Rationale

The government has introduced a tiered system of restrictions to help pupils access face-to-face education for as long as possible in the event of local outbreaks.

If there is a local outbreak and we are asked to close temporarily for most pupils, (Tier 4) LFPA will continue to provide remote teaching. We will only remain open for vulnerable pupils and the children of critical workers.

When teaching remotely, we will:

- Plan a programme that's of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

- Set assignments so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments

- Teach an age appropriate planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject

- Provide frequent explanations of new content, delivered by a teacher in your school or through curriculum resources and/or videos

- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, and set a clear expectation on how regularly teachers will check work

- Enable teachers to adjust the pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

- Avoid an over-reliance on long-term projects or internet research activities

Throughout the pandemic Lake Farm Park Academy has supported pupils through an online supported learning approach using Google Classroom and the school website. Families also received regular correspondence about the teaching and learning through the school website and school App. Teachers provided video links, direct teaching to further support and enhance the learning experience, as well as providing printed packs for families who did not have access to online provision.

The uptake of our online enrichment programmes in the form of TTR, Numbots, MyMaths, Accelerated Reader and Spelling Shed increased considerably. Online learning was tracked by Senior Leaders and the results were shared with staff to ensure there was concerted effort by teachers to provide a good quality form of remote learning.

For some families establishing and maintaining a routine throughout this time has been challenging and we are aware that for some pupils little or no formal learning has taken place.

In the event of another lockdown, we need to ensure that all children are able to settle back into online learning as they did previously, and to be able to share their own authentic lived experiences and learn to come together again and reconnect emotionally in a holistic way seeing themselves once again as learners.

Through the recovery curriculum's 5 levers we aim to minimize the increased levels of anxiety, attachment and trauma.

5 Levers:

Relationships

Community

Metacognition

Transparent Curriculum

Space

Objectives/ Tasks [What we need to do to achieve the priority]	Who is responsible?	Resources	Intended Outcome
Relationships (reach out to families and children) • Welcome into our LFPA online learning community where we continue to embrace our school motto – Learning, Achieving, Aspiring Together. • Communication to families via letters posted on Google Classroom, App, website and phone calls. • Staff to share with parents the learning for the • week and what will be happening the following week. • Resources to give out to children on the last day before lockdown, for eg, time capsule, memory books, reading books, workbooks, stationery • Weekly staff and team meetings to continue via Zoom/Google Meet/Microsoft Teams until guidance says we can come together again. Time given at each meeting to discuss how the week is going and to reflect. • Ensure all teachers have access to a laptop with a webcam for online teaching.	All Staff IT manager	Resources to be planned and shared in advance Children and adults to upload pictures of how they are coping at home, completed tasks posted for teachers Laptops and webcams loaned to teachers	• A smooth transition from school learning into home learning. • Encouraging pupils to continue and develop relationships with their teachers and peers online. • Pupils are emotionally contained by the adults allowing for quicker regulation through the feeling of being safe. • For teachers to continue to work together as a team and feel supported within the team.
Community (engage, support and grow together) • Principal and Chair of Academy Council to have weekly 'catch up' meetings. Governors to be informed of the progress of the school community. • Towards the end of each week VPs to ask parents to complete an online survey about how their children are feeling at home and	All Staff AC Principal	School mobile phones to be used to contact parents	• Provide some level of responsibility for pupils to continue with school routines from a distance. • Governors understand the school's contingency plan and the progress that is being made. • Governors will be able to support

coping with their online learning. Results of the survey passed on to YTLs to amend their planning and resources to accommodate any important points raised for eg revisit previous learning, modelling answers, etc. • Weekly assemblies to continue virtually. Use values of school to build on across the week. • Virtual celebration assemblies on Thursdays with the Principal. • Parents are supported by key staff (SLT and YTLs) to assist their children with their online learning. • The school council and learning council to have an online meeting with Principal once a month to feedback on how they perceive their online learning is going.			school by providing feedback and professional challenge. • Children to feel a sense of community beyond their homes. They will have their achievements celebrated and shared across their class community through Google Classroom. • Parents can engage in the learning at home. • For children to have some ownership over the learning. • For children to feel confident as a learner.
Metacognition (scaffold teaching to develop confident learners) • As an online class, set classroom routines and class codes. • Explore the importance of the school values and ethos and how these fit in with the online classroom. • An exploration of how routines etc. can make us feel safe and why this is important in online school. • Know that there are a number of different ways of learning including online instruction. • Promotion of Growth Mindset through online teaching.	All Staff		• Provide stability and avoid anxieties of pupils and staff. • Child ownership of routines and expectations. • For children to know the science behind being a learner.

Transparent curriculum (co-construct to address learning gaps) • Share the learning experiences with all stakeholders. • Children to know what learning will involve for the week. • PP children supported with school tablets and mobile data (list to be drawn up by PP Lead)	All Staff PP Lead	Learning outcomes and pictures shared on Google Classroom PPG to fund purchase of mobile data	• Provide ownership and ease anxieties about the return to online school. • Children to know their learning for the week so they feel confident with what is coming next. • PP children have access to online learning resources
Space (self-esteem and confidence) • Build in yoga/meditation to the daily routine of online school. • Staff to have CPD so they better understand behaviours linked around anxiety, and strategies to use to support the child. • Continue to signpost all stakeholders to the support that is available to them. Mental Health First Aiders to upload online resources for teachers to use in their planning and online teaching.	All Staff Mental Health First Aiders	Resources to be planned and shared in advance prior to lockdown	• Acknowledgement, preparation and careful handling of anxieties with regards to returning to online school. • Encouraging pupils to rebuild and develop school relationships with their teachers and peers through Google Classroom. • Children and staff to feel safe within the online class environment. • All stakeholders to be aware where they can access help if needed.