times. Long, medium and short term planning will continue to be carefully followed with adaptations made where necessary.

Staff will continue to provide children with an overview of the ‘big picture’ for their learning so that children have an understanding of their learning journey for each subject area and so that learning is linked. Staff will continue to have high expectations of pupils and will communicate these clearly to them via the Seesaw online platform.

Staff will take care to ensure that recorded lessons provide clear and concise explanations of concepts and ideas to avoid any misconceptions and misunderstandings. Any errors or concerns will be identified through high-quality formative assessment by class teachers each day. Learning will be scaffolded as it is ordinarily in the classroom. TAs will also contribute to online learning, including bespoke interventions.

Senior Leaders will carry out weekly Seesaw monitoring. This will also focus on the children who are identified on the provision maps from the last Assessment Point who were not on track. This includes SEND, able and talented pupils, PP, EAL, gender groups etc. so that we can demonstrate how we are still ensuring that these children ‘Catch-Up’, even whilst they are working at home. Our SENCOs and leaders are regularly in contact with all of our SEND and vulnerable children.

When pupils return to school, in depth monitoring of learning in school will take place to identify core and non-core gaps in learning. This supports our curriculum prioritisation and development for future learning.

Software and online platforms

Children will be taught remotely using the Seesaw platform. Seesaw has been chosen by Abbey Academies Trust (AAT) after much evaluation and research by the Senior Leadership Team. It is a platform which staff and pupils are familiar with, as it has been used in school for a number of years within lessons. It is a simple platform for remote education which can be used by children with or without adult support. It also allows interaction between teacher and pupils through dynamic marking with comments and recorded feedback. Additionally, it allows children to re-watch key elements of learning as well as pause teaching videos to support their understanding and learning of key concepts and ideas. Children can login and access their home learning at any point during the day meaning they can work flexibly at times which are suitable to them and their families. Tapestry may continue to be used where appropriate alongside Seesaw for EYFS, as it is a platform which families of EYFS children are familiar with.

It is of the utmost importance that the children have the opportunity to be taught by their own class teacher in the first instance. Seesaw also provides the school with the opportunity to continue to follow its current curriculum to ensure consistency for when children return to school and for those keyworker and vulnerable children in school during any school closure.

TT Rockstars and Numbots will also be utilised to support the acquisition and retention of basic core skills in maths. Code.org is used to support the teaching of coding in KS2. White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources.

Microsoft Teams **may** be utilised by the school to initiate virtual class meetings so that children are able to see their peers.

Seesaw offers the opportunity for teachers and TAs to check pupil well-being daily and to offer any support to children with both their mental health and online learning.

In the event of any form of isolation and loss of learning caused by a national lockdown, parents/carers must understand that engagement in home learning is compulsory, as is the expectation that Abbey Academies Trust makes that provision available and accessible to all. However, if children themselves are too ill to complete their work then they should not be expected to engage in home learning.

In preparation for home-learning, parents/carers and children will receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- Tapestry
- Seesaw
- TT Rockstars and Numbots
- Code.org (Y5 and 6)

Hosting Content

Where possible, Seesaw will be used to host all content as it is the most convenient way for learning provided by teachers to be shared. However, in some instances external links to the Trust/school's YouTube or OneDrive pages may be sent in order to share larger documents/videos.

Worksheets and Practical Resources

If a child is self-isolating from school teaching staff will upload work to Seesaw to complete starting from the following day. When this is a Friday, the work will be ready for the Monday.

Maintaining aspects of school life online

It is important that school life remains as normal as possible for children in the event of any self-isolation period or school closure. Children will continue to be provided with all the things which make our school a special place, such as daily Collective Worship: these are fundamental to school life. Other curriculum areas such as PE, music and Spanish will continue to be taught using suitable adjustments, the staff continue to receive high quality CPD from Inspire+, LEAD Equate, Oak National Academy and other providers to enable this.

Accessibility to home learning

Abbey Academies Trust recognises that not all children within its three schools have internet access or electronic devices capable of accessing the Seesaw app/portal. If for any reason children do not have access to Seesaw, the Trust will loan an electronic device to children. Safeguarding agreements will be issued when loaning digital devices. The Trust will offer a place in school for those children if they are unable to access their remote learning provision.

Remote teaching and study time each day.

It is vital that any absence from school does not have an impact on the learning of children, therefore our staff will ensure high quality resources are prepared which match the learning which would normally take place in a school day. Learning will be provided which is expected to take at least 4 hours a day (KS2), 3 hours a day (KS1/EYFS) to undertake and complete. We recognise that individual family circumstances may mean factors prevent work from being completed and in these instances, we would encourage parents/carers to contact the school to discuss how their child can best be supported with their remote education.

The Senior Leadership Team will regularly monitor the percentage of children completing online learning and measures will be put in place to ensure those who are not, do.

For FS and KS1, a typical day of remote learning **might** consist of:

- A welcome from the class teacher or TA
- Phonics
- English
- Collective Worship
- Maths
- PE
- History, Geography, Art, Music etc.
- A story, read by your child's class teacher

For KS2, a typical day of remote learning **might** consist of:

- A welcome from the class teacher or TA
- Spelling
- English
- Collective Worship
- Maths
- Reading comprehension
- Coding
- History, Geography, Art, Music etc.
- A story, read by your child's class teacher

Whilst these are not definitive guides, they give an example of what a day of remote education could consist of.

Marking and feedback

Remote learning will be marked daily with teachers providing feedback using comments or recorded verbal responses. Marking and feedback will follow the school marking policy which can be found on the school website. Where a teacher would like to discuss a child's remote learning with parents/carers, they will make contact via phone call to offer any support needed.

Additional support for pupils with additional needs

We recognise that some pupils, for example pupils with special education needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents/ carers to support those pupils in a range of ways including customised resources and learning activities which are suitable to them. They will also receive a weekly phone call from the school SENCo or class teacher to discuss their child's needs and offer any appropriate support.

Wellbeing Support

During periods of remote learning, the mental health and wellbeing of our children is even more important. Abbey Academies Trust Senior Leaders and our Mental Health and Wellbeing First Aiders: Mrs Cornish from Colsterworth, Mrs Campbell and Mrs Friel from Bourne Elsea Park and Mrs Farrar and Mrs Croom from Bourne Abbey, will continue to work hard to ensure that there are rigorous systems in place that support pastoral care for all pupils. This may take place in many forms on a daily and weekly basis for our children who are learning both in school and at home.

For all of our pupils both at home and in school, our Mental Health and Wellbeing First Aiders will share a link each week to all classes via Seesaw. This will be an activity linked to the term's wellbeing focus. There will be an activity for all children to take part in, which staff will monitor. If it is felt that there is more support required for individual children, teachers will share this with Senior Leaders and the Mental Health and Wellbeing Team. This will make sure that pastoral support is carefully targeted for those who need it.

'Wellbeing Wednesday' or 'Mindful Monday' runs across all three schools, which we is extremely successful in allowing children to share their thoughts and feelings as well as providing yet another opportunity for teaching staff to have an insight into our children's wellbeing, regardless of whether they are learning at home or in school.

In addition to this, our sports providers Inspire+ continue to lead the delivery of high-quality sports in our schools. These sessions are brilliantly linked to providing high energy and purposeful physical activity that has a huge benefit to the children's mental health. Inspire+ and Sports Leaders take great care to ensure that children are aware of the important relationship between being physically active and mental health. The children may know this as 'Healthy, Happy, Active.'

There are many more links and support materials available on the 'Wellbeing' pages on each of our schools' websites.

Abbey Academies Trust leaders will continue to ensure consideration of staff work life balance and well-being and provide opportunities to canvas staff views.