



Summerbank Primary Academy

Remote Learning Principles and Practice

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|------------------------|----------------------|
| 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 both 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.

- Enabling 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.
- Using 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:

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- Where a number (from 1+) of children are self-isolating, and the school/ bubble remains open (Scenario A)
- Where the school or bubble is required to close and all children require remote learning (Scenario B)

Approach & Lessons Provided – Scenario A

| | |
|---|---|
| 1. Dates of isolation are recorded | |
| 2. The capacity of families to access the internet and work online is established. | |
| If Yes | If No |
| A weekly timetable outlining daily learning opportunities is available online to children and should be accessed directly. This will include a weekly sequence of English and Mathematics learning in line with the objectives being studied by the rest of the class in school. https://www.summerbank.co.uk/children/remoted-learning/ | A device is loaned to the family so that they can access online Or A work pack will be made available to the family (due to the nature of this work having to be sent in advance and without direct teacher input it may not be possible to directly replicate the learning of the children in school using this method). |
| 3. A member of the school team checks in daily either through phone call or Class Dojo to check in with the family regarding their learning and to give feedback/support. | |

Approach & Lessons Provided – Scenario B

In this case, we will seek to ensure as many families as possible are able to access our online offer. Learning will be planned and delivered using the normal school curriculum as would have been followed had the children been in school. Staff will interact with children/families daily with opportunities for assessment and feedback built in. Class Dojo, Purple Mash and the school website are used to set work and for communication and feedback. The work uploaded will be in line with the school curriculum, had the school/ bubble been open. Expectations should broadly provide the below:

| | EYFS | 1-3 | 4-6 |
|---|-------------|------------|------------|
| English | | | |
| Daily Recorded Phonics Lesson with follow-up | ✓ | Y1, Y2 | |
| A weekly spelling focus/activity | | Y3 | ✓ |
| A sequence of learning activities based around Story Topic | ✓ | | |
| Five Story Topic Lessons – taken from the Story Topic Book being worked on in class (to include Reading, Grammar and Writing) | | ✓ | ✓ |
| Mathematics | | | |
| Five Mathematics sessions that meet the needs of learners in the class | ✓ | ✓ | ✓ |
| TT Rockstars work set weekly | | Y3 | ✓ |
| Foundation Subjects | | | |
| Physical Activity set daily | ✓ | ✓ | ✓ |
| Daily Foundation Subject lesson (could be blocked or a mixture of different subjects) | | ✓ | ✓ |
| EYFS | | | |
| Daily name writing/letter formation | ✓ | | |
| Topic related/age appropriate video to watch and talk about with other family members | ✓ | | |

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 exercise books to record their home learning. These books remain at home through the closure/isolation period, although the teacher will give feedback based on work shared online or photographs of learning submitted. For children who need additional support, we will provide work packs/additional activities to meet these pupils' needs.

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 Class Dojo and Purple Mash in addition to Microsoft Teams. Every child has/will have their own portfolio set up on Class Dojo and all parents will be connected to their child's class teacher. Class Dojo 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 Class Dojo and Purple Mash 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 Class Dojo. 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>