

# REMOTE LEARNING

## Policy and Procedures



### Purpose of remote learning policy and procedures:

- Provide continuity of learning in the event of a child missing school due to Covid-19
- Minimise the impact on children's progress, of a break in learning at school
- Outline expectations for staff, including those not attending school due to self-isolation but who are otherwise fit and healthy and able to continue supporting with teaching, assessing and planning

### Realities:

- Remote learning cannot replicate the breadth or pace or effectiveness of a face to face curriculum but needs to be as close to this as possible
- There is no specification as to how remote learning should be provided but digital/online provision is the closest way to replicate face to face teaching.
- Being reactive to Covid-19 may involve a range of disruptions for staff and pupils and so a variety of responses will be appropriate at different times
- Digital learning works best when it builds on an approach in school where technology is integrated in teaching and learning so children are prepared and familiar with expectations whilst still at school

### Working from home/school

- The Government aim is for schools to remain open while ever possible and we will remain open for staff to work from school, unless instructed otherwise.
- We expect staff, wherever possible, to continue working during term time. This may be remotely or within school, depending on any local/national lockdowns.

### Creating materials for learning

Our approach is based on research from The Education Endowment Foundation (EEF) which found that the effectiveness of remote teaching is determined by the same characteristics that good teaching has:

- Ensuring pupils receive clear explanations
- Supporting growth in confidence with new material through scaffolded practice
- Application of new knowledge or skills
- Enabling pupils to receive feedback on how to progress

EEF also found that:

- Teaching quality is more important than how lessons are delivered remotely
- Ensuring access to technology for all children is key
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

### Remote learning

Our remote learning will:

1. Provide new learning
2. Build on prior learning
3. Scaffold small steps
4. Be meaningful
5. Provide direct teaching and modelling
6. Require minimal support from home, dependent on age
7. Give feedback and check for understanding

### Content

DfE expect that schools will plan a programme of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

## REMOTE LEARNING Policy and Procedures Our Provision

<b>EYFS</b> <b>Daily</b> Phonics: RWI phonics Maths: White Rose Maths activities Wider curriculum linked to topic and to wider EYFS curriculum provision	
<b>Situation</b>	<b>How will this be implemented</b>
One or more pupils self-isolating	Teacher plans usual class lessons Class Dojo used to private message daily learning tasks. <u>Topic based learning:</u> <b>Nursery</b> will receive one topic provision-based activity (linked to one of the 7 areas of learning). <b>Reception</b> will receive the same (differentiated). <u>Phonics: Reception:</u> video of speed sounds for that group where possible. Magnetic board/ reading book sent home where possible to send home. Links to books on Oxford Owl. Word of the week sent home to practise reading and writing. <u>Maths: Reception-</u> link to WRM daily learning video and send corresponding task to complete. <b>Nursery-</b> one small number/ shape activity/idea. Parents upload photos of activities completed onto class dojo- portfolio tab. Teacher response/feedback on the portfolio. ALL of EYFS parents are connected via dojo.
Class at school, teacher self-isolating and well	Teacher plans usual class lessons. Medium term planning completed which includes new activities to include in the provision weekly. Staff on a Friday afternoon to pack away and get out new equipment. Support staff deliver and manage learning provision and activities. Teacher to communicate with staff each evening and make any needed amendments to planning.
Whole class self-isolating, teacher is well	Teacher plans usual class lessons See one or more pupils self-isolating
Whole class self-isolating, teacher is ill	Support staff in school to use medium term and weekly planning to send message on class story for daily learning tasks. Parents upload photos of activities completed onto class dojo- portfolio tab. Support staff response/feedback on the portfolio.
Primary schools open to priority groups only	Teacher to send weekly messages via dojo and to encourage parents to reply to keep in touch. Phone calls to be arranged on a rota to 'check in' with families and offer support.

## REMOTE LEARNING Policy and Procedures



<b>KS1 Expectations</b> <b>Daily</b> Phonics-RWI phonics Writing: Maths: White Rose Maths Wider curriculum activity linked to topic	
Situation	How will this be implemented
One or more pupils self-isolating	Teacher plans usual class lessons. Class Dojo used to private message daily learning tasks. Maths: Relevant White Rose Maths video, text explanation or other video (maths song/game) as initial activity input. Then corresponding task – either White Rose Maths activity sheet or practical activity explanation attached. RWI: Relevant speed sound video will be sent then either a RWI book sent home or a link to a suitable ebook on Oxford Owl with daily tasks. Afternoon task: Topic related, depending on what we are doing in class. This may be a powerpoint, video, practical activity, writing task, piece of art etc. Parents upload photos of activities completed onto class dojo- portfolio tab. Teacher response/feedback on the portfolio. ALL except one parent are connected via dojo.
Class at school, teacher self-isolating and well	Teacher plans usual class lessons. Planning saved onto Google Drive for support/cover staff to access. Support/cover staff deliver and manage lessons and daily organisation. Teacher available through the day if needed or to input live teaching. Teacher to communicate with staff each evening and make any needed amendments to planning.
Whole class self-isolating, teacher is well	Complete a daily Sway document for parents to follow at home. See the plan for ‘one or more pupils self-isolating’ for lessons to be covered. Example <a href="https://sway.office.com/LQP7p3z7yCUCHZ81?ref=Link">https://sway.office.com/LQP7p3z7yCUCHZ81?ref=Link</a>
Whole class self-isolating, teacher is ill	Support staff in school to use medium term and weekly planning to send message on class story for daily learning tasks. Parents upload photos of activities completed onto class dojo- portfolio tab. Support staff response/feedback on the portfolio.
Primary schools open to priority groups only	Teacher to complete a Microsoft Sway document daily for children learning from home. Videos of maths explanations, Read Write Inc speed sounds, tasks and topic challenges can be attached when teaching in school for parents to use. In addition, a regular ‘keep in touch session’ with small groups on a regular basis e.g. for 6-8 scheduled on the same day each week, grouped by the teacher based on class/learning needs to check learning.

## REMOTE LEARNING Policy and Procedures

<p><b>KS2 Expectations</b> Children log into live classrooms at registration and attend English and maths and other curriculum activities as appropriate</p> <p><b>Daily</b> Writing- daily sequence of writing activities, including VCOP Maths- White Rose Maths Reading: Comprehension text and questions eg VIPERS materials Wider curriculum activity linked to topic</p>	
Situation	How will this be implemented
1. One or more pupils self-isolating	<p>Teacher plans usual core curriculum lessons but adapted to incorporate use of Google Meet</p> <p>Live link using Google Meet to class lessons so children can see the board and hear the explanations.</p> <p>Slides and materials used in lessons will be provided on Google Classroom as appropriate</p> <p>Google classroom used to set the same activities where possible and share key texts being used in class.</p> <p>Include the child in discussion activities and check in, to keep them engaged</p> <p>Children type responses and submit on Google or photograph and attach written work where typing is not appropriate to the activity or the skills of the child</p>
2. Class at school, teacher self-isolating	<p>Teacher plans usual lessons</p> <p>Teacher delivers lessons live from home on Google Meet with TA managing the class or TA delivers planning, depending on which is most effective for the particular lesson</p> <p>TA liaises with teacher, sharing outcomes of work so planning can be adjusted if needed</p>
3. Whole class self-isolating, teacher is well	<p>Teacher plans usual lessons</p> <p>Teacher delivers live lessons using G Meet, within the constraints of the technology if the teacher is at home</p> <p>Google Classroom used for sharing texts and links, setting work and submitting work for feedback</p>
4. Whole class self-isolating, teacher is ill	<p>Staff in school plan and deliver as available</p>
5. Primary schools open to priority groups only	<p>As 1. above</p> <p>In addition,</p> <p>A regular 'keep in touch session' with small groups on a regular basis eg for 6-8 scheduled on the same day each week, grouped by the teacher based on class/learning needs check learning</p>

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<p><b>SEN Expectations</b>  <b>Daily (as appropriate to age and needs)</b>          Writing, Maths, Reading, wider curriculum activity linked to topic</p>
<p><b>Adaptations and differentiation</b>  <b>Adaptations will vary child to child, depending on their needs and ability.</b>          If a child has a My Support Plan/EHCP, use the outcomes to inform what would be most beneficial for the child, e.g. activities/resources to support fine motor development, activities to support emotional wellbeing.          If a child has a One Page Profile, use the targets to inform what would be most beneficial for the child.          Activities that cater to the child’s interests could motivate them with their home learning.          Focus on mental wellbeing.          Concrete resources sent home if possible. Worksheets may be more accessible than virtual learning.          More frequent contact with the family may be needed.          If joining lessons online, consider how TA can support eg reinforcement of instructions, adapt activities, pre learning          Adjust length of time and expectations for time on a task eg identify a key learning activity and objective within the day rather than learning all day</p>

Our intentions for such provision may need to be amended in practice to take into account different circumstances of families and school.

- *KS2 children are expected to attend registration online in a morning and remain in lessons*
- *For younger children, new learning is likely to be supported by parents but may still need teacher explanation and direction. Younger children cannot be expected to sit online or carry out formal learning for a full day at home*
- *Children with specific learning needs may benefit from focusing on 1 activity or a shorter activity to meet their needs (see Nasen advice)*
- *Live lessons can be difficult to manage and present safeguarding challenges. Children joining a class live eg for the introduction, should have their video turned off and a laptop set up facing the board and teacher*

### **Pastoral and social support**

- *Remote learning can hide things which would be more obvious in school such as struggling with learning or social relationships. Staff will need to check on children both academically and pastorally according to the situation and age: email to parents, phone call to parents/child, dojo messages, G Class messages to child/parent, informal chat before/during online lessons*

### **Distribution and return of work**

- *Distribution and return of paper-based work will also be necessary/preferable for some families.*
- *Anything used, must be used in line with GDPR and safeguarding processes.*