



Gladstone Primary Academy

Remote Learning Principles and Practice

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Reviewed and Agreed by	The Directors' Board
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Next Review Date	On-going

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).

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. 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. In order to fulfil the DfE guidelines, and ensure children still learn while they isolate, settings will use lesson objectives in line with the objectives studied by their peers in school (though the exact content of the lesson may need to differ).

There will be a tiered approach to home learning as follows:

TIER 1: Individual Pupils

- A pupil sent home to take a COVID-19 test because of presenting possible COVID-19 symptoms
- A household member testing positive for COVID-19.
- Contact with a person outside of their household testing positive for COVID-19.

TIER 2: Year Group 'bubbles' closing: 14 day self – isolation as a result of:

- A positive test result of a pupil / member of staff and the whole Year Group have to self-isolate for 10 days.
- The Government announces a regional or national lockdown keeping schools open only for those who are classed as vulnerable and the children of Critical Workers.

HOME LEARNING

TIER 1 HOME-LEARNING

Where a child presents with possible COVID-19 symptoms and is sent home requiring a COVID-19 test, the pupil will be provided with on-line learning activities via Class Dojo. The class teacher will use Class Dojo to check on the work set daily and give feedback. Initially, the children will be given a 2 day 'pack' and from the 3rd day work will be set daily.

OR

Where a number (from 1+) of children are self-isolating (such as a class or Year Group bubble has had to self-isolate or those children not classed as vulnerable or those of Key Workers as defined by the D.F.E.) the following process will be followed:

1. Dates of isolation are recorded by the School Office (when the rest of the school remains open)
2. Information from the On-line Parent / Carer Survey will be used to inform the teacher/ teaching support staff re which children have access to remote devices and the internet.

Yes	No
<p>A 2 day 'emergency pack' will be provided via Class Dojo.</p> <p>A weekly timetable outlining daily learning opportunities is available on the website though work will be set on a daily basis (no later than 4 p.m. the previous day) after day 2.</p>	<p>Office staff will ensure that a work pack which the same as the on-line pack will be made available to the family.</p> <p>Office staff inform teaching staff of the names of these children</p> <p>Arrangements will be made for pupils to borrow a laptop or tablet if available</p>
<p>3. Class teacher to be informed by the School Office of children isolating when a child has started isolating (when the rest of the school remains open)</p>	
<p>4. A member of the class team checks in daily either through phone call, TEAMS or Class Dojo to check with the child regarding their learning and to give feedback</p>	
<p>5. Arrangements will be made for these children to be taught remotely using Microsoft TEAMS for some sessions</p>	

TIER 2 HOME - LEARNING

Where the school or bubble is required to close and all children require remote learning, the same process will be followed however the learning will take place following a mixture of the Gladstone Primary Curriculum, Oak Academy Curriculum and White Rose. The staff will interact with children daily in a variety of ways (some interactive and some pre-recorded) with opportunities for assessment and feedback built into the weekly plan. I.e. via Class Dojo, Microsoft TEAMS, e-mail or the telephone. Pupils, teachers and Teaching Assistants will also have their own personal e-mail accounts to facilitate the use of TEAMS.

Opportunities will also be provided for the children to 'meet' as a class for events such as class assemblies, celebration assemblies. To help those parents who do not have a device for each child we will plan these sessions so that each Year Group has a different time slot. These sessions will last approximately half an hour.

Licensing permits all parents to download Office programs on to their own devices, so information will be given to parents and shown on the school website. I.T. support will be available if appropriate alongside information regarding the down loading of TEAMS and its use.

We will take Phase approach to Remote Learning and the teaching and learning opportunities provided

All classes will produce a weekly overview of the lessons to be delivered that week alongside a suggested timetable. This timetable will vary dependant on the Phase / class.

In the Foundation Stage

- Daily activities for reading, phonics, mathematics and other suitable curriculum content to cover all areas of learning over time set, marked and feedback given using Class Dojo

How will this be delivered?

- 'Live' whole class modelling as appropriate
- Small group sessions via TEAMS at least twice a week – content dependent on focus E.g. phonics
- Weekly whole class meeting to review learning and discuss the assembly theme / question
- Weekly 'social time' for children to meet with others to support mental health and well being
- Daily whole class story time with the teacher or teaching assistant via TEAMS
- TEAMS will also be used to give individual / group support as the need arises for children both in school and / or at home
- Class work to be set, returned, marked and feedback given daily using Class Dojo

Years 1, 2 and 3

- A daily Mathematics lesson
- A daily English lesson
- A daily phonics / spelling lesson
- A daily foundation subject (at least 1)

How will this be delivered?

- 'Live' whole class modelling as appropriate
- Whole class / group pre recorded video clips (e.g. staff in school, White Rose, Oak Academy etc)
- Small group sessions via TEAMS at least twice a week – content dependent on focus E.g. phonics / guided reading
- Weekly whole class meeting to review learning and discuss the assembly theme / question
- Weekly 'social time' for children to meet with others to support mental health and well being
- Daily whole class story time with the teacher or teaching assistant either pre-recorded or via TEAMS
- TEAMS will also be used to give individual or support as the need arises for children in school and / or at home
- Class work to be set, returned, marked and feedback given daily using Class Dojo

Years 4, 5 and 6:

- A daily Mathematics lesson
- A daily English lesson
- A daily phonics / spelling activity
- A daily foundation subject (at least 1)

How will this be delivered?

- Whole class teacher input (half an hour each) at least twice per day via TEAMS.
- Whole class / group pre recorded video clips (e.g. staff in school, White Rose, Oak Academy etc)
- Small group sessions via TEAMS at least twice a week – content dependent on focus E.g. phonics / guided reading
- Weekly whole class meeting to review learning and discuss the assembly theme / question
- Weekly 'social time' for children to meet with others to support mental health and well being
- Regular whole class story time with the teacher or teaching assistant pre-recorded or via TEAMS
- TEAMS will also be used to give individual or support as the need arises for children in school and / or at home
- Class work to be set, returned, marked and feedback given daily using Class Dojo

Main sources to be used:

Class Dojo will be used as the main learning platform for our school alongside Microsoft TEAMS

Primary sources to support learning (though this list is not exhaustive). These resources will be chosen carefully to support Gladstone curriculum objectives.

- The Oak National Academy
- Purple Mash
- Accelerated Reading
- TT Rockstars
- Spell Shed (Year 6)
- White Rose Mathematics
- Phonics Play
- BBC Bitesize

Weekly Timetable

A simple weekly timetable will be produced by classes though staff will set work on a daily basis to enable assessments to inform the next steps (work will be on line no later than 5 p.m. the previous day). We understand the demands being placed upon parents working from home and understand that some activities may have to be completed outside the school's normal hours.

Small Group Lessons

Where children receive additional support, e.g. for an Individual Education Plan or as part of a 'booster' programme the relevant practitioner will work with the child each day (if possible) using Microsoft TEAMS either on a 1:1 basis or in a small group setting.

On-line Tuition

We will provide on – line tuition for children and are happy to arrange on-line TEAMS meetings for children who are struggling and also for parents who need support and guidance with remote learning.

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 pack of work to record their home learning. The pack must be returned weekly when a new pack is collected so that the teacher / teaching assistant will give feedback if this has not already been done via photographs on Class Dojo.

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 a mixture of Class Dojo and 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 via Class Dojo. Class Dojo will be used as the primary means of direct communication between the teacher, parent and child.

There is also an expectation that children will submit work via Class Dojo and Microsoft Teams and that teachers will respond to the work submitted with feedback. Teachers will keep a record of the work completed and an individual electronic portfolio of all work completed will be stored on Class Dojo.

If parents are unable to access a printer paper copies will be available for parents and then work should be photographed and returned to the teacher / teaching assistant via Class Dojo for marking / 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 via Class Dojo. We can then work together to find a means of providing remote learning that works for that family's circumstances.

Teachers and Teaching Assistants will monitor pupils' engagement with remote learning and contact parents and pupils if appropriate. The Headteacher will also monitor individuals' engagement with remote learning on regularly and support will be offered to parents and children via the Home / School Link Worker, Learning Mentors, teachers, Teaching Assistants. Similarly, support will be given to those pupils who do not have access to technology with the loan of laptops, iPads, data enhancement etc.

Monitoring the Remote Learning Policy

This policy will be evaluated regularly by sharing good practise with other settings, reviewing the most up to date research and also feedback from parents via on line surveys.

Staffing

It is important to recognise that all of the above is dependant on staffing numbers and may be adversely affected if staff are absent due to illness.

Appendix A – Suggested Online Resources

Links for whole school:

<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-Ox8kbXZCbVg/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](#)

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>