

Huyton with Roby Remote Learning Plan - Expectations

In the event of a pod closure or local lockdown, teachers will set work for pupils to complete using Class Dojo Portfolios. In using Class Dojo, students will be expected to upload and submit their completed activities by a specific deadline set by the teacher; this in turn will allow teachers to provide feedback to children simply and efficiently through comments, likes and Dojo points.

Expectations of work to be set

Teachers should provide a lesson and work for three sessions each day:

- Maths
- English
- Foundation/Science

These lessons must continue, build upon and revisit their learning and knowledge in the classroom. Each subject has mapped out resources for every topic across the year, that teachers can use and access to ensure lessons are meaningful and relevant to our schools curriculum.

It is at the teacher's discretion if they choose to focus on one foundation/science topic across the week or a different foundation/science topic each day of the week.

Teachers may also choose to set small task/activities alongside using the apps and website children have access to e.g. TTRockstars, Reading Wise, Reading Plus, Language Angels etc. These activities could be set to the whole class or certain children. All children will have access to their log ins for each of these online resources contained in a document, uploaded by their teacher, in their Class Dojo Portfolio.

Acknowledgement of work set

As the work is set each day, teachers should post on their Class Dojo Story to let parents and children know. Pupils should acknowledge that they have seen the work set, this could be as simple as liking the post on the story or

commenting below "Hi, I got the work for today". This will allow teachers to keep track of who can/who can't access the work.

Contact with teachers

Teachers, where possible, should be available for 1 hour each day in which to help any pupils or parents with questions. This should be via zoom video call, The time and link should be communicated clearly to parents and children over Class Dojo so that they know when and how they can access help each day. Across a year group, where teachers are connected to both classes, they could alternate days or stagger their online help times to provide maximum support and at maximum efficiency. See pupil, parent and carer Zoom code of conduct.