

This document outlines how Gainsborough intend to close the gap for all pupils whether this be in school or in the event of new lockdown procedures being implemented. It sets out in school provision and the steps the school will take in the event of pupils needing to be educated off site.

Potential scenarios for remote learning:

1. Individual isolation due to vulnerability
2. Fortnight Bubble isolation to due confirmed Covid-19 case
3. School closure following local or national lockdown

### **1. In-School Curriculum**

Leaders will carry out a review of their curriculum areas using the schools provision map. Areas identified as needing to be taught discretely will be identified and areas that can be amalgamated into units in the 20-21 year will also be identified.

Senior leaders will be paired with each year group to ensure precision teaching, high quality feedback and ongoing assessment to inform next steps and accelerate progress. This will look like weekly meetings with teachers and leaders focusing on a core subject each week. The team will review the impact of marking, look at learning and how this needs to feed into improving precision planning, support adapting interventions quickly and efficiently and modelling teaching if necessary.

RAG rating – each week leaders will RAG rate pupils progress to check how they are progressing and adapting to school again. Children RAG rated orange and red will be set and monitored closely and have specific weekly interventions, pre and post teaching, parent progress meetings. Gaps in learning will be closely monitored and weekly catch up plans in place.

The fundamentals will be updated half termly as part of the tracking process and medium term plans will be adapted to account for missed learning.

### **2. Remote Learning**

Remote learning will be a combination of modelled lessons, online learning programmes the children are familiar with, booklet based worksheet style learning

- Decisions will be made in the event of a class self isolating as to which areas of the current curriculum are feasible to be taught at home. Where physical resources may be needed for art, DT, ICT or science lessons these may be adapted or postponed and other areas of the curriculum used from the medium term plan to ensure all students can
- Children will have immediate access to high quality online learning they are familiar with and can access on a daily basis as often as needed: Bug Club, Reading Plus, Times Tables Rockstars, Mathletics, Espresso, Charanga
- Writing lessons will be modelled x 5 weekly to ensure appropriate curriculum coverage
- Maths lessons will be taught through modelled videos online x 5 a week
- High quality lessons from specialists in PE and art via zoom/ google classroom
- Weekly curriculum lessons following the curriculum map the children follow in school will be set via the Oak Academy or work books in science, geography, history, DT
- High quality learning booklets, such as CGP booklets, will be sent home where possible to support teaching and learning and rote learning in core areas of writing, maths, spelling and grammar
- Phonics sessions will be taught daily in small groups with the pitch matched to pupils ability

- EYFS classes will have story based units introduced to them with writing, maths and one other area of learning modelled each day
- Children will be provided with exercise books and a resource pack
- A questionnaire will be sent to parents ascertain ability to provide IT equipment to complete learning and the school will support the best they can with chrome books and allocating devices

### **3. How will we teach remotely:**

- The current curriculum is carefully planned and mapped throughout the year to build knowledge and skills incrementally. There is complete clarity about what is intended to be taught and practised in each subject, and when it is to be taught. This will enable a smooth transition from in-school learning to remote learning
- Teachers will set a range of live learning, directed learning and learning to be completed in own time to ensure sharing of devices is possible in homes where online lessons are problematic and ensure children are experiencing a range of different learning styles and activities
- Teachers will have live contact with children, using Google Meets or zoom, each day, in order to provide explanations of new learning for children. Videos and high-quality curriculum resources will be available through Google Classroom and links those provided by our schemes of work e.g. White Rose Maths.
- Teachers will adjust the pace/difficulty of work, in accordance with normal classroom practice.
- Teachers will set a range of off line and on line learning weekly
- Work will be checked regularly by teachers, that submitted through Google Classroom or returned in paper form and they will receive daily feedback in line with the school's feedback policy. Where children are using printed resources, then these will be monitored as part of the daily live contact to enable the teacher to assess as necessary

### **4. Challenges to remote learning**

In our initial lockdown phase we provided a range of different types of learning for our pupils to ensure interaction with others, we catered for different types of learners, we took into account the devices families had access to and how this would be managed.

- We are reconfiguring a number of laptops and tablets as Chromebooks to give to families who have no suitable device but do have a reliable internet connection
- A lot of families fed back that if they had multiple children learning or were working themselves from home they could not facilitate online learning from 9-3.30pm. For this reason we are conscious to set online teaching, booklet style learning and family learning
- Families also feedback they did not always want the children online from 9-3.30pm and wanted a range of different types of learning. Families' feedback they enjoyed the high quality learning ideas on Instagram and these were often activities children across the family could join in with. This was good for pupil's wellbeing, family dynamics at home and a positive learning experience for a lot of families.
- Families with no access to technology to access remote e-learning will be provided for with a range of work book style learning. These families will also be called daily by school staff.

### **5. Support for Teaching Staff**

Teachers have been provided with the following in order for them to switch seamlessly to remote learning, if and when necessary:

- a school laptop with remote access to school systems
- login details and access to pupil accounts for all appropriate e-learning platforms

- training to use Google Classroom, Google Meets and any other appropriate elements of the Google Suite e.g. Google forms for setting assessments
- Zoom protocol and safeguarding policy
- a comprehensive, broad, well planned, and well-resourced curriculum which sets out what is to be learned when. The curriculum maps will show what should be being learned during any period of lockdown or isolation
- Time to plan online lessons, make calls and mark work

### 7 Roles and responsibilities

#### 7.i Teachers

*To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.*

Gainsborough School will provide a refresher training session and induction for new staff on how to use Google Classroom.

When providing remote learning, teachers must be available between 8:45am and 3:45pm

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the pupils in their classes or groups.
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Weekly/daily work will be shared using Google Classroom, parent email, and on the school website where appropriate
- Teachers will have live contact with children, using Google Meets/ Zoom, each day, in order to provide explanations of new learning for children, or unpick misconceptions.
- Videos and high-quality curriculum resources will be available through Google Classroom/ Instagram and links those provided by our schemes of work e.g. White Rose Maths, Oak Academy
- Teachers will block the curriculum as we would usually in school to teach: science, history, geography, DT or RE
- Teachers will adjust the pace/difficulty of work, in accordance with normal classroom practice for all children including those with SEND.
- Current medium-term plans will be annotated to show the remote learning capability for each unit of work
- Where teachers are self-isolating due to Covid-19 contact, they will use the above methods to maintain the in-school teaching for their class but will additionally provide live teaching for their class using Google Meets

Providing feedback on work:

- Work submitted on google classroom will marked that day. If a child is struggling with work then they should contact school that day and teachers will support talking through the work.
- Work submitted by google classroom will be marked that day and feedback given to children via google classroom

Keeping in touch with pupils who are not in school and their parents:

- If there is a concern around the level of engagement teachers will contact families. If no contact they should inform a member of SLT who will ensure that the pupil/s parents are contacted via phone to assess whether school intervention can assist engagement.
- All parent/carers emails should come through [admin@gainsborough.hackney.sch.uk](mailto:admin@gainsborough.hackney.sch.uk)
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT; for any safeguarding concerns, refer immediately to the DSL

#### **7.ii Teaching Assistants**

Teaching assistants must be available between 8:30am and 3:30pm.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT.

#### **7.iii Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Providing staff with the tools and resources to provide effective remote teaching, including:
  - a school laptop with remote access to school systems
  - login details and access to pupil accounts for all appropriate e-learning platforms
  - training to use Google Classroom, Google Meets and any other appropriate elements of the Google Suite, e.g. Google forms for setting assessments
  - designing a comprehensive, broad, well planned, and well-resourced curriculum which sets out what is to be learned when. The curriculum maps will show what should be being learned during any period of lockdown or isolation
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or collecting feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensure that the current curriculum is carefully planned and mapped throughout the year to build knowledge and skills incrementally. There is complete clarity about what is intended to be taught and practised in each subject, and when it is to be taught. This will enable a smooth transition from in-school learning to remote learning
- Support the class teacher with the provision of home learning for individual children who are isolating (where the class teacher is in school teaching the class).

#### **7.iv Designated safeguarding lead**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

#### **7.v TurnItOn IT Technicians**

TurnItOn technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

### **7.vi The SENCO**

- Liaising with the TurnItOn technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support needed for children on the SEND register

### **7.vii The Finance and Admin Officer**

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

### **7.viii Pupils and parents**

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any concerns known to staff

### **7.ix Governing Board/ LAB**

The Morningside LAB is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## **8 Links with other policies and development plans**

This policy is linked to our:

- Safeguarding and Child Protection Policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct for Phone calls, Video conferencing and recorded video
- Agreements for Google Classroom

### Learning Overview

#### EYFS

Nurseries	<ul style="list-style-type: none"> <li>• Learning Packs to be delivered/taken home covering main curriculum areas</li> <li>• Daily contact with teachers via Zoom to share daily story and activity ideas for the day</li> <li>• Daily Zoom phonics session</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Learning Packs covering phonics, maths and writing to be delivered/taken home covering main curriculum areas.</li> <li>• Daily contact with teachers via Zoom to share daily story and activity ideas for the day</li> <li>• Daily Zoom phonics session</li> </ul>

#### Years 1 2 and Sky group

Subject	Remote teaching and learning provision	Printed Resources	School Subscription sites
Reading <i>daily</i>	<ul style="list-style-type: none"> <li>• Daily phonics lesson via zoom by teacher</li> <li>• Daily Bug Club reading with comprehension questions</li> <li>• RWI books to go home</li> </ul>	Books at appropriate level RWI phonics lesson daily	Bug Club Oxford Owls: RWInc
Writing <i>daily</i>	<ul style="list-style-type: none"> <li>• Introduction from class teacher</li> <li>• Extracts and video prompts for writing</li> <li>• Shared planning session</li> <li>• Independent writing session</li> <li>• Children can upload work to Google Classroom</li> <li>• Teaching units and coverage precisely mapped</li> </ul>	Writing planning grids with pictures from current story stimulus/ word mats Shared planning map Year spelling mat	
Maths <i>daily</i>	<ul style="list-style-type: none"> <li>• White Rose Maths scheme followed in zoom lesson</li> <li>• Links to daily home learning video saved in on school website</li> <li>• Teachers talk through learning and support children session throughout week</li> </ul>	Printed workbook linking to videos each day White Rose resources for appropriate units of work	Mathletics 30 mins Times Tables Rock Stars 15 mins
Science, History or Geography, RE* <i>X 4</i>	<ul style="list-style-type: none"> <li>• Teaching units and coverage precisely mapped</li> <li>• Teacher input videos/pdf saved in Google Classroom/ Oak academy</li> <li>• Children's work and activities saved in Google Classroom/ learning pack</li> <li>• Oak Academy sessions where appropriate</li> </ul>	Worksheets if appropriate Knowledge organiser Twinkl workbooks where appropriate	Espresso Oak Academy
Computing Block	<ul style="list-style-type: none"> <li>• Teacher introduction to unit</li> </ul>	Log ins in homework books and emailed	Espresso Coding
DT* <i>X 4 weekly block</i>	Teacher to model daily sessions on Zoom and set tasks following curriculum map and Hamilton Trust planning		
Art <i>Weekly x1</i>	<ul style="list-style-type: none"> <li>• Art teacher to model recorded video via school instagram account weekly</li> </ul>		
Music <i>X 4 weekly block</i>	<ul style="list-style-type: none"> <li>• Identified unit set on timetable Charanga</li> </ul>	Log ins in homework books and emailed	Charanga
PE <i>Weekly x 1</i>	<ul style="list-style-type: none"> <li>• Weekly Zoom</li> </ul>		PE scheme of work

\* only set work for the current focus curriculum area

### Years 3 4 5 6

Subject	Remote teaching and learning provision	Printed Resources	School Subscription sites
Reading <i>daily</i>	<ul style="list-style-type: none"> <li>Reading Plus sessions set daily Years 3 4 5 6</li> <li>Bug club allocated texts weekly and followed up with monitoring and carrot points</li> <li>Books for those who cannot access online reading programmes</li> </ul>	Books at appropriate level Reading learning pack weekly – summarising and clarifying	Bug Club Reading Plus
Writing <i>daily</i>	<ul style="list-style-type: none"> <li>Introduction from class teacher over Google Meets</li> <li>Extracts and video prompts for writing available in Google Classroom</li> <li>Shared planning session</li> <li>Independent writing session</li> <li>Children can upload work to Google Classroom</li> <li>Teaching units and coverage precisely mapped</li> <li>Daily spelling and handwriting learning pack weekly</li> </ul>	Writing planning grids with pictures from current story stimulus/ word mats Shared planning map	
Maths <i>daily</i>	<ul style="list-style-type: none"> <li>White Rose Maths scheme followed</li> <li>Links to daily home learning video saved in Google Classroom and on school website</li> <li>Teachers talk through learning and support children in Google Meet session</li> <li>Google Forms used for assessment</li> </ul>	CGP books years 5 6 White Rose resources for appropriate units of work	Mathletics TT Rockstars
Science, History or Geography, RE* Week blocks	<ul style="list-style-type: none"> <li>Teaching units and coverage precisely mapped</li> <li>Teacher input videos/pdf saved in Google Classroom</li> <li>Children's work and activities saved in Google Classroom</li> <li>Teacher to talk through work during Google Meet sessions</li> <li>Oak Academy sessions where appropriate</li> </ul>	Worksheets if appropriate Knowledge organiser	Espresso Oak Academy
Computing <i>weekly</i>	Teacher introduction to unit	Log ins in homework boos and emailed	Espresso Coding
DT* <i>Week block</i>	Teacher to model daily sessions on Zoom and set tasks following curriculum map and Hamilton Trust planning		
Art <i>Weekly x 1</i>	Art teacher to set video via school Instagram each lesson linked to curriculum		
Music <i>Week block</i>	Chanranga units identified via timetable set and allocated via Charanga website		Charanga
PE <i>Weekly x1</i>	PE teacher to model sessions vis zoom		Badu Planning
PSHE <i>Week block</i>	<ul style="list-style-type: none"> <li>Jigsaw materials saved to Google Classroom</li> <li>PSHE focus Google Meet session</li> </ul>		Jigsaw planning materials
Spanish (KS2) <i>Week block</i>	<ul style="list-style-type: none"> <li>Language Angels scheme followed</li> <li>Links to weekly home learning saved on website and in learning pack</li> </ul>	Worksheets and knowledge organisers	Language Angels