Name of Setting

Remote Learning Principles and Practice

Date of Policy	2020/2021
Reviewed and Agreed by	The Directors' Board
Originally Adopted on	22 October 2020
Last Review Date	20 January 2021
Next Review Date	Autumn 2021

Principles of Remote Learning

For the Societas Trust ("Trust") and its settings, remote learning cannot replicate the learning experiences children have when they are in our school buildings. We have to think differently about the way our children will learn through remote learning and also make sure that we match the provision to the government guidance. It cannot and should not be about simply sitting on a computer all day, which is not developmentally appropriate nor logistically feasible.

Staff will utilise a variety of methods to support a pupil's remote learning and growth that will include recorded or live direct teaching, and time for pupils to complete tasks and assignments independently. The goal is for pupils not to be solely reliant on computers, but to engage in learning that also incorporates reading, communicating, and authentic learning experiences, while also taking time to be physically active.

To avoid confusion, **Homework** is the normal and typical work provided for children to supplement their school work i.e. reading books, spellings etc. Each setting in our Trust has a slightly different approach and should continue as normal, unless a whole year group bubble is closed.

Remote Learning is the 'distance learning' or 'remote education' created for children isolating at home due to coronavirus (Covid 19).

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Remote Learning **is** required for:

- Whole or part school closures.
- All children isolating (officially) at home without symptoms.

Remote Learning **is not** required for:

- Children isolating at home with symptoms.
- Children absent due to parental choice (unless this is in accordance with government guidance or law around coronavirus). These children must attend school and will be encouraged to do so.

We aim to:

- Maintain high levels of **communication** and contact with pupils and their families; checking, daily, whether pupil are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern.
- Continue to support the mental health and **wellbeing** of the whole school community.
- Select a digital platform for remote education provision that is used consistently across the setting in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.
- Overcome barriers to digital access by distributing school-owned laptops/tablets accompanied by a user agreement or contract or providing printed resources to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- Set meaningful and ambitious work each day in an appropriate range of subjects.
- Teach a planned and well-sequenced **curriculum** so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum.
- Provide frequent, clear explanations of **new content**, delivered by a teacher or through high quality curriculum resources.
- Provide opportunities for interactivity, including questioning, eliciting and reflective discussion.
- Provide scaffolded practice and opportunities to apply new knowledge.

- Enable pupils to receive timely and frequent feedback on how to progress, using digitally facilitated or whole class feedback where appropriate.
- Work with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.
- 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 and assess* work.
- Use assessment to ensure teaching is in response to pupils' needs and addresses any critical gaps in pupils' knowledge.
- Deliver a programme that is of *equivalent length* to the core teaching pupils would receive in school, ideally including regular contact with teachers:
  > Key Stage 1: 3 hours a day on average across the cohort, with less for younger children;
  > Key Stage 2: 4 hours per day

Work
The DfE have stipulated that work meets curriculum expectations and coverage is ambitious.

There, are minor changes depending on the two following scenarios:
- Where a number (from 1+) of children are self-isolating, and the school/ bubble remains open, work will be sent home *daily* online via Class Dojo using the direct private message service, where PDF documents can be uploaded to individual children. Some alterations or additions may be needed to ensure work is suitable and accessible remotely without teacher input.

- Where the school or bubble is required to close and all children require remote learning, the work will be uploaded onto the school's website. Dojo will be used for communication and feedback. The work uploaded will be the same as would have been delivered in class, had the school/ bubble been open.

Regardless of the scenario above, Remote Learning must be set daily and be uploaded/sent (PDF format) by 9.30am.

Lessons Provided
- Daily maths lesson
- Daily English lesson
- Daily phonics lesson (Foundation Stage and Key Stage 1) or Daily spelling lesson (Key Stage 2)
- Daily foundation subject (at least 1) (Flexible approach if using a blocked curriculum for example)
- In EYFS daily activities for reading, phonics, simple maths and other suitable curriculum content

Accessibility
Individual settings will consider how to ensure all pupils (inc disadvantaged and SEND) can access online or physical resources. They will identify pupils who will require this additional support. Children have been/ will be provided with a jotter to use from home for home learning and homework. The jotter will remain at home. For children who cannot access online work/ instruction, the setting will *print and deliver* packs of any worksheets required on a *weekly* basis. Due to the nature of this work having to be sent a week in advance it may need to differ from what others receive.

Interactive Platform
The DfE have stipulated that a platform is used which allows interaction, assessment and feedback. Children will share their work and teachers will support through Microsoft Teams. Every child has/will have their own portfolio set up on Teams and all parents will be connected to their child's class teacher. Teams will be used as a means of direct communication between the teacher, parent and child. There is also an expectation to parents that children will submit work via Teams and that teachers will respond to the work submitted with feedback.

Monitoring Children's Engagement with Remote Learning

It is important that children engage with the remote learning provided so that they don't fall back with their learning, however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement. These may include parents working from home or limited access to technology amongst other factors. Communication is essential and we would ask that if there are circumstances that mean a child cannot engage at least partially with the remote learning that their parent speaks to the teacher through <mark>Teams</mark>. We can then work together to find a means of providing remote learning that works for that family's circumstances.

Appendix A – Suggested Online Resources

Links for whole school:

[Restricting attendance during the national lockdown: schools (publishing.service.gov.uk)](publishing.service.gov.uk)
https://schoolsweek.co.uk/how-to-build-sustained-and-sustainable-remote-learning/

https://londonclc.org.uk/remote-learning/

https://www.swaffhamprior.cambs.sch.uk/images/Home_Learning/Swifts/Remote_Learning_Curriculum_Plan_20-21_1.pdf

Links for teaching and learning:

https://teachlikeachampion.com/blog/darryl-williams-framework-for-online-lessons/

https://www.teachertoolkit.co.uk/2020/03/15/how-to-teach-online/

https://teachfromanywhere.google/intl/en/

https://www.stem.org.uk/home-learning

https://www.techlearning.com/tl-advisor-blog/8

https://docs.google.com/document/d/1ahtGfrSGFn1XYNehH-u8IKAuwtBvr7-Ox8kbXZCzbVg/edit#

https://www.nordangliaeducation.com/article/2020/5/12/what-is-a-blended-learning-approach

https://www.futurelearn.com/courses/teaching-for-home-learning-primary-science

Melanie Zolnier, edtechawesomeness: Students as creators in a digital space Technology-based ideas to foster creativity. Useful, couple of minutes to read, video clips useful to watch.

Learning Reviews: Project Based Learning Project Based Learning collection of a host of websites, easily searchable, organised by topics. Many are conceptualised for the classroom but can work online.

Anissa Lokey-Vega Kimberly Bondeson Project Based Online Learning: Meeting the Challenge

Delivering Remote Education Safely:

Delivering remote education safely Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:

• safe remote learning, published by SWGfL

• online safety and safeguarding, published by LGfL, which covers safe remote learning

• the National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely

• safeguarding and remote education during coronavirus (COVID-19) • annex C of keeping children safe in education

Safeguarding:

https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely

https://www.saferinternet.org.uk/advice-centre/safe-remote-learning-hub

Useful links from The Key that are still accessible for free:

Training

https://teachercenter.withgoogle.com/training

https://education.microsoft.com/en-us

Myth busting:

https://schoolleaders.thekeysupport.com/covid-19/deliver-remote-learning/make-tech-work-you/mythbuster-misconceptions-digital-education-platforms/?marker=content-body

Safeguarding:

https://schoolleaders.thekeysupport.com/covid-19/safeguard-and-support-pupils/safeguarding-while-teaching/remote-teaching-safeguarding-pupils-and-staff/?marker=content-body