



The Remote Learning Programme (RLP)

Guidance for Parent and Carers – Updated January 2021

Introduction:

The following guidance outlines what the school expects to provide in terms of teaching and learning for those pupils working remotely (i.e. at home) during the period of partial school closure. The Remote Learning Programme (RLP) has the following aims:

Aims:

- Minimise the disruption to pupils' education and the delivery of the curriculum through providing access to learning that mirrors that which would have been provided in school;
- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who are not in school through use of quality online and offline resources, live teaching and teaching videos.
- Provide clear expectations to members of the school community with regards to delivery of high quality interactive remote learning.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.

The Teaching Programme:

The school has updated certain areas of the RLP, originally published in September 2020, in light of new guidance from Ofsted on best practice. Parents and carers can find their latest report by following the link provided below:

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

Ofsted recommend a 'blended approach' to remote provision that combines short teaching inputs via live stream (the school uses Teams), video posts, or pre-recorded PowerPoints, combined with independent learning that may make use of published workbooks or worksheets where necessary. Further practical detail on the implementation of the RLP is provided below, this may vary slightly based on the needs of the pupils in any specific year group:

All year groups will:

- Publish a weekly timetable on Microsoft Teams that will provide a brief outline of the activities or where to find resources. Further details on activities and resources for each subject will be uploaded to Year group Files in Microsoft Teams each week in clearly labelled folders.
- The DfE expects that KS2 pupils will undertake a minimum of 4 hours work per day.



- Structure the teaching and learning across a day in a manner detailed on the following diagram:

9.30am Year Group Teams planning, review and teaching input meeting, providing:

- a) A review of previous day's work and an opportunity for questions
- b) An introduction to the day using the published timetable
- c) A teaching input to clarify key learning objectives, including modelling of processes and sharing what a successful outcome will look like for a particular activity.
- d) Further teaching inputs that the pupils should access during the independent learning stage e.g.
 - Pre-recorded PowerPoint
 - Teaching videos
 - Links to external teaching resources e.g. White Rose, The National Oak Academy, BBC Bitewise.
- f) An opportunity for targeted pupils to remain on Teams for a further teaching input.

11.30am Class meeting for any extra teaching required

This call is voluntary and can be used by children to have time with their class teacher to go over any learning they have not understood or refresh their understanding of tasks to be completed during the day. On certain days, the school SENDCos will select certain children to join a smaller Teams call to give more personalised feedback and support.

Guided Reading

1 afternoon session per week for Years 3 and 4 Guided reading

2 afternoon sessions per week for Years 5 and 6 Guided reading

Reading is one of our main focuses this year and in order to maintain the momentum of progress being made and the encouragement of reading for pleasure, we have timetabled sessions for sharing whole class texts.

Wellbeing sessions

1 afternoon session per week for a class social call for mental health and wellbeing

We as a school know that children need to feel a close link with their class teacher and peers after having gone through Lockdown 1. As a result we have ensured that the children not only have this through live lessons, catch-ups and reading, but also have a timetabled session that is solely for mental health and wellbeing.

- Provide Independent and targeted learning time, ensuring:

An opportunity for pupils to work independently on those activities discussed in the Teams meeting using the resources and links provided in Year group Files in Microsoft Teams. Children can talk to teachers and teaching assistants throughout the day using the posts facility on Microsoft Teams to clarify understanding or ask for help.

- Provide Feedback on individual pupil work posted on Teams Assignments and/or Padlet:

Teachers and TAs will provide ongoing feedback for pupils in reading, writing, maths and foundation subjects through providing feedback on Teams, posting answers to Team, going over answers during live calls.

The school expects that all pupils and parents will now be familiar with the manner in which work and photos can be uploaded onto Microsoft Teams or Padlet. Further guidance on this is posted on the school website, should you require it.

Teachers will advise pupils and parents on the minimum expectations in terms of completed work to be posted for further assessment and feedback. Whilst staff are very happy for further work to be uploaded by pupils for them to celebrate, it may be that it is not possible for this to be individually responded to by a teacher or TA.



- Support for parents and carers across the teaching day:

The school welcomes contact from parents and carers asking for support with their child's learning. Parents and carers should email admin@dinglewell-jun.gloucs.sch.uk if they have a query about remote learning.

Children can ask questions or for help with their learning through the posts facility on Year Group pages, as well as joining the 9.30 am and 11.30 am calls.

The school's Headteacher, Miss Geraldine Brogan and Deputy Head Teacher Mrs Tanya Naylor have been appointed as the Remote Learning Leads on an interim basis. They are contactable either by phone or at admin@dinglewell-jun.gloucs.sch.uk

Parents will usually find that their child's class teacher is able to resolve any issues concerned with access to the teaching programme, or pupil outcomes, but please don't hesitate to contact Miss Brogan or Mrs Naylor if the problem persists.

For technical support please contact admin@dinglewell-jun.gloucs.sch.uk

- SEN support for pupil and parents

Extra SEN resources to support children with a My Plan can be found on the school website under the Children Tab, Home Learning and Children on My Plans.

Children have also been given access to The Nessy Programme for spelling interventions. This can be used at home instead of Apples and Pears which is used in school. In addition to this Mrs Phillips and Mrs Deichen join Year group talks on Mondays and Wednesdays and support children on a separate call at 11:30 am.

For Support with SEN needs and learning please contact Mrs Hazel Phillips and/or Mrs Jenny Deichen at admin@dinglewell-jun.gloucs.sch.uk

- Pastoral support for pupils and parents:

The school recognises that those pupils who find learning challenging, or who can struggle socially or emotionally in school, may also face the same difficulties at home. Our Pastoral Inclusion Manager Mrs Sarah Baker will continue to provide individual and small group support to pupils and parents/carers via live sessions on Teams, and by phone.

- Safeguarding and the Remote Learning Programme:

The school will be publishing an addendum to its current Safeguarding Policy that will cover appropriate aspects of the remote learning programme, including the management of live teaching sessions to individual pupils. This will be available to parents and carers from early next week.

Geraldine Brogan

Tanya Naylor

Headteacher

Deputy Headteacher, Remote Learning Leads

January 2021