



## Remote Learning Guidance

### Intent:

- All pupils, including disadvantaged pupils and pupils with SEND, will have access to a full, broad curriculum
- The curriculum will accurately:
  - Build upon pupils' prior knowledge
  - Meet their individual needs
  - Equip them with the knowledge and skills necessary to prepare them for the next stage in their education
- School will switch to remote and/or blended learning promptly (within ½ a school day) in the event of:
  - Whole school closure
  - Individual or multiple class self-isolation
  - Individual pupil/family self-isolation
- Pupils will receive feedback where appropriate from their class teacher during usual school hours (8:30am-3:30pm)
- School leaders and class teachers will have an accurate view of pupil engagement with remote learning activities and a view of both individual and whole class performance
- Parents and pupils will have a direct method of contact for class teachers and school leaders to clarify any instructions and receive any necessary support and guidance
- Pupils' access to resources, including the internet, electronic devices and basic stationary will be carefully considered and barriers to accessing learning mitigated to ensure full curriculum access for all pupils

### Implementation:

- ClassDojo will be used as a whole school remote learning platform. ClassDojo is available as both a free-to-access website and also a free-to-download app via Google Play (Android devices) or the App Store (Apple devices)
- The 'Portfolio' and 'Class Story' functions of ClassDojo will be used in addition to the messaging function
- Individual pupil logins will be sent to all parents and carers and support provided to ensure access via an internet-enabled device.
- Links inviting parents to connect with their class page will also be sent home. The % of parents who connect with ClassDojo will be monitored on an individual basis
- ClassDojo has the facility to automatically translate messages into 50+ languages which will provide additional support to parents and families whose home language is not English





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- The 'Class Story' function will be used to share photos, videos and files etc. Up to 8 minutes of videos can be uploaded which makes it ideal for lesson modelling
- The 'Portfolio' function enables pupils to submit photos, videos, files etc. in response to set tasks and can also post additional work they have undertaken
  
- Class weekly timetables will be followed during periods of remote learning to ensure all pupils access a full curriculum
- All teachers will produce daily overviews using the agreed whole school format (*see below*)
- This daily overview will form a daily lesson timetable for learning both in school and at home, providing clear structure for remote learning. This will be uploaded to ClassDojo daily

### Daily Remote Learning Lesson Overview



Class	
Date	

Lesson	Learning Objective	Teacher Explanation	Explanation of Task	How to Submit Work

- Teachers will provide all lesson materials, including worksheets, PowerPoint presentations and video files where appropriate to ensure pupils are able to access learning as it would be delivered in school. All files must be saved as PDFs so that parents and pupils can view these using mobile devices
- Teachers will use ClassDojo to share lesson resources with pupils and parents
- Teachers are encouraged to record short video clips modelling strategies and providing verbal explanations of tasks where possible. Video clips can be posted via ClassDojo (8-minute maximum duration). Alternatively, longer video clips can be shared via our school YouTube channel. Comments are disabled on these videos
- Lesson content YouTube videos uploaded to our school channel will be set to private. This means that only people in receipt of the link will be able to view the video. It will not be available to other users to view on our school YouTube channel and will not be available via search.



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- If teachers wish to utilise our school YouTube channel, videos should be sent to DHT who will post this and provide a link to the video. This link can then be shared with pupils via ClassDojo
- For pupils who are unable to access the internet, class teachers will be responsible for printing and organising all lesson resources. Teachers / admin staff will be responsible for ensuring that pupils receive this within 1 school day of receiving it

### Subject Specific Expectations:

Subject	Remote Learning Expectations	Responsibility
Phonics	<ul style="list-style-type: none"> <li>➤ Links to be provided to RWI Daily Speed sound lessons and Oxford Owl website</li> <li>➤ Class teachers should record short video clips, teaching and revisiting a sound – model speed sound part of the lesson (Parents to note down if there are sounds children are struggling with)</li> <li>➤ Spellings resource booklets and spelling words to be shared via ClassDojo for parents to practice with children.</li> <li>➤ Children to be encouraged to post their work so that class teachers/Phonics tutors can provide feedback</li> </ul>	Class Teachers overseen by Subject Leader (MP) and quality assured by DHT (SR)
Reading	<ul style="list-style-type: none"> <li>➤ 4-day learning journey on focus reading skill to be followed</li> <li>➤ Reading skill drills to be delivered daily as lesson starter activity</li> <li>➤ Class teachers are encouraged to record video clip, demonstrating clear and concise modelling of reading skill (VIPERS)</li> <li>➤ All lesson resources, including text extracts, scaffolds/WAGOLLS and lesson activities to be shared via ClassDojo</li> <li>➤ Explain clearly how work should be completed (e.g. worksheet, drawing, photo, recording etc.)</li> <li>➤ Completed work to be shared by pupils on their ClassDojo portfolio</li> <li>➤ Teachers to acknowledge and provide feedback (as appropriate) on all work received before the next lesson is taught</li> <li>➤ 10-minute story session video clip to be recorded and uploaded to ClassDojo daily. This 10-minutes must include 1 minute of 'demonstration reading'. Try to make this session interactive by posting questions for children to respond to following the shared story session</li> </ul>	Class Teachers overseen by Subject Leader (MP) and quality assured by DHT (SR)
Writing	<ul style="list-style-type: none"> <li>➤ The Writing Rainbow will be uploaded to ClassDojo for children to refer to during Writing lessons</li> <li>➤ A unit overview and WAGOLL must be shared at the beginning of a unit of work to ensure the learning journey is clear.</li> <li>➤ Class teachers are expected to upload a video of themselves modelling the 'initiate' and 'model' sections for each learning chunk (typically 3 learning chunks per lesson). This can be either using the 8-minute maximum length for ClassDojo videos or, for longer</li> </ul>	Class Teachers overseen by Subject Leader (PO) and quality assured by DHT (SR)



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	<p>recorded clips, a link to the school YouTube channel can be shared</p> <ul style="list-style-type: none"> <li>➤ Vocabulary examples for each Writing Rainbow lens need to be provided to enable children to write clear and effective sentences.</li> <li>➤ Children must type their sentences and submit their work daily via ClassDojo.</li> <li>➤ Teachers must review the writing submitted each day and provide effective feedback in advance of the next lesson.</li> <li>➤ The following day, teachers should share the sentence stack they have built using a sentence written by a different child for each learning chunk (this will mirror the sentence stack on classroom working walls)</li> <li>➤ <i>Teachers should refer to Jane Considine's 'Super Sentence Stacking' remote learning videos on The Training Space's YouTube channel for further guidance on how to effectively deliver the 'initiate' and 'model' stages of a learning chunk remotely</i></li> </ul>	
<b>Maths</b>	<ul style="list-style-type: none"> <li>➤ Links to be provided to White Rose lesson video clips which include modelling of new content</li> <li>➤ Class teachers are encouraged to record short video clips to explain and model activities. These can be shared either via ClassDojo or school YouTube channel.</li> <li>➤ All lesson resources to be shared via ClassDojo</li> <li>➤ By 3pm daily, all answers to be shared so pupils can self-mark</li> <li>➤ Pupils to post their completed work by 3pm daily to be checked by class teachers</li> <li>➤ Pupils to be encouraged to message class teacher via ClassDojo if they are struggling</li> </ul>	<p>Class Teachers overseen by Subject Leader (SR) and quality assured by HT (SP)</p>
<b>Science</b>	<ul style="list-style-type: none"> <li>➤ Twinkl lesson plans and resources to be used to deliver unit of work specified on Science whole school curriculum map</li> <li>➤ Special consideration to be made for resources pupils are unlikely to have at home and lessons adapted so that pupils can access without specialist equipment. Where this is not possible (e.g. electricity unit of work), teachers should inform Subject Lead and select an alternative unit of work from their year group which can be more easily accessed from home with limited resources. The key is ensuring all pupils are able to access the units of work set for remote learning and are enabled to succeed.</li> <li>➤ All lesson resources to be shared via ClassDojo</li> <li>➤ PowerPoint presentations and lesson activities to be adapted to ensure pupils are able to access from home</li> <li>➤ Links provided to Twinkl lessons linked to current unit(s) of work.</li> <li>➤ Links provided to video clips from BBC Bitesize and relevant content from YouTube</li> <li>➤ Teachers are encouraged to record video clips to include lesson modelling and explanations of tasks (8-minute maximum ClassDojo</li> </ul>	<p>Class Teachers overseen by Subject Leader (SF) and quality assured by DHT (SR)</p>



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	<ul style="list-style-type: none"> <li>➤ video clip or longer video clips uploaded to school YouTube channel)</li> <li>➤ By 3pm daily, all answers to be shared so pupil can self-mark if applicable</li> <li>➤ Class teachers must provide feedback on pupils' work in advance of the next lesson, adapting subsequent lessons as appropriate</li> <li>➤ Pupils to post their completed work by 3pm daily to be checked by class teachers</li> <li>➤ Pupils to be encouraged to message class teacher via ClassDojo if they are struggling</li> </ul>	
<p style="color: #0070C0; font-weight: bold;">History / Geography</p>	<ul style="list-style-type: none"> <li>➤ Lessons to be set at least once weekly.</li> <li>➤ There must be an even balance between History and Geography</li> <li>➤ Lessons must follow the progressive LO's from subject curriculum maps</li> <li>➤ Encourage children and families to visit local area safely where possible (recognise listed buildings/ local area features)</li> <li>➤ Adapt and share PowerPoint from Rising Stars - add photos / videos/ explanations to ensure each lesson develops key subject-specific knowledge and skills</li> <li>➤ Record video clips on ClassDojo (or longer videos to be shared on school YouTube channel) to aid explanations and model effectively</li> <li>➤ Share adapted worksheets/activities from Rising Stars</li> <li>➤ Plan a range of activities which develop subject-specific skills (e.g. map work/timelines) not just written tasks</li> <li>➤ Explain clearly how work should be completed (e.g. worksheet, drawing, photo, recording etc.)</li> <li>➤ Completed work to be shared by pupils on their ClassDojo portfolio</li> <li>➤ Teachers to acknowledge and provide feedback (as appropriate) on all work received before the next lesson is taught</li> </ul>	<p>Class Teachers overseen by Subject Leader (GC) and quality assured by DHT (SR)</p>
<p style="color: #0070C0; font-weight: bold;">Art / D&amp;T</p>	<ul style="list-style-type: none"> <li>➤ Lessons to be set weekly in accordance with class timetables (either an Art or D&amp;T unit per half term)</li> <li>➤ Twinkl units of work to be delivered as per subject curriculum maps (<i>where possible – see below</i>)</li> <li>➤ Special consideration to be made for resources pupils are unlikely to have at home and lessons adapted so that pupils can access without specialist equipment. Where this is not possible (e.g. clay unit of work), teachers should inform Subject Lead and select an alternative unit of work from their year group which can be more easily accessed from home with limited resources. The key is ensuring all pupils are able to access the units of work set for remote learning and are enabled to succeed.</li> <li>➤ Twinkl unit plans and resources to be adapted by class teachers to enable pupils to complete activities from home</li> <li>➤ Record video clips on ClassDojo (or longer videos to be shared on school YouTube channel) to aid explanations and model effectively</li> </ul>	<p>Class Teachers overseen by Subject Leader (SW) and quality assured by DHT (SR)</p>



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	<ul style="list-style-type: none"> <li>➤ Explain clearly how work should be completed (e.g. worksheet, drawing, photo, recording etc.)</li> <li>➤ Completed work to be shared by pupils on their ClassDojo portfolio</li> <li>➤ Teachers to acknowledge and provide feedback (as appropriate) on all work received before the next lesson is taught</li> </ul>	
<b>Computing</b>	<ul style="list-style-type: none"> <li>➤ Twinkl lesson plans and resources to be used to deliver unit of work specified on Computing whole school curriculum map</li> <li>➤ Special consideration to be made for resources pupils are unlikely to have at home and lessons adapted so that pupils can access without specialist equipment. Where this is not possible (e.g. Scratch unit of work), teachers should inform Subject Lead and select an alternative unit of work from their year group which can be more easily accessed from home with limited resources. The key is ensuring all pupils are able to access the units of work set for remote learning and are enabled to succeed.</li> <li>➤ All lesson resources to be shared via ClassDojo</li> <li>➤ PowerPoint presentations and lesson activities to be adapted to ensure pupils are able to access from home</li> <li>➤ Links provided to Twinkl lessons linked to current unit(s) of work.</li> <li>➤ Teachers are encouraged to record video clips to include lesson modelling and explanations of tasks (8-minute maximum ClassDojo video clip or longer video clips uploaded to school YouTube channel)</li> <li>➤ By 3pm daily, all answers to be shared so pupil can self-mark if applicable</li> <li>➤ Class teachers must provide feedback on pupils' work in advance of the next lesson, adapting subsequent lessons as appropriate</li> <li>➤ Pupils to post their completed work by 3pm daily to be checked by class teachers</li> <li>➤ Pupils to be encouraged to message class teacher via ClassDojo if they are struggling</li> </ul>	Class Teachers overseen by Subject Leader (RB) and quality assured by DHT (SR)
<b>Music</b>	<ul style="list-style-type: none"> <li>➤ Music whole school curriculum map to be followed</li> <li>➤ All lesson resources to be shared via ClassDojo</li> <li>➤ PowerPoint presentations and lesson activities to be adapted to ensure pupils are able to access from home</li> <li>➤ Links provided to Twinkl lessons linked to current unit(s) of work.</li> <li>➤ Links provided to video clips from BBC Bitesize and relevant content from YouTube</li> <li>➤ Teachers are encouraged to record video clips to include lesson modelling and explanations of tasks (8-minute maximum ClassDojo video clip or longer video clips uploaded to school YouTube channel)</li> <li>➤ By 3pm daily, all answers to be shared so pupil can self-mark if applicable</li> <li>➤ Class teachers must provide feedback on pupils' work in advance of the next lesson, adapting subsequent lessons as appropriate</li> </ul>	Class Teachers overseen by Subject Leader (SF) and quality assured by DHT (SR)



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	<ul style="list-style-type: none"> <li>➤ Pupils to post their completed work by 3pm daily to be checked by class teachers</li> <li>➤ Pupils to be encouraged to message class teacher via ClassDojo if they are struggling</li> </ul>	
<b>MFL: Spanish</b>	<ul style="list-style-type: none"> <li>➤ Spanish lessons to be prepared by Liz Long (MFL Lead), following Language Angels scheme of work. Liz Long will set work weekly and send this to class teachers at least the day before the lesson is due to be delivered remotely.</li> <li>➤ Pupils to use school login for Language Angels to access pupil games area where they will find interactive games linked to the units of work being studied in school. This log-in must be shared with children each week and children reminded to log-in to extend their learning further.</li> <li>➤ Whole school login details for pupil games section: www.languageangels.com U: class20 P: class20</li> <li>➤ Spanish work to be submitted via ClassDojo (the precise method – e.g. drawing, writing, photo – will be made clear each week). Feedback will be provided to pupils based on their work by Miss Long, overseen by class teachers.</li> </ul>	Class Teachers overseen by Subject Leader (EL) and quality assured by DHT (SR)
<b>PE</b>	<p><b><u>Dynamic Exercise Warm Up:</u></b></p> <ul style="list-style-type: none"> <li>➤ The video below should be shared with children via ClassDojo to demonstrate how to warm up effectively at home: <a href="https://www.youtube.com/watch?v=H1zuAsoGpl4">https://www.youtube.com/watch?v=H1zuAsoGpl4</a></li> <li>➤ This video is also good for showing children how to warm up and can be shared alternately with the link above: <a href="https://www.youtube.com/watch?v=aW_JqSK-CgY">https://www.youtube.com/watch?v=aW_JqSK-CgY</a></li> </ul> <p><b><u>Main Lesson:</u></b></p> <ul style="list-style-type: none"> <li>➤ Teachers should post one skills lesson and one fitness lesson a week. The skills lesson should be taken from the website below.</li> <li>➤ This provides specific activities for different sports. Teachers should select appropriate activities from this for one of the lessons each week.  <a href="https://www.kessp.com/page/?title=PE+at+Home&amp;pid=45&amp;fbclid=IwAR3mpiRwmoF6DAzmWybCLWmcwIdaINQbNK3BZF9n-wCYtR4sM12-chmBHIA">https://www.kessp.com/page/?title=PE+at+Home&amp;pid=45&amp;fbclid=IwAR3mpiRwmoF6DAzmWybCLWmcwIdaINQbNK3BZF9n-wCYtR4sM12-chmBHIA</a></li> <li>➤ For the second lesson each week, teachers have the option to either write a fitness program for the children or assign them to take part in</li> </ul>	Class Teachers overseen by Subject Leader (JD) and quality assured by DHT (SR)



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	<p>a Joe Wicks workout (all workouts are available on YouTube)</p> <p><b><u>Static stretch cool down:</u></b></p> <p>The link below should be shared with children via ClassDojo. Children should follow the instructions in the video to cool down at the end of each PE lesson:</p> <p style="text-align: center;"><a href="https://www.youtube.com/watch?v=h9hpce3M4sc">https://www.youtube.com/watch?v=h9hpce3M4sc</a></p>	
<b>RE</b>	<ul style="list-style-type: none"> <li>➤ The unit name and key vocabulary must be uploaded to ClassDojo accompanied by a short video clip to introduce the lesson</li> <li>➤ The LO for the lesson must then be shared with the children.</li> <li>➤ It is then framed within a question – e.g. ‘To know examples of texts which explain worship and sacred space’ becomes ‘Can you find an example of a text that explains worship and sacred space?’</li> <li>➤ All resources needed for children to complete the task set must be shared on ClassDojo by class teachers</li> <li>➤ Explain clearly how work should be completed (e.g. worksheet, drawing, photo, recording etc.)</li> <li>➤ Children are expected to submit their work via ClassDojo</li> <li>➤ Teachers will provide feedback to each piece of work submitted before the following week’s lesson</li> <li>➤ Class quizzes are available on <a href="https://www.educationquizzes.com/">https://www.educationquizzes.com/</a> These can be linked to units based on specific religions and children can record their scores and beat their previous best</li> </ul>	<p>Class Teachers overseen by Subject Leader (PO) and quality assured by DHT (SR)</p>
<b>PSHE / RHE</b>	<ul style="list-style-type: none"> <li>➤ Votes for Schools PowerPoint to be shared with parents, including lesson plan. Where possible, this should be completed as a family discussion</li> <li>➤ Pupils will be asked to record their response and post it as a comment on Class Dojo</li> </ul>	<p>Class Teachers overseen by Subject Leader (PO) and quality assured by DHT (SR)</p>

### Communication & Feedback:

- The school story function can be used to share important messages with all parents. School leaders are able to see who has viewed each post. These can be automatically translated into 50+ different languages
- Parents and pupils can use the direct messaging service provided via the Class Dojo website and app (free to download) which they should use to direct any questions regarding learning
- Class teachers are able to message parents individually via the messaging function or share whole class messages to parents via announcements.



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- All messages sent and received via ClassDojo will be carefully monitored for safeguarding purposes. Any concerns should be shared with DSL/Deputy DSLs immediately
- During periods of school closure and home learning, class teachers will aim to respond to messages between the hours of 8:00am and 4:00pm. Any messages sent and received outside of this time will not be responded to.
- Class teachers will aim to respond to any queries within 24 hours. However, where class teachers are also teaching in school, this may not always be possible
- Via their individual logins, pupils can post their completed work and/or response to set tasks. This will then be viewed by the class teacher
- Where appropriate, feedback will be provided to pupils via the comments section once they have posted their completed work
- Class teachers will provide feedback which seeks to address any emerging misconceptions

### Impact:

- We will measure the impact of our remote learning provision in the following ways:
  - Pupil voice – pupil questionnaires, self and peer assessment, school parliament etc.
  - Formative teacher assessment – through ongoing questioning, dialogue, written feedback, informal quizzes, practical tasks, day to day work, reasoning
  - Summative assessment – end of period of learning tests etc.
  - Parental feedback – parent questionnaires, parent voice, parent messaging via Class Dojo etc.

### Additional Support and Guidance for Staff:

1. Creating a remote learning community with ClassDojo (video clip)
2. ClassDojo portfolio walk through (video clip)
3. ClassDojo remote learning overview (PDF)
4. ClassDojo remote learning activity ideas (PDF)
5. Further information and guidance are available from [www.classdojo.com/remotelearning](http://www.classdojo.com/remotelearning)
6. <https://classdojo.zendesk.com/hc/en-us/articles/360040488332-ClassDojo-for-Remote-Learning>
7. Assigning worksheets to pupils (<https://classdojo.zendesk.com/hc/en-us/articles/360046851632>)
8. How students post to their Portfolio on ClassDojo (video clip)