

Remote Learning at Frenchay Primary

Why:

During these unprecedented times all schools need to provide online learning if a bubble 'bursts' or pupils need to self-isolate due to a confirmed COVID_19 case. At Frenchay Primary School our remote learning offer aims to:

- Continue to provide a high quality curriculum.
- Demonstrate modelled learning material to support progression.
- Give opportunities to ask questions and clarify learning or gain feedback.
- Ensure the distinctive Christian nature of the school.
- Continue to ethos of a caring community.

How:

In order to do this we shall use [Seesaw](#) as an online learning platform. Work will be posted in the evening for the following day to enable parents/ carers time to review it is required.

Seesaw allows sharing of work easily and modelled teaching examples can be provided through the use of videos. These can be used by the children whilst they are not in school to support and progress their learning.

The children are able to complete tasks either on paper or through the use of the tools in seesaw and submit them to the class teacher. Preferably this will be done daily. Feedback can then be provided. Ensuring there are some lessons planned that do not require screen time in order to complete them is important as this will add variety to the learning and ease pressure on device use at home.

A daily 30 minute drop in session via Microsoft Teams will support maintaining the connection between the school and children as well as their relationships between each other. Each class teacher will provide a link for the same time each day. This should not be shared with anyone else. (See Code of Conduct and Guidance materials.) Times will be staggered to ensure families can all access the sessions if one or more bubble is closed at any one time.

Times for Drop in sessions

Unicorn Class: 9.30am

Gruffalo Class: 10.00am

Griffin Class: 10.30am

Phoneix Class: 11.00am

Dragon Class: 11.30am

During this session children are able to ask any questions to clarify their understanding of learning set, share any learning from the previous day and for short social interaction with the rest of the class. Any parental questions should be asked via email to the class teacher separately.

If the Class teacher is the confirmed case then Teaching Assistants will lead the drop in sessions. In the unlikely event that both adults are unwell the drop in sessions will be cancelled until such time as they are better.

What:

All classes within bubbles will be provided with lessons which follow the daily timetable as if they were in school. This includes:

Phonics, times-tables, handwriting or spelling sessions depending on the age of the children accessing the remote learning (one per day).

Maths

English

Reading

One Foundation subject which follow the weekly timetable

Distinctive Christian Character:

To ensure we maintain our distinctive Christian Character a prayer of Grace will be shared via seesaw if children wish to access it. Additionally a prayer at the end of the day will also be provided. Both of these will be shared as a video of the children doing their prayer in school through the notifications section of Seesaw.

Once a week worship through a Youtube link of a bible story will be shared to link with the term's value.

Additional aspects:

'Joke of the day' and sharing any learning from previous days which also make up the blended learning through the drop in session via Microsoft Teams.

Any parents wishing to share remote learning with the school for the newsletter can also do so ensuring we keep the children at the heart of the learning and in touch with each other despite being at a distance. These photos and description should be shared via head@frenchayprimary.org.uk.

The Role of the Teaching Assistant:

Each class benefits from the experience and support of teaching assistants. During any bubble closure 1:1 TAs work will work with their pupils for short sessions, a minimum of two 30 minute sessions each day (in consultation with parents). This will allow a focus on their specific needs as well as enabling an opportunity to support their learning at a differentiated level. These sessions might include:

Working on the activities provided through remote learning to support differentiation to meet their needs especially for English and Maths.

1:1 wellbeing sessions for identified individuals.

1:1 Speech and language support.

Smart moves/ movement activities.

Teaching assistants can also support the marking and feedback of work with the class teacher.