



Ash Green Primary Academy

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	12 th February, 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).

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, the following process will be followed:

1. Dates of isolation are recorded	
2. Parents asked if they have access to the internet?	
Yes	No
A work pack (which reflects the learning in school) will be emailed to the family.	A work pack (which reflects the learning in school) will be made available to the family.
3. Class teacher to be informed of children isolating at the beginning of each day and when a child has started isolating	
4. A member of the team checks in daily through a phone call to check in with the child regarding their learning and well-being. Parents will continue to have access to teacher emails to also support during this time.	

- Where the school or bubble is required to close and all children require remote learning, the following process will be followed:

1. Dates of isolation are recorded	
2. Can you access the school website?	
Yes	No
Teachers will upload a video timetable outlining the week's learning. (On the day of bubble closure and every Friday evening). Teachers will upload learning activities on to the relevant 'Home Learning' web page.	A work pack (which reflects the learning in school) will be made available to the family.
3. A member of the team checks in daily through TEAMS (providing live, interactive teaching) or phone call to check in with the child regarding their learning and well-being. Parents will continue to have access to teacher emails to also support during this time.	

Regardless of the scenario above, Remote Learning must be set daily and be uploaded/sent (PDF format). Remote Learning is set for the week by a Sunday evening.

Lessons Provided

- Daily maths lesson (White Rose)
- Daily Writing lesson
- Daily reading opportunity
- Daily phonics practise (Twinkl) or Daily spelling practise (Spelling Shed)
- Daily PSHE
- Daily foundation subject (e.g. Art, Geography)
- In EYFS daily activities for reading, phonics, simple maths and other suitable curriculum content

Example Timetable

A timetable will be uploaded on to the school website to support a week of learning for any child receiving remote learning. This timetable will outline learning for the week ahead. To reassure parents, during this time remote learning will reflect the learning opportunities which will be taking place on site. The timetable will follow a similar structure to the below but this is of course is subject to change and will clearly state the time of their TEAMS meeting. Below is an example of what a timetable may look like.

Maths, writing & the daily non-core subject will be supported daily by pre-recorded (by class teacher or other method eg. Oak Academy) explanations for teacher input OR the daily Teams session will provide this. The timetable **MAY** look like the below:

EYFS/KS1	KS2
8:45 – welcome	8:45 – welcome
9:05 – fitness	9:05 – fitness
9:30 phonics & reading	9:30 – reading
10:15 break	10:00 - 10:55 writing
10:30 writing	10:55 break
11:15 maths	11:10 - 12:15 maths
12:15 lunch	12:15 - 1 lunch
1 - non-core subject	1 - non-core subject
2:30 - pshe	2:30 – pshe
2:45 - story time	

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 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. For children who cannot access online learning, the setting will provide a work pack on a **weekly** basis which can be collected from the school office.

Chat function and private group channels

To further aid the support of children and parents, teachers will ensure the use of the chat function within the TEAMS platform. This chat function will enable both parents and children to see the remote teacher as accessible, where possible, and on a daily basis. This function will also support addressing any queries that children or parents may have, which can be addressed promptly.

Private group channels are also in place to support those children who may find the daily TEAMS whole class sessions daunting or overwhelming. We know that children learn in different ways and respond to given situations based on their own experiences and familiarity. With this in mind, children have been placed into

‘private group channels’ so that if they do not feel comfortable in asking questions in a larger group format, they can do so within their private channel.

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 or email 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, **TEAMS sessions will be held at different times in each year group to ensure all children can access their allocated session.** To support those families who may only have access to one device, we have now acted on feedback from our most recent parent survey. With this in mind, your child will now only receive one TEAMS session a day. This daily session will last for a minimum of 30 minutes and will be delivered by one of your child’s year group teachers.

It is important that you read the timetable below carefully to see what time your child will be required to log in to their online session with the class teacher. This time will vary from day to day.

Children receive their TEAMS session at the following time EACH day:

To further support our children, we will host start of day contact for all classes. This will be when teachers take the register and children will be able to interact with peers just from their own class. We hope that this early morning routine will support children when returning to school, particularly having this time with just their classmates. **Depending on your family circumstance, children can attend either year group welcome session (e.g. if in Year 1, you could attend the 8:45 session OR 9:15 session).**

If your child cannot attend the ‘Welcome’ session or ‘Teams’ session, please inform the remote learning teacher. For children not present in the ‘Welcome’ session, you can expect a follow up telephone call from school as there is an expectation for children to be attending these live sessions.

	Nursery	Blue Reception	Red Reception	1AT	1MW	2KF	2CP
Welcome	9:45	9:15	8:45	9:15	8:45	9:15	8:45
Teams		10:15		10:45		11:00	
Story time OPTIONAL	2:45	2:45		2:45		2:45	

	3KB	3BZ	4JJ	4AM	5RG	5JM	6AW	6DM
Welcome	8:45	9:15	8:45	9:15	8:45	9:15	8:45	9:15
Teams	10:15		10:45		10:30		11:00	
Teams	1		1:30		1		1:30	

On a Wednesday, ONLY the welcome session and afternoon live sessions will take place. The morning Teams session will NOT take place on a Wednesday. This is to ensure that teachers receive their weekly planning time.

‘Welcome’ – registration, re-cap previous day and talk through the daily timetable.

'Teams' – live, interactive teaching. There will no longer be smaller group sessions.

Emails

Due to our remote learning offer changing, this does mean that teachers will have a limited amount of time to reply to emails.

Teachers in **EYFS & KS1** will respond to emails between 1pm and 2pm.

Teachers in **KS2** will respond to emails between 2:15pm and 3:15pm.

It is important to note, that the nature of the TEAMS call will very much depend on the time of day.

If your child is not well enough to attend this call, our usual absence procedures will still operate and you will need to inform the school office. There is a separate guide for parents which will support with the use of Microsoft Teams (located on the school website). Children have also been given an introduction to this platform to support with bubble closures.

Live teaching at Ash Green will be daily via Microsoft TEAMS. Live streaming of onsite learning will not be available at this time. Live streaming would require the permission of both staff and children. There are a number of children in school, who for safeguarding reasons, cannot be recorded. Alongside this, school does also not have the wide range of technology required to effectively deliver live streaming and high quality teaching content. As outlined by the **Education Endowment Foundation**, different approaches to remote learning suit different types of school contexts – all children learn in different ways. This is why Ash Green has adopted a blended approach to learning. Today, Ofsted have published more information about 'remote learning'. This outlines more about why 'live lessons aren't always best'.

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-workingwell-in-remote-education>

As you will have seen from the guidance, video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school-led video content. This is where our website comes into action. Teachers will continue to upload all resources to the 'home learning' page on the school website. The school has implemented research from the Education Endowment Foundation as a basis for our approach to remote learning. When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes

We want to remind parents that for children who do not access TEAMS from home (approximately 20% of children) teachers will continue daily contact to support learning via telephone. Remote learning teachers will be available at any time during the school day via email. If your child requires further support, do not hesitate to get in touch with the year group teacher.

WHOLE CLASS TEAMS sessions – What can you expect to see?

- Children must log onto their TEAMS session ON TIME. For those who arrive late, teacher inputs may be missed.

- Teachers will download a copy of their participant register at the end of the session, to avoid having to take a manual register of children in attendance to the meeting, this will avoid losing valuable teaching time.
- At the beginning of each remote learning session, please make sure your child has their remote learning book and a pencil to support engagement within the session.
- At the beginning of the session, all children will be asked to unmute themselves (at the same time to say good morning/good afternoon to each other and the class teacher).
- The time of your child's session will dictate how that session is used. For example, if your child has an earlier TEAMS session, this may be used to deliver direct teacher inputs for specific subjects. If your TEAMS session is later in the day, this may be used as a pre teach opportunity for the following day, supporting your child to work independently from home. Please note that all of these decisions will be very much based on teacher assessment.
- Opportunity for questions – There will be an opportunity both at the BEGINNING of the session and at the END of the session for children to ask questions based on anything discussed during the meeting. During TEAMS sessions, children who want to ask or answer teacher questions are encouraged to use the 'hands up' button to let their teacher know.
- Whole class TEAMS sessions are expected to last a minimum of thirty minutes.

WHOLE CLASS TEAMS sessions – What might teaching look like during these sessions?

TEAMS sessions are **live, interactive sessions** with one of your child's year group teachers. Interactive teaching could take the form of:

- Recap on learning from throughout the week.
- Assessment opportunities to inform teacher pitch (eg. Quizzes, thumbs up/down).
- Teacher input to support learning (eg. Teacher models, teacher demonstration of expectations).
- Targeted questioning of individual children (this may include children being questioned at random).
- Pre teach of lessons coming up to support children's knowledge of key content.
- To address misconceptions.
- To inform children of next steps in learning and to stretch and challenge those where necessary.
- The teacher may consolidate learning or act as a facilitator to secure understanding.

For each TEAMS session, teachers will inform children of what work needs to be submitted, this will be a piece of writing for all year groups. You will be asked to submit 1 set piece of weekly writing work each week. When giving a submission day and time, teachers will consider the activity and age group. Teachers will offer feedback on this specific piece. During this time, you can continue to submit other work too.

Microsoft Teams expectations for STAFF (See also the Live Streaming Policy):

Be located in a family room (eg. Office, dining room), consider background, inform other household members and keep them out of view, language must remain professional / appropriate, wear suitable clothing, allow children the opportunity to say hello and then ask them to mute.

Teams expectations for CHILDREN:

No session can be recorded / photographed / screenshotted, you must be located in a family room (not bedroom), consider background, language must remain appropriate, all family members within screenshot to wear suitable clothing, children will be given the opportunity to say hello and will then be asked to mute, 'hands up' or 'chat box' can be used to ask questions.

Feedback

Feedback – teachers will be requesting you to submit **ONE** piece of writing each week. Teachers will then provide detailed feedback for this piece of writing. **When parents wish to email multiple pieces of work, please can this be sent in ONE email to support teacher workload. All other feedback will be given as a whole class via Teams sessions.** When children return to school, they will be able to bring their home learning books into school to share with friends and teachers.

What will happen if my child does not engage with remote learning?

A member of the team will telephone the family to find out circumstances, offer support and guidance as required. We will of course reiterate the importance of home learning during this time. If you are unable to participate in class Teams, we will ensure that telephone contact is daily. **For families without internet, a pack of work will be prepared by teachers each week which families will need to collect.**

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 telephone call, email or Teams. We can then work together to find a means of providing remote learning that works for that family's circumstances.

Internally, school will monitor the weekly engagement of all children learning remotely from home. The school has communicated with parents that the deadline for work submission is 12pm each Friday afternoon. Class teachers will then spend Friday afternoon making phone calls to any families whose child has not submitted work within this timeframe. Class teachers will continue to support the management of home learning and workload of parents and families by ensuring the request for work submission falls for pieces of work which have been set earlier in the week.

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/government/uploads/system/uploads/attachment_data/file/84222/schools-week-2020-21-remote-learning.pdf)
<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](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>

