



Inspiring All to Excellence



Anker Moor Primary Academy

Remote Learning Policy

Document Control

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Policy Approver	Local Governing Body

Version Control

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1	Autumn 2021	Simon Russell	

Section	Changes Made

Introduction:

In order to ensure that learning is continued, irrespective of lockdown or self-isolation, Ankermoor Primary Academy has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households may have limited access to devices and would require hard copies of work and resources.

The first part of the plan will be applied in the following instances:

- A lockdown

This plan refers to the gov.uk document: [‘What is working well in remote education.’](#)

Within classes, teachers will set appropriate work in-line with our current curriculum wherever possible and appropriate. This will be supplemented by a range of resources provided by our Talk for Writing lessons, White Rose Maths work, Little Wandle and Oak Academy resources, implemented through the use of Tapestry (Reception and Year 1) and Teams (Year 2 – Year 6).

In the instance of a lockdown, all class teachers will send out a ‘Class Bubble Pack’ containing the following resources:

- **Logins** for use at home and in school.
- **Hard copies of resources** for use at home during the lockdown period (where required).
- **Resources** for home use (age dependent) e.g. writing implements / maths resources etc.
- **Learning lockdown book** to record lessons and answers / notes.
- **School devices** may need to be shared with those who have limited access (Please contact inbox@ankermoor.org if you have issues with access).

Teams and Tapestry will be used to connect with pupils and parents if a lockdown is actioned in school. This will be active from 9.00am – 3.00pm (excluding 1 hour and 15 minutes for lunch and break times) by the child’s class teacher / teaching assistant to support with learning. Feedback may be sent outside this time. Teachers will be available online, via Teams and Tapestry, throughout the working day so that pupils can be taught; upload work and ask teachers any questions to support understanding. Please understand that staff are working extra hard to meet the needs of all pupils both at home and in school so it is essential we appreciate their workload too.

Engagement:

In the event of any form of lockdown caused by coronavirus, parents must understand that engagement in home learning is compulsory, as it is the expectation that Ankermoor Primary Academy makes a provision, which is accessible to all. However, if pupils themselves are too ill to attend then they should not be expected to engage in home learning. Please make the office aware via phone call or contact your child’s teacher through Tapestry or Teams. Attendance / engagement will be recorded by the class teacher and formally recorded on a daily learning register.

If there is no evidence of a pupil engaging with remote learning then the following will need to happen:

- Call from the class teacher to discuss remote learning needs. (This will be recorded to ensure a log of communication is kept, ensuring communication is paramount).
- Family Support Worker / computing lead to follow up in the first instance to ensure vulnerabilities are identified in terms of devices or well-being needs. **Identify the barrier:** e.g. access, use of devices, connection, vulnerable learner, physical pack being brought back to mark etc.
- Home visit to support any issues.
- Call from Headteacher / SLT to further follow up / support with barriers or issues in remote education.

Timetable:

A timetable will be shared with the overview of learning for the day / week. (Please note-timetables may vary due to the age / stage and needs of the pupils.) Please see examples of timetables below:



9:00-9:30	9:30-10:30	11:00-12:00	12:00-12:30	1:30-2:00	2:00-3:00
SODA Mr Whoops Sheet 1 No assignments set	MATHS Subtract whole numbers with more than 4 digits https://vimeo.com/461351379 Assignment set	ENGLISH Amazing Aliens Complete page 15 Amazing Aliens by Maria Richards by Talk for Writing (soundcloud.com) Assignment set	READING The women who helped build NASA. Answer question Assignment set	Mental maths Arithmetic test 2a Year 4 Q 7-12 Year 5 Q 7-14 Assignment set	RE: Hinduism Oak Academy Lesson 2 https://classroom.thenational.academy/lessons/how-does-dharma-influence-how-hindus-live-6wr66e No assignments set

TIMETABLE

	9:00 - 9:30	9:30 - 10:30	11:00 - 12:00	12:00 - 12:30	12:30 - 14:00	14:00 - 15:00
Monday	Phonics - SAT	Maths White Rose maths Video task activities	T&W Writing unit 2	Reading Reading (30 Second) Books	Basic skills Subtract Teach your Monster to Read	Foundation subjects PE - Joe Wicks Computing Dance Comic Kats C&G Des IT lesson
Tuesday				Comprehension		Science materials
Wednesday				Reading 30 Second Books		
Thursday				Comprehension		Music Rhythm
Friday				Reading for pleasure		Understanding the world People who help us Doctors and Nurses

	9:00 - 9:30	9:30 - 10:30	11:00 - 12:00	12:00 - 12:30	1:30 - 2:00	2:00 - 2:30	2:30 - 3:00	3:00 - 3:30
DAY 1	SODA Maths Question 5 and 6	Maths Order of operations https://vimeo.com/461351379	SOWA Spelling Home Question 10 and 11	Talk for Writing Dora - The world of possibility Activity 6	Spelling Spelling list Question 5, 6, 7 and 8	L	Basic skills TT Spelling 8g or 8arg	Handwriting The letter 'j' Connect
DAY 4	SODA Maths Question 7	Maths Bump operations Practice https://vimeo.com/461351379	SOWA Spelling Home Question 17 and 18	Talk for Writing Dora - The world of possibility Activity 6 https://www.youtube.com/watch?v=6wz00000000 https://www.youtube.com/watch?v=6wz00000000	Spelling Spelling list Question 9, 10 and 11	U	Basic skills TT Spelling 8g or 8arg	Geography Africa and Connect
DAY 5	SODA Maths Question 8 and 9	Maths Simply fractions https://www.youtube.com/watch?v=6wz00000000	SOWA Spelling Home Question 19 and 20	Talk for Writing Dora - The world of possibility Activity 6 https://www.youtube.com/watch?v=6wz00000000 https://www.youtube.com/watch?v=6wz00000000	Spelling A Day of Spelling Question 12, 13 and 14	H		
DAY 6	SODA Maths Question 10 and 11	Maths Recap simple fractions for mixed numbers https://www.youtube.com/watch?v=6wz00000000	SOWA Spelling Home Question 21	Talk for Writing Dora - The world of possibility Activity 7	Spelling A Day of Spelling Question 15, 16 and 17	Z	Basic skills TT Spelling 8g or 8arg	RE Sherry - Reflections and symbols Connect
DAY 7	SODA Maths Question 12	Maths Recap mixed numbers to improper fractions https://www.youtube.com/watch?v=6wz00000000	SOWA Spelling Home Question 1 and 2	Talk for Writing Dora - The world of possibility Activity 8	Spelling Spelling for pleasure	H	Basic skills TT Spelling 8g or 8arg	Science Comprehension Connect

The working day (linked to timetables):

Start of day activities (SODA): This will focus on basic skills and get the pupils ready for learning. Resources sent could include: grammar, spelling, handwriting, maths and phonics but may be different across each year group. This will be set in the live lessons / general channel as guided by your teacher, with feedback ongoing.

White Rose Maths (added to Assignments in Years 2-6): Consisting of the following, shared by teachers –

- A link to a video of instruction / modelling. □ Resources to be completed (worksheets).
- Answers may be included for self-marking.
- Please ensure your learning is uploaded to the **assignment** therefore marking and feedback can be given (Guidance will be provided in this event).

Talk for Writing (added to Assignments in Years 2-6): This will follow the teaching process in school. Our aim is to provide a video, using the Stream app, to model our expectation, linked to learning each day. Pupils will use the resources sent within the learning packs or follow the available online links and complete work in their lockdown learning books. This will need to be uploaded into the appropriate **assignment** therefore marking and feedback can be given (see above link).

Reading: This may consist of a reading comprehension, reading for pleasure or a link to a reading activity in Oak Academy, Epic or Oxford Owl. There may even be a class story at the end of the day.

Phonics: Little Wandle will be used to support high quality teaching of the Letters and Sounds programme for children in Reception / Y1/ Y2.

Mental arithmetic: Mental arithmetic questions may be provided and completed by children. This could also be Numbots and TT Rockstars to support the acquisition and retention of basic core skills.

Afternoon lessons: Oak Academy will be used to support our afternoon foundation subject teaching (see timetable) as it offers online lessons to all and offer a recorded taught session so that the children can access physical teaching from a teacher and complete work relating to that lesson within the same website. Resources may be sent out for this and learning recorded. The video provides opportunities to pause the teaching; complete learning set and then self-assess/mark. Work may be added so that the teacher can discuss the learning that has taken place.

Feedback:

Feedback can take many forms and may not always mean extensive written comments for individual pupils. For example, whole-class feedback or quizzes marked automatically via digital

platforms are also valid and effective methods, amongst many others. At Ankermoor, our approach to feeding back on pupil's work is as follows:

- Provide answers for children to self-assess their learning.
- Using live lessons to share key questions and answers throughout the lesson.
- Uploading work to assignments for Maths and English so formalised marking and feedback can be given.

Our aim is to provide assessment information so that staff can be aware of learning long term.

We understand that some parents may not be able to complete the work set at a time when learning is taking place. Therefore, if you have not posted work before 3.30pm we cannot guarantee it will be marked until the next day to ensure that the well-being of parents and staff is supported.

Additional support for pupils with particular needs:

Any pupils, who are identified as SEND, will be supported using necessary resources from the platforms listed above. However, support will also be given in the following ways:

- Designated time given for direct support from the SENDco to ensure all learning needs are catered for.
- Physical resources sent home as required.
- Online resources used to support educational needs (nessy.com). Also, Immersive reader is available on Teams to read instructions.
- Pupils with an EHCP will be given 1:1 support through video links and focused work uploaded.
- Younger children are supported through Tapestry, which ensures rapid follow up and feedback is given in the moment.

Pupil Premium Children:

A designated Reading Champion has been assigned to work with these children. Communication will be through the reading champion channel, phone calls or live learning. This will ensure learners are supported and challenged, ensuring progress in learning continues.

The second part of the plan will be applied in the following instance:

- If an individual is self-isolating within the household or is awaiting test results.

If a pupil or group of children are isolated from school due to being symptomatic or testing positive, they will leave school with a pack of work and their own stationery pack. Pupils will have an immediate opportunity to continue their learning.

The work packs will contain basic skills work that will be relevant for the learner i.e. arithmetic, spelling, reading, writing and handwriting. Pupils will also have logins to online resources (as above). Please ensure your child has access to Teams or Tapestry so that the class teacher can keep in communication where possible.

Safeguarding:

Ensuring your child's online safety is of paramount importance. We have many aspects in place to support this, which are clearly displayed on the [E-safety page](#) of our website.

The Acceptable Use Policy ensures that all children understand how to stay safe when accessing the 'online world'. There are many different statements that pupils need to be aware of and understand in order to do so.

If there is a problem linked to online needs - in respect of bullying or abuse - then please fill in an online report form to raise our awareness in school.

For any further needs or support linked to computing, please access the [E-safety page](#) and observe all the information documents contained at the bottom of the page.

Pupil Well-being:

We are always looking to support our pupils and their well-being. If pupils would like to request support from a member of staff in school then they can fill in a request in the '[Communication](#)' section of the website. Upon accessing this, they can fill in a report and post it in the '[Worry box](#)'. A staff member will respond to their needs asap.

Behaviour:

Please be aware that our remote education is constantly monitored and any inappropriate behaviour is identified. Within each 'Class Team' there is a 'Keeping in touch' channel where pupils can chat and stay in touch together. There is also a 'Live lessons' channel purely for learning discussion and teaching dialogue. Neither of these channels supports children posting inappropriate material such as social media log ins or reference to social media posts.

Our commitment to you:

Please be aware that education never stands still. Our policy will be reviewed regularly to ensure we continue to improve our offer in line with the needs of our children.