



Goldenhill Primary Academy

Remote Learning Principles and Practice

Date of Policy	2020
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 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 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**, prepared by a teacher in the school or through high quality prepared curriculum resources.
- 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.

The school has adopted a Tiered Approach to Remote Learning

TIER 1: Individual Pupil:

- Pupil sent home to take a COVID-19 test because of presenting possible COVID-19 symptoms

TIER 2: Individual Pupil: 14 Day Self-Isolation due to:

- 14 day self-isolation as a result of a household member testing positive for COVID-19.
- 14 day self-isolation as a result of contact with a person outside your household testing positive for COVID-19.

TIER 3: Year group/bubble closure: 10 Day Self-Isolation **or** whole academy closure:

- A case of a positive test result of a pupil and the whole year group have to self-isolate for 14 days.
- The academy is instructed to close as a result of Local or National measures

TIER1:

- Where a child presents with possible COVID-19 symptoms and is sent home, requiring a COVID-19 test, the pupil will be provided with an initial 2 Day Education Pack, whilst awaiting test results, if well enough to do so. If the pupil receives a negative test and feels well enough, they can return to the academy. If a positive test is received, the pupil will move to either 2 or 3.

There are minor changes depending on the following two scenarios:

TIER 2:

- Where a number (from 1+) of children are self-isolating, and the school/ bubble remains open, the following process will be followed:

1. Dates of isolation are recorded		
2. Parents asked if they have access to the internet/technology.		
Yes	No internet access	No access to technology
A weekly timetable outlining daily learning opportunities and links to these lessons/work is	A work pack will be made available to the	The academy will loan devices to families to

available online, following the link on the child's class page (Remote learning tab)- SEE EXAMPLE BELOW	family (following a 2 Day Education Pack)	support the learning of pupils (subject to availability)
3. Class teacher to be informed of children isolating at the beginning of each week and when a child has started isolating.		
4. A member of the class team checks in daily either through phone call or TEAMS to check in with the child regarding their learning and to give feedback.		

Example of a Tier 2 weekly lesson overview



Goldenhill Primary Academy – Weekly Planner
 'Everyone shines at Goldenhill'
KS2
Tier 2 Remote Learning
Week 1



Click on the lesson title to access the learning materials.

DAY	Session 1 (9:00-9:40)	Session 2 (9:40-10:40)	Session 3 (11:00-12:00)	Session 4 (1:30-3:00)	Reflection / Review (3:30-4:00)
Mon	Reading: Engage Walker Tull's Storybook	Writing To learn about Moor culture	Maths Addition & Subtraction Learning to add and subtract on a number line	Science: Sound What is sound?	Teams Meeting
Tue	Reading: Reflect Walker Tull's family and childhood	Writing To investigate suffixes (-ly, -ise)	Maths Addition & Subtraction Learning to add and subtract on a number line	Spellings: To investigate suffixes: Past and present tense	PE: Joe Wicks Session 1
Wed	Reading: Inference Walker Tull's career in football	Writing To revise simple, compound and complex sentences	Maths Addition & Subtraction Learning to add and subtract on a number line	TOPIC: History How did the Roman Empire become so powerful?	
Thu	Reading: Comprehension Skills Walker Tull's career in the army	Writing To develop an understanding of the main characters in a film	Maths Addition & Subtraction Learning to add and subtract on a number line	PSHE: Community Care	Computing: Purple Mash: Coding Sign in and complete to-do task
Fri	Reading: Vocabulary / Inference / Author Walker Tull's Storybook Select words that you read	Writing To write a letter from the perspective of Walker Tull describing his time in the trenches	Maths Addition & Subtraction Learning to add and subtract on a number line	TOPIC: Geography What are the Hemispheres?	

TIER 3:

Where the academy or bubble is required to close and all children require remote learning, the same process will be followed (as in Tier 2) however the learning will take place using the normal school curriculum as would have been followed had the children been in school through a mixture of pre-recorded and live lessons. The staff will interact with children daily (via Microsoft TEAMS) with opportunities for assessment and feedback built into the weekly plan. See example below.

Parents asked if they have access to the internet/technology.		
Yes	No internet access	No access to technology
A weekly timetable outlining daily learning opportunities and links to these lessons/work is available online, following the link on the child's class page (Remote learning tab)- SEE EXAMPLE BELOW TEAM's will be used to facilitate interactive home learning through live and pre-recorded	A work pack will be made available to the family (following a 2 Day Education Pack)	The academy will loan devices to families to support the learning of pupils (subject to availability)

lessons and will provide an opportunity for feedback.

A member of the class team checks in either through phone call or TEAMS to check in with the child regarding their learning and to give feedback.

Click on the lesson title to access the learning materials.

Morning welcome session and explanation of the days learning via TEAMS. Children will undertake learning based on a mixture of 'live' and 'pre-recorded' lessons and activities.

Goldenhill Primary Academy – Weekly Planner
'Everyone shines at Goldenhill'
Lockdown / School Closure
Year 4
WC 04-01-21




DAY	TEAMS	Session 1 (9:00-9:40)	Session 2 (9:40-10:40)	Session 3 (11:00-12:00)	TTRS	Session 4 (1:15-3:00)	
Mon	Teacher TA	NA	NA	NA	Time-table Revisions (Learning)	NA	
Tue	Teacher TA	NA	NA	NA		NA	
Wed	Teacher TA	Reading Engage Walter Tull's Scrapbook	Writing To learn about Maori culture	Maths Multiplication & Division Pictorial representations		TOPIC: History How did the Roman Empire become so powerful?	
Thur	Teacher TA	Reading Relief Walter Tull's family and childhood	Writing To investigate suffixes (-ly, -ise)	Maths Multiplication & Division Representing word problems using bar models		Spellings To investigate suffixes: Past and present tense	PSHE Community Care
Fri	Teacher TA	Reading Inference Emotions Walter Tull's career in football	Writing To revise simple, compound and complex sentences	Maths Multiplication & Division Representing 2-Step Word Problems		Computing Purple Mash: Coding Sign in and complete 1-a-1o task	PE Joe Wicks Session 1

Lessons Provided

- Daily maths lesson
- Daily English/Writing lesson
- Daily Reading lesson
- Daily Phonics lesson (Foundation Stage and Year 1) or Daily spelling lesson (Year 2 & 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 will be provided with an exercise book to record their home learning in. The book remains at home although the teacher will give feedback based on work shared online. If you require a new book, please contact the academy office and we can arrange for you to collect one. Please contact the Academy office if you have problems accessing online learning.

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.

We are aware, that to support remote learning, children require access to an electronic device. With this in mind, if you do not have access, please contact the academy to enquire about loaning devices.

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 Teams. 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 \(publishing.service.gov.uk\)](https://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>