



MABLETHORPE PRIMARY ACADEMY

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Remote Learning Offer Mablethorpe Primary Academy

This guidance document provides information on how our school will deliver remote learning for our pupils in the event of a number of instances due to COVID19:

- Whole school closure - all pupils are required to study at home during self-isolation
- Bubble closure - a group of pupils are required to study at home during self-isolation
- Pupil absence - when a pupil cannot attend school due to self-isolation but is well enough to study at home
- Teacher absence - when a teacher is unable to attend school due to self-isolation but is well enough to continue planning and preparing teaching and learning activities from home.

We want to ensure the pupils continue learning as best they can and that they keep up with the curriculum and their peers nationally. With this in mind, we aim to be flexible in our provision by supporting families in a number of different ways; whilst also ensuring the expectations on parents, children and staff are manageable. We will take into consideration each family's access to technology, the age of the children and our knowledge of the children's abilities.

Online learning

Teaching staff will use Microsoft Teams for Y1-6, accessed through the 'Airhead' portal, to set learning tasks and pupils will have an individual log in and password. Teachers will be able to monitor which pupils have viewed and 'turned in' their work and write a comment which can be returned to the pupil. There is also a 'Posts' section which pupils can ask questions and teachers can reply, provide support and suggest extra activities.

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We are following the Government guidance of 'setting meaningful and ambitious work each day in several different subjects. As a minimum that is 3 hours a day for KS1 and 4 hours a day for KS2.'

In EYFS, we use Tapestry to set work for the children. Each parent has an account which they are familiar with as we have been using it all year. We have set work through the memos tab for parents to access and upload observations once their child has completed the task, which we can then comment on and add to the child's learning journal. We have a variety of activities for the children to access which cover all areas of the EYFS with a focus on the prime areas. All staff have recorded stories for the children to watch and listen to and we have also provided videoed phonics, literacy, maths, fine motor and EAD sessions for the children to access each week. We are following a sequence of work and the activities each week are related to the topic we are focussing on.

Curriculum Provision

The learning activities provided for our pupils will be closely linked to the curriculum areas and topics they would be studying if they were at school. For example, English, Maths and Foundation Subjects, in addition to providing guidance on pupils' personal health and wellbeing (PSHE) and suggested activities to support their physical development and fitness. We use a range of resources including work created by the teacher and suitable, relevant activities from websites including White Rose Maths, BBC Bitesize and Oak Academy. Additionally, we set work using the My Maths website for Y1 - Y6 and Upper Key Stage 2 have activities set on SPAG.com to practice their spelling, grammar and punctuation.

During Term 3 of the 2021 lockdown, we have decided to improve children's subject knowledge through pre-teaching the content in Foundation Subjects

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(for example History, Geography and RE). Therefore, when they return to school, we will be able to progress with learning at a faster rate.

Supporting families

On our Academy website, there is a 'Home Learning' tab, which contains a range of support such as guidance for accessing Airhead and Tapestry; many suggested websites for extra home learning activities; as well as a link to a page for each class or year group. Here you will find an overview timetable of the activities children need to complete each week, which is also available on Microsoft Teams.

Staff will phone the family of each child in their class on a weekly basis and address any issues to online learning by offering a range of suggestions.

If a child does not have access to a computer/laptop and/or the internet, the school will do all it can to help. This may be in the form of one of the following:

- Providing paper packs of learning to be returned each week for marking.
- Where funding can be accessed, a laptop may be loaned to a family with a clear contract in place regarding its usage and return.
- Extra data in the form of a 'dongle' may be given to parents who do not have internet access or sufficient bandwidth for multiple devices to be online at once.
- Where children are able to access the online learning through a gaming console, such as a Playstation, a keyboard can be loaned to allow them to type more easily.

Monitoring

The remote learning leads (SLT) will be responsible for monitoring the work set for a particular area of school (KS1/LKS2/UKS2) and will provide feedback and support as necessary.

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Background

We have researched available evidence on what works well for supporting learning from home. Our sources include the following documents and websites:

- the DfE guidance 'Get help with remote education': <https://www.gov.uk/guidance/get-help-with-remote-education>
- Remote Learning Rapid Assessment Evidence, EEF, April 2020
- Coronavirus (COVID-19): support for continuity in learning, www.gov.scot
- <https://www.evidenceforlearning.net/recoverycurriculum/>
- <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirusoutbreak/guidance-for-full-opening-schools#section-3-curriculum-behaviour-and-pastoral-support>
- <https://jamesdurran.blog/2020/07/06/resuming-the-curriculum-september-2020/>
- Supporting the continuation of teaching and learning during the COVID-19 Pandemic, OECD

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