



**Remote Learning due to whole school or partial school closure or pupils absence
in light of COVID-19
September 2020**

Rationale for supporting pupils via remote access to learning

As the COVID-19 pandemic continues to affect the normal operation of our school, we need to review our provision once again to ensure we are prepared for another school closure-be it a whole school closure again or a partial one (e.g. closure of one bubble).

We must ensure that our primary aim for another wave of closure shifts from maintaining connection to ensuring our children receive access to an education led by professionals. Therefore, **now it's all about the scholarship as well as the connection.**

Our focus needs to ensure that our children:

- have access to a broad, relevant and inspiring curriculum whilst at home or school.
- experience consistency and fluidity of learning; teachers will achieve this by referring to their medium term plans.
- have daily access to their own class teacher and/or support staff who they are familiar with, whether via Teams or a telephone call.
- remain motivated and excited to continue their studies at home.
- are reminded that schooling is essential for developing essential knowledge and skills.
- respond to tasks set so that their education doesn't fall too far behind and that staff monitor this closely, responding appropriately to any not engaging.
- feel included; not all children may be permitted back in to school so may feel excluded.

Parents must remember: education is not optional; it is a statutory requirement. Therefore, all children must be encourage to do their work at home when they are not in school due to covid-related absences.

Remote learning to date

Connection: During the lockdown, we had the opportunity to explore a variety of methods to keep connected with our children and families. These included:

- Rigorous use of Seesaw/Dojo
- Emails
- Parentmail
- Phone calls
- Newsletters and updates
- Website
- Twitter
- Group chats via MS Teams and Zoom
- Visiting family homes

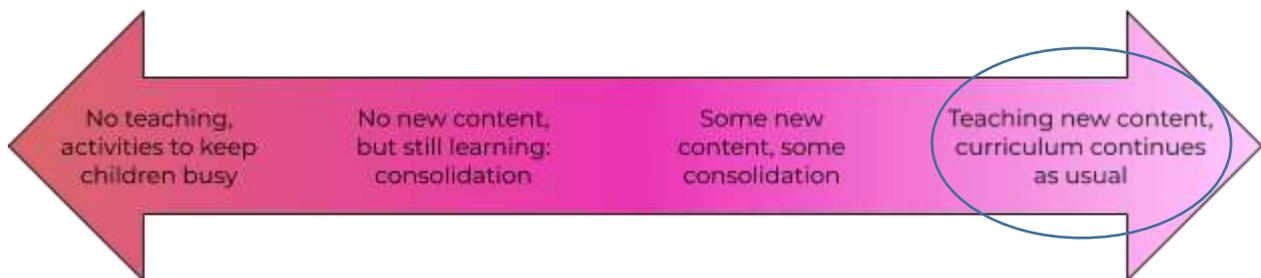
Scholarship: In order to support our children and families we have provided guidance and assistance through the above avenues to develop learning. This has mainly focused on securing knowledge

previously taught in school whilst extending to new learning that requires little or no input from a parent. This has included:

- packs of work for children to take home and collect
- weekly timetables
- on-line links to resources
- our own teaching videos
- photographs and images with written/verbal commentary

Remote learning now and in the immediate future

This is where we need to be if remote learning becomes necessary again:



How will we aim to achieve this?

We have agreed that a combination of remote and blended learning will need to take place. By this we mean:

Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and child, with some elements of pupil control over time, place, path, or pace.

Blended learning mixes various teaching techniques, learning styles, and delivery methods. In most cases blended learning combines a mix of classroom meetings and content delivered via some form of online platform. In a blended learning classroom, the children have some control over the pace of their learning.

Blended learning that uses apps, games, or measurable programs to teach concepts allows children to engage the material at their own pace. This helps to balance a classroom that contains both quick and slow learners. Every child can practise and tackle new material with timing that is perfect just for them.

We therefore need to build on methods that were successful prior to the summer, so that children and staff are familiar and quickly adapt to something they know already and understand; all of the above strategies are applicable and the teacher should have the flexibility to draw upon any of them that meet the needs of their group of learners.

What this will look like

Whole Bubble Closure

1. **Planning.** Teachers will use their medium term plans to organise learning over at least a two week period.

2. **Timetable.** A weekly programme of blended learning that is communicated with children and parents via Seesaw/Teams. It will include times when the teacher will direct teaching; times when teachers will be available to support learning; times when children will be expected to work independently; subjects offering a broad curriculum experiences clearly identified.
3. **Direct teaching.** Teachers will deliver aspects of the curriculum live via Microsoft Office 365 /Teams (MS Teams).
 - Lessons will be between 5-20minutes depending on age/ability/teacher's discretion.
 - Two sessions will be planned each day: one linked to maths and another linked to English. If the teacher decides to lengthen this experience, then they may do so providing there is a clear rationale that is articulated to all parents: we must ensure equity for all learners whilst having the flexibility to challenge or support some groups differently. We also must remember that siblings may need to share IT at home so may have to stick to a definitive time schedule.
 - These lessons will be recorded so that children can play them back if unsure about something or if they have missed them, can watch at a later time.
4. **Supported learning.** Teachers will be available 'live' to:
 - address misconceptions
 - check-in with groups to ensure understanding
 - reinforce concepts like they might do in class (e.g. mini plenaries within a lesson)
 - move learning on (e.g. now show me a different way to solve that problem using factors of 3 only)
 - provide feedback for groups or individuals
 - celebrate successes and model good examples
 - offer encouragement
 - enable interaction with others.
5. **Independent learning.** Children will be expected to work on their own (or supported at home if appropriate by another adult-particularly younger children) without the teacher being present. This can be at the time suggested in the weekly timetable or at a different time, depending on individual circumstances. This might be:
 - to follow instruction from the teacher during the directed learning lesson.
 - to follow instruction from a recorded teaching video that the teacher has made.
 - to follow instruction from a recorded message that the teacher has left for them.
 - to watch a lesson and follow instructions from the Oak Academy platform <https://www.thenational.academy/> or other suitable platform that the teacher deems appropriate.
 - to use any resource packs that the teacher has sent home.
6. **Submission of work.** Teachers will decide which is their preferred method for the children to share their work or send their work. Most likely this will be via uploading on to Seesaw/Teams and might include:
 - Taking a photograph of what they have done
 - Recording themselves reading their work
 - Sending a document they have produced on the computer, e.g. PowerPoint, word
 - Sharing during the 'supported learning' session.

7. **Celebrating learning.** Children's efforts and contributions should be praised and acknowledged in the same way as if they were in the classroom. Some examples of how we might do this are:
- Sharing during the 'supported learning' sessions
 - Commenting on post and 'liking' on Seesaw (voice-recorded messages of praise can also be left)
 - Twitter
 - Creating video montages/pic collages for the website and twitter; and Seesaw
 - Digital stamps
 - E-certificates that can be printed at home
 - Dojo credits
8. **Remaining accessible.** Teachers and parents are communicating effectively through Seesaw. This should continue. A teacher will be available during the normal working day and is not expected to respond to out-of-hours communications nor whilst they are teaching. Contact between the hours of 8.30am and 4.00pm will receive a teacher's response no later than 5pm, providing they have no meetings or training booked. With teacher wellbeing in mind, teachers are encouraged not to access and respond to messages on a weekend or evening. If urgent, please contact the school office.
- 9.

An individual or group in isolation:

As above, except:

- Direct teaching should be from Oak Academy website or class teacher records starter sessions which are uploaded into Teams.
- Daily contact should be made by support staff.
- Feedback provided by the teacher, via Teams or Seesaw.

Code of conduct

It's important that your child engages with home learning. Teacher's will use the school Attitude, Behaviour and Discipline Policy, including the addendum as far as is practically possible; available via our school website. If they aren't engaging, we'll use the following strategies to provide additional support:

- > Increased feedback via Seesaw or email
- > Phone call home
- > Visit to home (if staff aren't in isolation)
- > Senior leaders informed; please refer to the Trust Attendance and Punctuality Policy, via our school website.

If your child is unwell and too ill to take part in lessons, then you could inform the class teacher of their absence in the usual way; this will then be recorded as an authorised absence in the register. Any child not engaging in the remote learning will be deemed absent and this will be unauthorised.

Saftey Guidance

Everyone should:

- Wear appropriate clothing.

- Use appropriate language.
- Not say anything that provides personal/private information e.g. about you, where you live.
- Keep family/household members out of shot (except at the beginning and end of the lesson when a parent is expected to attend).
- Participate from a suitable room, ie NOT a bathroom or bedroom.
- Make sure personal items (e.g. mobile phone, family photographs, laundry on the washing line!!) can't be zoomed in on to compromise GDPR/personal privacy.
- Ensure family members are aware of the conference call in order to minimise background noise and avoid any inappropriate comments, etc. being heard

What can I do to help my child?

Create a positive environment for your child to learn at home, for example:

- **Rehearse the ground rules.** Ensure they know that working at home is not optional; that a high standard of good behaviour and positive attitude is required; they must follow the 'rules' for live lessons that the children have agreed. Make perfect punctuality a priority!
- **Distinguish between weekdays and weekends,** to separate school life and home life
- **Designate a working space if possible,** and at the end of the day have a clear cut-off to signal school time is over
- **Create and stick to a routine,** as this is what your child is used to at school. For example, eat breakfast at the same time each morning and make sure they're dressed before starting the 'school' day
- **Stick a timetable up on the wall** so everyone knows what they should be doing when, and tick activities off throughout the day
- **Provide support if needed,** especially the younger children but take over; let them lead their own learning under the guidance of their teacher.
- **Enable them to say what they want to type if they struggle to write independently.** Use dictation software such as OneNote (with Office 365) so that you can give feedback without even having to touch the keyboard
- **Help them to use the technology:** ensure everything is set up and ready to access MSTeams, upload pictures or work assignments for them.
- **Make time for exercise and breaks** throughout the day to keep your child active
- **Keep communicating with us.**