***Springwell Leeds has always strived to be creative, innovative and to support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.***

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

**The staff responsible for Remote Learning are as follows:**

Laura Reader - South

John Gillard - North

Mark Bainbridge - East

**This plan will be applied in the following instances:**

1. An individual is either self-isolating because of a positive test, or a positive case within the household;
2. A group of children are self-isolating because of a case of coronavirus in the bubble;
3. A group of children are in the virtual school due to covid-related partial closures;
4. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus;
5. There are children remote learning due to local or national lockdown.

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res).

**An overview curriculum framework is in place, separated by age and ability. Included in the plan are:**

* Links to Oak Academy, selected by specialist teachers (pre-recorded sessions from the government recommended home learning website)
* Paper-based resources, which can be emailed or posted, to remove technology barriers
* Links to subscriptions/packages used in school or during lockdown
* Academic sessions/tasks
* SEMH sessions/tasks
* \*\*\*Dec 2020 update - we are now trialling Google Classroom and provision will be offered wherever capacity allows

This framework content will be adapted and changed on a half-termly basis, to accommodate repeated isolation periods and to enhance the in-school curriculum.

The work suggested in the framework contains a mix of recap, catch up and new learning.

*In the event of any form of isolation and loss of in-school learning caused by Coronavirus, parents must understand that engagement in home learning is to be encouraged, as is the expectation that Springwell Leeds Academy makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.*

**Staff Responsibilities**

* Subject leads should prepare work each half term, and additionally as requested – this will form an online curriculum map and resource pack for bubble closures
* The admin team are responsible for pre-printing and collating resource packs before the start of each half term, so these are ready to be used
* Class teachers will be asked to supplement learning through additional resources (to be emailed/posted) as required in the event of a bubble closure or longer term individual isolation – as directed by Senior Leader responsible for Remote Learning on each site
* In the event of extended individual self-isolation periods, class teachers should email work to be completed to the Vice Principal (ideally class work from the first day out of school, plus the following day)
* Class teachers should collect and feedback on work where possible and safe
* Work should comprise of recap and new learning, in line with the current curriculum offer in school
* In the case of a bubble closure, the class teacher should make academic progress phone calls to each family every day, to support with learning, offer feedback and praise efforts (this may also be delegated to TAs and HLTAs)
* Welfare calls will be made by support staff on a daily or alternate-day basis (see below)
* Following a period of self-isolation, it is the zone leader’s role to assign TA 1-2-1 intervention time to enable the student to catch up and mitigate lost learning
* Staff not working in school will be expected to work in the virtual school if they are well – this work will include making resources, contacting families, and potentially virtual teaching
* Staff working in the virtual school will be expected to de-brief daily

**Home School Partnership**

*Springwell Leeds is committed to working in close partnership with families and recognises each child and family is unique and because of this remote learning will look different for different families in order to suit their individual needs.*

### What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Your child can access resources immediately via the school website, once an isolation period begins. This will also be supplemented by materials from the class teacher or specialist staff, within 24 hours.

### Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school, wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, we may need to deliver content using video clips, whereas normally a teacher could model skills, in particular in PE, DT and Science.

### How long can I expect work set by the school to take my child each day?

The government expect that remote education (including remote teaching and independent working through tasks) will take pupils broadly the following number of hours each day:

* 3 hours a day for Key Stage 1 (years 1 and 2 when pupils are aged between 5 and 7)
* 4 hours a day for KS2 (years 3-6 when children are aged between 7 and 11)
* 5 hours a day for KS3 and KS4 (secondary school up to age 16)

Those hours include both direct teaching and time for pupils to complete tasks or assignments independently. We understand each child is different and will work with you on suitable expectations.

## Accessing remote education

### How will my child access any online remote education you are providing?

We subscribe to and recommend use of the following online resources:

* Google Classroom
* Google Meet
* Hegarty Maths
* Nessy
* GCSE Pod

These will be supplemented by other packages bespoke to your child, which your child’s teacher will direct you to as appropriate.

We will issue Chromebooks to families who require them; these can be collected, or delivered by our Parent Support Advisors. We will work with the Wellspring Academy Trust and the DFE to issue devices to enable internet connection, where required. More information can be sought through your own site’s Reception.

For those students who do not have or cannot use online resources, we can post or deliver paper-based resources. Work can be submitted by email, photos sent through to school mobile phones, or it can be posted to school.

**How will your child be taught remotely?**

Some examples of our remote teaching approaches include:

* live teaching (online lessons) - this may be SEMH focussed or an academic lesson
* recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
* direction to online apps and packages, suited to your child’s needs
* printed paper packs produced by teachers (e.g. workbooks, worksheets)
* textbooks and reading books pupils have at home

The combination offered will depend upon your child’s needs and ability to access each resource. Any concerns should be addressed directly with your child’s teacher, or the senior leader leading on remote learning on site.

### What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home?

We would like, wherever possible, your child to engage daily with tasks set. We realise this is not always possible, and we are committed to working with your family to support and engage your child. Setting a routine for your child and being open and available to our communication will really help remote learning run smoothly. One of our main measurements of progress will be engagement with learning, both academic and SEMH, so giving feedback to our staff will help us measure how things are going at home.

**Engagement and Feedback**

We will check engagement at least 3 times a week. Teachers are available every day to provide feedback and address misconceptions, via telephone calls and online lessons. We will work in partnership with you to support your child, and you will be kept informed about their engagement and progress. Feedback can take many forms. For example, whole-class feedback given verbally in lesson, or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

## Additional support for pupils with particular or additional needs

### How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, due to special educational 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 and carers to support those pupils in the following ways:

* inviting students to attend school
* offering specialist advice and support for families
* continuing to focus on SEMH learning, which is a significant part of our curriculum

**Whilst Self-Isolating due to Contact or a Positive Test Result**

* For a short isolation whilst awaiting test results, the website ‘Home Learning’ tab contains sufficient learning. Should parents require direction or support, they are able to contact the class teacher, who can provide or arrange a suitable member of staff to provide face to face online learning.
* Paper packs and food parcels will be delivered on the first full day of home learning - please be available to greet staff and adhere to government guidance (hands, face, space).
* We will provide support on using Hegarty Maths, as appropriate and where possible. Once students begin to use the programme at home, our Maths Lead will set personalised resources.
* Where possible, it is beneficial for young people to maintain a regular and familiar routine. We recommend that each ‘school day’ maintains structure, if this suits your child’s needs.
* We would encourage parents to support their children’s work, including finding an appropriate place to work and, to the best of their ability, support pupils with work, encouraging them to work with good levels of concentration.
* Parents will be asked if they would prefer daily or alternate-day phone calls, on day 1 of isolation. This will be closely monitored. Parents are encouraged to answer all school communications in a timely manner, and need to be aware contact may be on a withheld number.
* Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

**Use of ICT**

All children sign an ‘Acceptable Use Policy’ at school which includes e-safety rules and this applies when children are working on computers at home. This also covers the short term loan of Google Chromebooks to support home learning. There is potential for every child to borrow a Chromebook - this allocation will be decided following discussion with parents/carers and class staff.

*The fastest way to ensure access to work is via email; if you do not already have one, please consider setting up an email address and sharing with the school reception. This is our main mode of contact for academic work during periods of self-isolation.*

Due to the differing needs of our students, we will continue to be child-led in our approach. This will require open communication from both school staff and parents. Please contact your site’s Senior Leader with responsibility for Remote Learning with any academic concerns on: (south/east/north (choose correct site) concerns@springwellacademyleeds.org or via Reception), or speak to your child’s class teacher.

**Our Offer**

|  |  |
| --- | --- |
| **Academic Support – led by Senior Leader*** Home learning in the form of Oak Academy; specialist lesson resources; online maths subscription; access to a book
* In the event of a bubble closure, a stationery pack will be distributed to every child
* Class work will be sent on email for cases of individual isolation
* Theraplay kit and games provided where suitable

*Academic contact:** Specialist teacher check in phone call, as required or as directed by Senior Leader
* During extended periods of self-isolation (class/bubble/school closure), class teacher will make educational check in calls every day
 | **Pastoral Support – led by Assistant Principal/DSL in the case of individual self-isolation*** Safeguarding protocols followed
* First day absence check made as per school attendance policy
* Daily checks to check on status of testing – allocated by AP to either Admin or PSO, depending on circumstance

**Pastoral Support – led by Senior Leader and DSO in the case of bubble closure*** Check ins for a 14 day bubble closure will be allocated to commence day 2, from the staff working in the Virtual School
* Day 1 face to face will take place with food parcel delivery
* A DSO will be allocated to the Virtual School in the event of a bubble closure
* All contacts will be logged verbatim on CPOMS, and tracked within Virtual School Shared drive
 |