



Abbots Green Academy

Remote learning and communication policy January 2021

To be review each half term initially to reflect developments in our provision

Intent

At Abbots Green Academy, we strive to deliver a broad, balanced, engaging and dynamic learning experience that ignites our school vision and values for all of our pupils. This intention extends to both in-school and remote learning.

Our Remote Learning policy reflects our intent to provide high quality, progressive learning which is aligned to National Curriculum Objectives while also consider, reflecting and meeting the needs of our pupils and families.

As a school we're committed to developing our teaching and approach to maximise remote learning in a way that is manageable for parents and explicit for our pupils, therefore maximizing engagement for all.

To promote a balance between academic and social development at home we aim to help parents by supporting their children with their learning but also ensuring that children are able to maintain social connections with their peers

Implementation

Children will be presented with a clear timetable of learning for each week showing a clear schedule for each day. The content of the learning will continue from their current point and reflect our planned sequences of learning. Our Remote Learning curriculum will be delivered using a blend of tried and tested online learning platforms, recorded modelled sessions, working towards supplemented live classroom experiences where possible.

As a school, we strive to ensure that our learning is accessible in the most simplistic but explicit for both pupils and their families to result in high levels of engagement. This will include careful consideration of the impact of recorded and live sessions to ensure educational and interactive impact.

Impact

Regular Assessment and engagement with learning will be conducted during a lockdown period through our feedback via Showbie but also interaction between home and school. Attendance, engagement, progress and attainment will be carefully measured and monitored by class teachers, and overseen by member so four SLT team. In addition to this, our SLT team will regularly engage with classes through Showbie to monitor the quality of teaching and learning.

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Levels of Lockdown and Remote Learning Support

Individual Isolations – Pupils

Where an individual child has to self-isolate as a member of their household is exhibiting symptoms, we have a duty of care to provide core and curriculum learning over the course of their isolation period. At abbots Green this will include

- Boarding passes- produced for each country to identify learning opportunities to support the long term curriculum each half term
- Rainbow challenges- curriculum enrichment opportunities shared with pupils each term
- Weekly homework
- Showbie interaction from the class teacher

Extremely Clinically Vulnerable Children

Children who are ECVC and unable to attend due to tier 4 will have the same Remote Learning as those who are isolating.

EHCP Children

Children with EHCP's who's parents are opting for them to not attend school will receive the same Remote Learning as those who are individually isolating.

Where a child is self-isolating because they have a confirmed case of Covid19, we would not expect any work to be completed during the period of their illness.

Individual Isolations – Teaching Staff

Where a teacher has to self-isolate as with a confirmed case of Covid19, they would not be expected to engage in school learning and activities. As a result of their COVID diagnosis the year group bubble may have to close, as guided by Public Health England, and learning would move to a remote timetable via Showbie. In this instance, remote learning would be provisioned by the parallel teacher and wider year group team.

Whole School Lockdown

In the event of a Whole School Lockdown due to a significant number of cases, as directed by Public Health England, we would deliver our Remote Teaching learning schedules.

Year Group Bubble Lockdown

In the event of a Year Group Bubble Lockdown, as directed by Public Health England, we would deliver our Remote Teaching learning schedules.

Key Worker Provision

Whilst we are committed to supporting our community in the event of a lockdown, our Key Worker provision will only be available in certain circumstances.

- **Localised / National Lockdown** - Key Worker classes would be in effect, as guided by Public Health England and emerging Government guidance
- **School Specific Lockdown** – Key worker provision would not be available
- **Year Group Bubble Lockdown** – Key worker provision would not be available



SLT Responsibilities

SLT Member	Responsibility
Ang Morrison – Headteacher	Strategic planning of the school vision and ethos for those at home and school. Responsible for communication with school community, including staff, students and parents / carers including: Daily updates, School Assemblies. Responsible for Staffing, HR and budgeting.
Jo Uttley– Deputy Head	Responsible for overseeing Safeguarding across the school and nursery; pupil wellbeing; and monitoring the provision and attendance of pupils. Ensuring effective communication between home and school to support vulnerable pupils, both those learning from home and in school Overseeing the provision for our Rainbow Room bubble Responsible for timetabling of staff for Critical worker bubbles
Lisa Mayes – Assistant Head/ EYFS	Responsible for managing KS1, EYFS and Nursery Pupils whilst leading staff to ensure continuity in teaching and learning expectations. Working in partnership with office staff and Evergreen team to deploying staff to maximise learning at home and school.
Natalie Heath – Assistant Head	Responsible for managing KS2 pupils whilst leading staff to ensure continuity in teaching and learning expectations. Supporting staff with curriculum development and use of PIXL to supplement learning where appropriate. Support staff with resourcing online learning to deliver AG Curriculum remotely.

Additional Responsibilities

Staff Member	Responsibility
Laura Arfi –	Supporting parents at home through phone calls, Zoom sessions and home visits (e.g. resource deliveries) Leading Rainbow Hub, developing further provision for families Leading rainbow team staff Supporting families with children with medical needs Working with safeguarding lead to support families with existing CAF/CIN Monitoring/responding to Rainbow Room email inbox Signposting parents to current Government support e.g. additional mobile data
Leda Yeoman – Premises and Operations Manage	Working alongside SLT with specific responsibility for effective administrative and finance services including DFE Returns. Leading communication from the school office and home. Managing the office and premises team with organisational requirements including premises and cleaning.
Sharn Jones – SENDco	Ensuring all SEN needs are met in school and at home. Supporting staff with virtual learning experiences to support SEN needs throughout the school. Weekly contact with all parents of children on the SEN register. Monitoring of provision for EHC child, completion of risk assessments to supplement this. Liaising with external agencies to ensure children are accessing support identified on Pupil passports such as speech therapy.
Lucie Patterson/ Annie Thurlow	Developing staff IT skills to support with maximizing opportunities for using iPads to develop learning at home.

Delivery Platforms

	<p>Showbie:</p> <ul style="list-style-type: none"> • Recorded Lessons and Videos with keynote annotations • Upload of Daily Challenges • Submission of daily tasks • Marking and Feedback daily • Central Communications (Class and Whole School) • <i>Live Registration*</i> • <i>Daily Learning Surgery Sessions*</i> • <i>Year group assemblies*</i>
	<p>Teams:</p> <ul style="list-style-type: none"> • Central files and key documentation • Weekly Planning and Resources • Daily 'Chat' function between teams • Staff Meetings – Teaching, LSA and Whole Staff • CPD Sessions
<p>Communication beyond Showbie</p>	<ul style="list-style-type: none"> • Emails directly to class email • Contact with teacher/ rainbow room as required

Additional Communication within school

Remote Meetings

Staff may be asked to be available once a week for Teams meeting. This could be a Key Stage meeting or wider group meeting. Virtual meetings with large groups can prove very challenging and we do not wish to cause undue stress to colleagues who may worry about technology.

Advanced notice will be given for any meeting.

Friday Briefing

Staff will continue to receive weekly updates/reminders in the staff Friday briefing each week.

Remote Teaching Timetable (Time allocated is the total of self study and teacher led input)

EYFS

Monday	Literacy 25mins	Phonics 20 mins	Maths 25mins	Fine Motor 45mins
Tuesday	Literacy 25 mins	Phonics 20 mins	Maths 25 mins	Art 45mins
Wednesday	Literacy 25 mins	Phonics 20 mins	Maths 25 mins	<i>Welly Wednesday (No Showbie interaction or remote learning from 1pm)</i>
Thursday	Literacy 25 mins	Phonics 20mins	Maths 25 mins	The World 45mins
Friday	Literacy 25 mins	Phonics 20mins	Maths 25 mins	Music 30 mins

Additional/ optional remote learning access:

Rainbow Challenges, Oxford Owl, Phonics Play and Phonics Bloom

KS1- An example of 3 hours

Monday	English 1 hour Reading & Writing	Phonics 15 mins	Maths 45 mins	Science 45 mins	Story 15 (class)
Tuesday	English 1 hour Reading & Writing	Phonics 15 mins	Maths 45 mins	History/ Geography 30 mins	PE 30 mins
Wednesday	English 1 hour Reading & Writing	Phonics 15 mins	Maths 45 mins	<i>Well Being Wednesday (No Showbie interaction or remote learning from 1pm)</i>	
Thursday	English 1 hour Reading & Writing	Phonics 15 mins	Maths 45 mins	Art/DT	TTRS
Friday	English 1 hour Reading & Writing	Phonics 15 mins	Maths 45 mins	Music (30 mins) Ash IT (30 mins)	

Additional/ optional remote learning access:

TTR, Nessy, Joe Wickes, Rainbow Challenges, Forest Schools challenge, weekly recipe to rainbow room

KS2- An example of 4 hours

Monday	Guided reading 30 minutes	English Up to 60 minutes	Spelling 15 minutes	Maths up to 60 minutes	Foundation subjects (1 hour) Science History (year 3 - 5) Geography (year 6) Art/DT	Foundation subjects (30 minutes) French PSHE Music Computing PE Beliefs and values	Story time 10 – 15 minutes
Tuesday	Guided reading 30 minutes	English Up to 60 minutes	Spelling 15 minutes	Maths up to 60 minutes	There will be suggested days for these foundation subjects on individual year group schedules. Some subjects will be on rotation, not weekly.		Story time 10 – 15 minutes
Wednesday	Guided reading 30 minutes	English Up to 60 minutes	Spelling 15 minutes	Maths up to 60 minutes	<i>Well Being Wednesday (No Showbie interaction or remote learning from 1pm)</i>		
Thursday	Guided reading 30 minutes	English Up to 60 minutes	Spelling 15 minutes	Maths up to 60 minutes	Foundation subjects (1 hour) Science History (year 5) Geography (year 6) Art/DT	Foundation subjects (30 minutes) French PSHE Music Computing PE Beliefs and values	Story time 10 – 15 minutes
Friday	Guided reading 30 minutes	English Up to 60 minutes	Spelling 15 minutes	Maths up to 60 minutes			Story time 10 – 15 minutes

Additional/ optional remote learning access:

TTRS, Joe Wicks, Rainbow Challenges, weekly recipe and wider opportunities from rainbow room, Suffolk library E Books, class quiz

Learning Platforms

Name	Year Groups	Curriculum Focus
White Rose Maths	Year – Year 6	Maths – National Curriculum Objectives
Times Tables Rock Stars	Year 2 – Year 6	Maths – Times Tables Fluency
Curriculum Visions	Yea 1 – Year 6	Curriculum – Science, Geography and History
PiXL	Year 1 to Year 6	Maths & English

Weekly Expectations-Class Teachers and LSA's

Deadline	For whom	Expectation	Further detail
Friday by 4pm	Class Teachers	Learning Schedules including Monday resources for the week ahead	Teachers to upload the weekly learning schedule for the following week to Showbie. On Fridays this needs to include at least Monday's work.
9am each day	EYFS staff	Daily video and voice notes	Videos to support daily learning in English, Maths and Phonics.
4pm each day (KS1/2)	KS1/2 Class Teachers	Daily keynote videos and resources	Ensure that all learning resources are in place for the next day.
Friday by 4pm	Class teachers	Learning schedules for Rainbow room for home delivery	Learning schedules are shared with the rainbow room to allow delivery of resources on paper to support families without devices/ access.
On going and within 24-48 hours of submission	Class teachers and support staff	Marking and feedback	Response to be given via Showbie
Wednesday each week	Class teachers and support staff	Jolly News	To create our school newspaper, staff to share one example of work/ photos to promote, well being and relationships across the school.
Wednesday	Sports Coach	Weekly PE videos	Sports videos created by Mr Newson to supplement weekly learning schedules, and PE lessons.
Every 2 weeks	Class Teachers	Engagement grids	Teachers use whole school engagement grids to monitor engagement between home and school to allow SLT to action any concerns.
As and when works	DSL & Wider Safeguarding Team	Vulnerable Children Call Logs	Wellbeing calls to designated vulnerable children and families should be made on a weekly basis. Practitioners should endeavour to connect with children during calls, as well as parents and carers.

Daily Expectations-Class Teachers and LSAs

Time	For whom	Expectation	Further detail
8:30am to 3:30pm*	All staff	Behaviour policy	All staff to follow the revised Behaviour policy (December 2020) to support pupils when school is following government guidance during COVID
8:30am to 3:30pm*	Teachers and LSAs	Showbie Marking and Feedback	All uploads of Learning Tasks will be acknowledged responded to within 48 hours. Feedback will be given for key learning, with a focus on consolidating or extending learning and providing next steps for
8:30am to 3:30pm*	Teachers and LSAs	Class email/ phone contact as required	All messages and queries will be responded to within 48 hours and logged on CPOMS.
Weekly	Teachers	Planning learning for the week ahead	Using designated learning platforms and resources, plan learning for each day. Supporting recorded videos can be developed in advance of sessions but must be uploaded each day
Daily	Class Teachers	Prepare Learning Tasks and videos	Following the learning schedules staff will plan tasks and videos to support learning at home.
Daily	LSA	EHC delivery	For any pupil in school with an EHC, LSA's will work in partnership with class teachers to ensure delivery of EHC entitlement.
Daily	LSA	Preparing resources	Under the direction of class teachers, LSA's will provide additional resources to supplement plans
Daily	LSA	Delivery of interventions where appropriate	Teachers to ensure that support staff are working with children where possible to maximise
Daily	Teachers and LSAs	Check Teams and Emails	Check Teams and emails periodically – Suggest 3 x per day at intervals.

SLT Weekly Expectations

Frequency	Expectation
Ongoing	Monitor calls/ emails and respond appropriately to colleagues and parents
Ongoing	Engage in staff training, key stage meetings as well as trust wide TEAMS meetings
Thursday	Safeguarding door knocks, home visits
Ongoing	Respond to safeguarding needs via CPOMS, virtual meetings and virtual case conferences
Ongoing	Monitor use of Showbie to quality assure provision and learning schedules
Fortnightly	Share any engagement issues from class teachers, form decision
Ongoing	Respond to changing guidance and plan ahead communicating next steps with our team
Ongoing	To inform Ang Morrison of any changes in hours, staff well being that could impact upon contractual commitments

Specific guidance on Learning Tasks

Evergreen Remote Learning

Whilst children are not attending our Evergreen Nursery, staff will set work remotely for children to access at home. Activities will be set weekly in the form of a learning schedule that links to a text each week. The activities will support children's Personal, Communication and Language skills, Social and Emotional Development, Physical Development, Understanding the World, Expressive Art and Design and Mathematical Development.

We will use Showbie to post the learning schedules and parents will be able to log in and support their child's learning using the activities provided. Families will be invited to take photographs or write comments and upload them on Showbie. Two tasks a week will be the minimum requirement. Staff will respond with voice notes that can be played to the child. Parents can also email the class email address at any time.

Reading – A video will be posted daily of a member of staff reading a story that the children will be able to listen. We suggest children should enjoy books for ten minutes each day. During the reading of the story the children will be asked open questions about the story sometimes questions with an obvious answer, sometimes questions where they have to deduce something from the text or express an opinion. This is something we do in Nursery every day and promotes active listening and inference skills whilst also developing their powers of expressive language

Writing – Once a week a video will be posted providing a different idea for mark-making (indoors and outside) to improve fine motor control. This may include using a variety of pens, pencils, crayons, chalks, malleable materials etc. Staff will model the correct letter formation to support children to be able to write their name in recognisable letters in the correct sequence from left to right.

Speaking and listening - This is a key skill for all children and one that we have been working very hard on in Evergreen. As part of the video schedule staff will model small world / role play scenarios to children asking them questions and modelling the responses in full sentences. This will continue to promote confident speaking and listening.

EYFS

At Abbots Green teachers in Reception plan the home learning schedules based on the objectives that are set out in our long term plan and on our Curriculum Coverage grids.

Our aim is to ensure the activities planned support all learning styles and involve resources that inspire children to stay motivated and challenged. Each week a text is the focus that underpins the learning and staff weave all the areas of EYFS curriculum through this. Staff ensure activities can be completed with items that parents may have around the house so that parents can support their child's learning without worrying about the need for specialist resources. Teachers will when required adapt the activities to meet the needs of all children and their families and clear guidance is given daily via voice notes and videos on how to complete the tasks and move their child's learning on to the next milestone.

Reading and Writing

All resources should be used to compliment the weekly learning. Teachers will select and in some cases adapt materials to suit your children's needs and give clear guidance on how to complete the tasks.

Teachers will create their own tasks based on identified writing objectives from the long term English Curriculum. Our intention is to find suitable resources to engage, support and scaffold learning. Writing should always incorporate a clear grammar focus and be linked to a writing objective from each relevant year group. Where possible, writing could also be linked to your reading or curriculum work.

Please consider sharing a modelled text which teachers could write themselves or research good exemplars.

Key vocabulary should be exemplified and specific terminology should be clearly defined to support pupils and parents.

Phonics

Phonics is planned daily and follows the same deliver as if we were in the classroom - revisit, teach, practice, and apply. Activities are explained in detail and online apps such as Phonics Play and Phonics Bloom are incorporated to consolidate learning. Staff provide voice notes and a weekly video to ensure children and their families continue to make progress with their phonic knowledge and application.

Maths

Our Maths Scheme of Learning is White Rose Maths, White Rose have developed a range of Home Learning materials which can be located here:

<https://whiterosemaths.com/homelearning/> Each lesson includes a video introduction and an accompanying worksheet for children to complete. Additional materials to support each lesson, including Flashback 4 to consolidate past objectives, can be sourced from the Premium resource centre.

Arithmetic and problem solving challenges will be provided throughout the week; Teachers should also consider this opportunity to practice key skills which have been highlighted as areas for development from their own data analysis.

Children are also encouraged to practice Times Tables regularly via Times Tables Rock Stars

Curriculum

We will continue to follow the Abbots Green long term curriculum using the CUSP Curriculum for Science, History and Geography.

Knowledge organisers will be shared with parents and children at the beginning of each new topic. Suitable and tested links should be provided for any research.

If you are expecting a written or creative outcome, please provide suggestions and exemplars for how this could be done.

As in the written tasks, ensure that you refer to key vocabulary. If appropriate use or adapt Key vocabulary and knowledge notes.

As a school we supplement our learning at home with quizzes across the curriculum to engage our pupils in retrieving their prior learning in fun, easily accessible way.

Further Curriculum opportunities

As part of our planning we ensure that we continue to promote any further opportunities for learning especially those that support our Abbots Green 50.

As a member of Unity Schools Partnership this also provides our pupils with the opportunity to also access:

- Maths groups,
- Book clubs

Guidance on Marking and Feedback

In addition to our Marking and Feedback Policy

- Showbie will be operational between 8:30am and 4:30pm but it is not expected that colleagues will be online ALL day, due to teaching commitments. Showbie will be accessed at various points in the day as decided on by individual teams. Consideration will be given to colleagues who are supporting their own children and some work needs to be completed beyond these hours.
- We cannot replicate the feedback and engagement that would be present in the classroom. Feedback will be personalised.
- All set Learning Activities will be acknowledged via Showbie Portfolios within 48 hours of them being posted.
- Where applicable, written feedback will be given (Comments) as well as voice note feedback for younger year groups.
- We strongly encourage next steps where appropriate but not for every piece of learning.
- Children are welcome and encouraged to post additional learning and experiences outside of the set challenges to their profile, but this will not always be marked or receive written feedback

Special Educational Needs

When learning is taught remotely, teachers should ensure that work is set to scaffolded and support pupils with additional needs. This includes all children on the SEN register.

Provision should extend to ensuring specialist learning equipment, specified resources and appropriate differentiated materials are available where appropriate. This could extend to ensuring engagement with outside agencies such as speech and learning.

Our SEND Provision will be overseen by Sharn Jones who will drive the quality and consistency of support as well as maintaining regular contact with all children on the SEN register.

Teachers and support staff are welcome to attend virtual SEN drop in meetings to seek advice from for further support with making remote learning accessible for all.

Safeguarding

The safety of our pupils and our community is paramount at all time, but we must be particularly vigilant when we are in a Lockdown period.

Our updated policy is available on our website and has been shared with all staff members.

Safeguarding remains the priority within our school and is discussed at every weekly briefing and key stage meeting whether school is open or partially closed. Safeguarding continues to be reported on, in Governing Body meetings.

As a school, we are using the government's guidance (see link below) to support our classification of vulnerable children.

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision#vulnerable-children-and-young-people>

All safeguarding concerns should be logged in CPOMS.

Please continue to use CPOMS to raise concerns that you have as a result of inactivity on Showbie, observations during any live lessons (if applicable); what you pick up during telephone calls; and if a family member asks for help or makes a disclosure.

DSLs can be contacted at all times if you wish to discuss a concern before you report it on CPOMS.

During a lockdown period, it is important that staff also use CPOMS to record any phone calls or emails that they receive from parents, and any actions that result from these. We can then monitor any difficulties that families are having and also the support that staff are then providing.

Our Rainbow Provision:

Whilst our school could be closed for short or long periods of time we hold onto our Rainbow Values and vision at all times.

We recognise that during these times, we need to reach into the community to support our families with accessing learning. This can include:

Physical Learning Packs

For families with extreme difficulty accessing remote learning, we will provide physical packs of work. To ensure the safety of our staff and maintain safe practice as per the Government guidelines, our delivery service will be minimal and only where absolutely essential. Learning Packs will be prepared on the Friday of each week, with delivery on a Monday.

Drop in Showbie Surgery

For families that are finding remote learning particularly difficult, our staff are available via phone and email; some parents have found it helpful to come into school for a socially distanced face to face meeting where members of staff have talked them through how to access Showbie and physically showing them on a laptop.

Parenting support

Laura Arfi (Children and Families support lead) is providing parenting courses virtually on a 121 basis; she is also available to offer more informal advice to parents over the phone.

Kate Miles is available to provide advice in a number of areas (detailed on the school website) including toilet training and bed wetting.

Rainbow Room provision in school

Our Rainbow room staff continue to support children across the school – they are able to check in with any children if required. Any such meetings would be short and at a social distance.

As a school we will offer Rainbow Room provision for 2 days per week, 9am-3pm. This enables us to continue the face-to-face nurture provision that we would normally provide for some of our pupils. Access to this bubble will be as a result of discussion between Rainbow Room staff, parents and teachers.

Phone Communication

Children and families who are vulnerable will need our support and guidance during the event of a lockdown.

Our DSL, Jo Uttley, is responsible for overseeing weekly contact with those families while our Children and Family Support leader, Laura Arfi, will be implementing a timetable for regular calls to our vulnerable community. Calls will be prioritised for: CIN, CIC, PP, EHCP and SEND families. However, any families who have previously accessed school support will also be monitored closely and supported further if the need should arise.

Parents have access to the Rainbow Room email address

(allrainbowroom@abbotsgreenacademy.co.uk) and the Rainbow Room mobile phone: 07735448693. Jo Uttley (Deputy Head teacher/DSL) has the mobile phone switched on 24 hours a day/ 7 days per week. The calls and text messages are responded to (if needed) evenings and weekends.