

The Brow Community Primary School remote learning expectations 2020-21.

scenario	Whole class isolation due to a member of the class bubble testing positive.	Individual isolation due to a member of the household testing positive or 'Track and Trace' instructions.	Short term isolation whilst household member is awaiting a test result.
<b>English, Maths and other subject expectation</b>	<ul style="list-style-type: none"> <li>▪ Teachers will provide recorded sessions with input and work to be completed.</li> <li>▪ Teacher will be available, live for children to message on Google Classroom and for support throughout the day.</li> <li>▪ Teacher will provide for three lessons per day, English, Maths and an additional lesson as well as other activities such as spelling, times table practise and reading.</li> <li>▪ Whilst lessons will normally be recorded and then live support given, teachers may organise some lessons as live if they feel this will work better.</li> <li>▪ Timings and overviews of the day will be provided as part of this provision each day via Google Classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▪ In this scenario teachers will provide:</li> <li>▪ In English, a 2-week unit of work with resources and related tasks that will cover curriculum content for their year group (Literacy Company Home Learning – Writing packs). This will include work that can be submitted to Google Classroom/Seesaw for feedback if families wish to do so.</li> <li>▪ In Maths, when it is determined that a child might be off for two weeks, teachers will post learning videos (White Rose Maths) and resources to Google Classroom/Seesaw from a two-week unit of work.</li> <li>▪ In other subjects work will be set to link to the skills needed for the age group. These lessons may include links to online learning and other resources to support learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers will have prepared a pack containing 3 days worth of work which can be emailed to families.</li> </ul>
<b>How we will ensure that families can access the work</b>	<ul style="list-style-type: none"> <li>▪ Survey will be sent by school to all families to ascertain availability of devices/internet at home. If families do not have access to network, a pack of work will be provided as it would if one child were isolating. Teachers should have a pack of work ready for these families so that they can have two weeks of age appropriate work in this scenario.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers will communicate with families to check they can access work set. If families do not have access to network, a pack of work will be provided as it would if one child were isolating. Teachers should have a pack of work ready for these families so that they can have two weeks of age appropriate work in this scenario.</li> </ul>	<ul style="list-style-type: none"> <li>▪ If families do not have technology then the pack can be printed and socially distanced collection arranged.</li> </ul>
<b>How we will support pupils with SEND</b>	<ul style="list-style-type: none"> <li>▪ Work provided will be developmentally appropriate and at the correct level based on formative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work provided will be developmentally appropriate and at the correct level based on formative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work provided will be developmentally appropriate and at the correct level based on formative assessments.</li> </ul>

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	<ul style="list-style-type: none"> <li>Differentiation will be used as appropriate by teachers to ensure learning tasks are accessible and challenging.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiation will be used as appropriate by teachers to ensure learning tasks are accessible and challenging.</li> </ul>	<ul style="list-style-type: none"> <li>Differentiation will be used as appropriate by teachers to ensure learning tasks are accessible and challenging.</li> </ul>
<b>How we will support the Early Years</b>	<ul style="list-style-type: none"> <li>Age appropriate learning and tasks will be set by EYFS staff. Greater use of Tapestry alongside Google Classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Age appropriate learning and tasks will be set by EYFS staff. Greater use of Tapestry alongside Google Classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Age appropriate learning and tasks will be set by EYFS staff. Greater use of Tapestry alongside Google Classroom.</li> </ul>
<b>How we will support sequential learning</b>	<ul style="list-style-type: none"> <li>The learning set on Google Classroom will be the same work that would have been taking place in the classroom and will be in place from day 1 of isolation.</li> </ul>	<ul style="list-style-type: none"> <li>On returning to school, children will have short burst 1:1 recap session/sessions as needed with a member of teaching/support staff during lesson time to assess/fill gaps as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Work set for these days will be on objectives that will support all learning – e.g. SPAG, arithmetic. On return teacher/support staff will work with child to ensure catch up on missed learning.</li> </ul>
<b>How this will be delivered if the regular teacher is ill</b>	<ul style="list-style-type: none"> <li>Another member of teaching or support staff would pick up this work/support the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Another member of teaching or support staff would pick up this work/support the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Another member of teaching or support staff would pick up this work/support the teacher</li> </ul>
<b>How we will feedback to pupils</b>	<ul style="list-style-type: none"> <li>Teacher will feed back in Google classroom both verbally in lessons and in writing when responding to submitted tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Member of staff (not necessarily teacher) will provide feedback on Google Classroom/ Seesaw when work is submitted. Understanding checked on return to school.</li> </ul>	<ul style="list-style-type: none"> <li>Work will be checked on return to school.</li> </ul>
<b>How we will ensure that pupils are provided with frequent, clear explanations of new content</b>	<ul style="list-style-type: none"> <li>Teachers will provide recorded video sessions with input and work to be completed. Teacher will then be available, live, for children to message and speak to on Google Classroom to be supported throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li>Member of staff (not necessarily teacher) will speak to pupil by telephone/Google Classroom at start of absence to explain work and one other time during absence to check misconceptions and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Work will be short notice and pupils will be able to access independently or with adult explanation.</li> </ul>
<b>How we will support our pupils' SEMH needs</b>	<ul style="list-style-type: none"> <li>The staff member supporting children will be familiar to them and they will be contactable throughout the school day.</li> <li>Learning activities will provide regular opportunities for children to communicate with their teacher/ familiar adult.</li> </ul>	<ul style="list-style-type: none"> <li>Member of staff (not necessarily teacher) will speak to child twice during the absence and offer support on return to school.</li> <li>Learning activities will provide regular opportunities for children to communicate with their teacher/ familiar adult.</li> </ul>	<ul style="list-style-type: none"> <li>Check in with teacher/ support staff on return to school.</li> </ul>