Remote Learning Policy

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Remote Learning Policy: Rationale

In March 2020 the whole country went into lockdown due to the worldwide Covid 19 pandemic. As a school, Eden made the rapid transition to educating pupils remotely for over a term. During this time feedback from children, parents, staff and governors within the school community provided valuable information about the effectiveness and sustainability of the approach and the pedagogy of remote learning. It was continually adjusted and amended so that the school's practice became increasingly robust and motivating, and encouraged participation and progress across all areas of the curriculum for all children.

DfE guidance for schools on full re-opening, updated September 17th 2020, states that,

'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.'

The DfE expect schools to 'give access to high quality remote education resources'.

Eden Primary has explored and experienced, through practice and research, the possibilities and benefits of Blended Learning as an approach to education that very successfully combines online educational materials and opportunities for interaction online, with classroom methods. It requires the presence of both teacher and pupil, with some elements of pupil control over time, place, path or pace.

Eden Primary will build on the learning and successes of the remote learning experience during lockdown, improving the offer for children at home and integrating online learning into the school curriculum. This policy will ensure that arrangements are in place and that there is a seamless transition to continued teaching and learning for all children when any Covid-related situation prevents either children or teachers from being at school.

Ofsted and Remote Learning

At the time of writing this policy the guidance from Ofsted is not complete, but it is known that when Ofsted do visit schools, the school's remote learning offer and whether the school is ready to educate children at home remotely whenever necessary, will be considered.

This policy will be read and followed in conjunction with other school policies including:

- Safeguarding and Child Protection Policy
- Addendum to Safeguarding and Child Protection Policy for Covid 19 and School Closures
- Staff Code of Conduct
- Online Safety Policy

Aims

Eden Primary will:

- Plan and deliver a programme with a seamless transition between school and home, that engages and motivates all children to continue learning and making progress whilst learning at home
- Maintain a strong sense of school community and connection with staff, parents and peers to support and improve learning outcomes
- Ensure that the use of remote learning strategies ~~are~~ is integrated into time in school and well-rehearsed so that children, staff and parents are well prepared for learning at home.
- Develop responsible and independent learners with good learning and work habits and with choice and agency over their work with regards timing, order of tasks and methods of presenting learning
- Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff, children and parents are trained and supported in their use
- Set assignments so that pupils at home have meaningful, relevant and ambitious work pitched at the right level each day in a number of different subjects
- Rely on the school's curriculum map and long ~~tern~~ term plans in order to 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
- Ensure that learning is consolidated and reinforced
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- Gauge how well pupils are progressing through the curriculum, using suitable assessment tasks and strategies and set clear expectations of how regularly teachers will check work
- Ensure that work is accessible and manageable for staff, children and families
- Allow children to access the Computing curriculum in an organic manner and not always as a separate subject
- Ensure that staff, parents and children are all supported and working together to build an effective partnership between home and school that ensures the best possible educational experience and outcomes for each child.

Curriculum and Pedagogy

Teachers will:
- plan according to the school's planned curriculum map and sequence, allowing access to high-quality online and offline resources and teaching videos linked to the school's curriculum expectations.
- ensure pupils have access to necessary technology and where this is not possible provide printed resources for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support. We will work with families to deliver a broad and ambitious curriculum in which these children can work independently or with appropriate support.
- plan a programme that is of equivalent length to the core teaching pupils would receive in school of 3-4 hours, ideally including daily contact with teachers either live or in pre-recorded messages
- adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

At Eden Google Classroom (all classes) and Seesaw (Reception to Year 2) will be the main learning platforms used, though this will be reviewed annually to see if there are better platforms. We will

support these with other online resources such as Purple Mash/Serial Mash, Oxford Owls, SPAG on Line, Literacy Shed Plus. This list will be developed as more and improved resources become available or introduced.

Engaging with specific online teaching resources developed in response to COVID-19

At Eden we have also reviewed all new resources specific to remote learning, such as Oak Academy and BBC Bitesize and will continue to do so. Teachers at Eden are not prohibited from using these if they fit exactly with the content to be taught, and if they are appropriately clear and engaging at the right level. However, in many instances they may feel that the resources they can create themselves are better suited to motivating and exciting our pupils. We will continue to follow the school's curriculum as set out in our long term plans, and adapt this for online learning. For example, we will continue to use HfL's *Essential Maths* as our scheme and not move to another online maths programme. Teachers may however chose to supplement our schemes of work with relevant resources in certain instances where it may develop clarity of understanding,

Feedback and Follow Up

Children will receive feedback on their remote learning either as individuals, as groups or as a whole class. This will be communicated in person, through the remote learning platforms or on or attached to pieces of work that have been submitted. Feedback should be provided on no less than three pieces of work each week within two days of the completion deadline.

Remote Learning work may be praised or recognised in school, on the class stream or in assembly. During periods of remote learning we will continue to select children for Special Mentions/Over and Above awards weekly, as would be the case in school.

Teachers will contact parents of children who are not engaging with their remote learning or performing at expected levels by email or on the phone to discuss how to improve the situation and what support may be needed.

The class teacher will keep a record of completed work either in their mark book or using the record of work on the learning platform. This will help to monitor children's attitudes to remote learning and the role of the family. Children who find it hard to complete remote learning will be encouraged through the use of incentives and by working with parents and peers.

Peer Interaction

Google classroom paired with Zoom calls offers a lot of scope for peer interaction. Children will be encouraged to work together collaboratively, share thoughts about each other's work and on contributions made via the stream. They will be encouraged to ask and answer each other's questions. Teachers will showcase work done so that all learners are aware of a high quality examples and peers will be encouraged to learn from each other as they do in class.

Via the Google Classroom, children are able to work on shared projects such as contributing lines to a poem, sharing ways of solving a mathematical puzzle, editing each other's writing, sharing research or collaborating on a presentation.

Regular Zoom calls for the whole class and groups offer further opportunities to work together, to share ideas and solutions. Our experience shows that older children can manage this themselves, breaking off into groups to discuss an issue and coming back together with the whole class during the same Zoom call or on another occasion. We have experience of them working successfully in pairs and small groups. In this way children can have discussions, put together assemblies, presentations and other pieces of work to share with the whole school.

Themed days and weeks, where all classes are working on the same topic, also create opportunities for peer interaction including across classes, with siblings and across families. At Eden we have a lot of experience of hugely successful online whole school projects: Poetry Week, Sports Week, Amazing Animals Day, Class concerts, etc. Our aim is to develop this type of working to include many more.

<u>**SEND**</u>

Eden Primary is proud to be an inclusive school. We recognise that all children have a right to access a broad and balanced curriculum. Appropriate, differentiated remote learning will be set for all children with complex and additional Special Needs which closely aligns with the educational offer for all but also takes account of their particular special needs and their particular aptitudes. Work will be planned in discussion with the Inclusion Leader and class teachers where necessary. Tasks will have a clear focus and time scale, give plenty of opportunity to succeed, help to develop a range of skills, including social skills, and be manageable for children, parents and teachers. Teaching Assistants will often work one to one or with a group on interventions to support children requiring additional support or input, either for a short period or on a regular basis where required.

Blended Learning and Remote Learning Scenarios

Tier 1: All Children in School and Homework

Remote learning will not only be used when there are lockdowns or for when children are isolating. Regular homework, according to the homework policy, will now be set through Google Classroom and Seesaw.

All children will participate in at least one task through Google Classroom or Seesaw in school each week to enable them to develop the necessary skills and attitudes for online working and to ease the transition to learning at home when it becomes necessary.

Teachers will manage the work on Google Classroom/Seesaw at school so that all children are enabled to complete it using the laptops and ipads we have available in school on a rota basis. Creativity in planning the timetable will be needed. It may be, for example, that the same piece of learning may be up for three days and a different group do it on each day. Certain times of day, such as the soft start and soft end, may lend themselves to independent working via the Google classroom.

Tier 2: Individual Children at Home for Covid Related Reasons

As Above

In addition: a selection of English and Maths tasks will be available on Google Classroom or Seesaw for children each week. If teachers or other teaching staff are able they will also upload tasks in other curriculum areas but this is not essential,

Tier 3: Whole class at home for Covid Related Reasons

Each week:

Learning objectives and tasks will be made clear to the children and the plans for the week will be posted in the remote classroom at the start of each week or at the start of each period of working at home.

Teaching and learning will be posted on the platforms used, presented in the following ways:

- Live introductions to lessons on Zoom

- Pre-recorded lessons
- Drop in lessons to support children
- Live group work on Zoom
- Rich and exciting stimulus resources to support learning including sound clips, video, pictures, quizzes and written information/instruction
- Independent tasks
- One or two pre-recorded Hebrew lessons a week

Teachers will provide a clear timetable for each week/each day including how much time approximately should be spent on each task.

- Learning should be blended to include getting children started with live or pre-recorded lesson followed up with independent learning
- At least one whole class zoom session each week
- Short, pre-recorded introductions or online sessions for new tasks and learning
- Drop-in sessions to support learning and respond to questions and difficulties where helpful
- Small group work where needed
- Work that children can do independently or with minimal input from parents
- Group and individual work for children with SEND with a teacher or teaching assistants

Each day:

Children have access to work through online platforms that will keep them occupied and engaged for 2-4 hours depending on age. This is in line with the amount of time they would normally spend on core subjects in school.

Resources and additional work may be posted as the week progresses.

Each day the children will have learning and input in the following areas:

- Maths
- Writing
- Reading
- PSHE
- Physical education suggestions
- At least one other curriculum area

Tier 4: Complete Lockdown and School Closure

Tier 3 plus:

Whole school and class activities to:

- Enable siblings and families to work together
- Maintain excitement, engagement and motivation
- Maintain a sense of school community and connection

May include:

- Virtual events that mirror the year's curriculum, such as: camping events, overnights, school trips
- Whole school sporting events
- Poetry weeks
- Special event days

- Whole school creativity provocations
- Concerts
- Virtual trips and events
- Staff videos
- Etc.

Children are encouraged not to use Google Documents for their work because if there is ever a need to move away from Google to another platform, their work will be lost.

Work will not generally be set in the holidays, although, as is the case during normal schooling, optional holiday projects and tasks will be suggested.

Support for Parents

In case of periods of self-isolation the teaching staff will communicate with parents through Parent Mail.

In case of a lockdown for longer than two week the school will provide opportunities for supporting parents including:

- Zoom curriculum meetings for all parents to look at expectations, to give guidance and to support parents with learning at home
- A schedule of phone calls to individual homes to support parents
- Written guidance through parent Mail and remote learning platforms
- Opportunities to communicate one to one with the class teacher or teaching assistant

The school will elicit feedback from parents on learning at home on a regular basis and at appropriate moments depending on the course of events.

Role of the Head Teacher and Deputy Head Teacher

- To promote and value the policy by raising its importance
- To ensure that remote learning is built into teachers' planning and managed well by teachers while children are at school and when they are at home
- To work with teachers to ensure that adequate guidance and support is provided to parents
- To ensure adequate support, supervision and training for staff
- To keep up to date with new developments with regard to remote learning
- To monitor and evaluate the policy
- To monitor workload and the home life balance for all staff

Role of Teachers and Teaching Assistants

- To follow the values, goals and aims of the Remote Learning Policy and understand what homework is for at Eden
- To integrate remote learning into planning whilst at school
- To share with parents how they may support learning outside school using technology and remote learning platforms
- To plan fully in line with the remote learning policy
- To set work relevant for each child

- To communicate clearly to children and parents how and when the work is to be done so children and their families can arrange a schedule that suits their individual needs
- To explain clearly how much time should be spent on any remote learning task and how much support should be provided
- To make learning objectives clear and model expectations to the children and their families
- To provide feedback on remote learning as required by policy
- Encourage and praise the children's efforts and good attitude to ensure good self-esteem and a sense of achievement
- To make quality resources available to support and scaffold learning
- To contact any family where a child is not engaging or completing work and offer support and advice
- Elicit feedback and self-evaluation from the children and their families about the remote learning, in particular on whether it was pitched at the right level

Role of Parents and Carers

Eden values the partnership with parents and the support they can provide with learning at home and outside school.

Parents are expected to:

- Read and understand Eden's Remote Learning Policy
- Recognise that learning will need to be organised and adapted to meet the family's needs.
- Promote the value of remote learning for their child and ensure that it is a pleasurable experience
- To aAsk the school for help if they do not have access to adequate technology at home so that it can be arranged.
- Encourage the children to complete their remote learning
- Provide necessary tools where they can and where the school may not be able to provide them
- Provide a suitable space so that children can work effectively and concentrate
- Establish a routine at times when the child is able to learn effectively that suits the family according to their needs and the availability of devices
- Encourage the children to work independently as guided by the school
- Support the children with their remote learning as relevant depending on age, task and guidance from the school.
- Encourage and praise the children's efforts and good attitude to ensure good self-esteem and a sense of achievement
- Contact the class teacher if they have any concerns or questions about any aspect of work at home or if their child is experiencing difficulties
- Provide polite, respectful and constructive feedback and comments on remote learning to teachers using the remote learning platform or email.
- To sSet up suitable filters and monitoring so that children can work safely on the internet

Role of children

- Carefully follow the guidance of their class teacher regarding what to do, the amount and timing of work, when to submit it and what is expected.
- Make sure that they understand what they have been asked to do by reading the instructions carefully and/or watching any videos that accompany the task
- Ask questions if they do not understand, via the remote learning platforms or via their parents by email to class teachers where relevant.

- Contribute thoughtfully to pupil interviews and questionnaires on remote learning for the school to monitor and evaluate
- Take pride in their work and present it well using either good handwriting or the relevant materials and tools
- Display a positive attitude and have a good go at all activities
- Provide feedback to the teacher about the remote learning, including whether it was too easy, too hard or just right.

Reasons for Absence and Access to Teaching and Learning

Full Lockdown and School Closure	Tier 4
Self-isolation and closure of whole class bubble for 14 days due to a positive Covid 19 test	Tier 3
Self-isolation of individual children due to suspected or confirmed case in household or as a result of track and trace.	Tier 1 and 2
Children who are isolating for 10 days due to a positive Covid 19 test but are well enough to engage with home learning	Tier 1 and 2
Children who are isolating for 14 days due to a positive Covid 19 test of class teacher who is not well enough to work	Tier 2 or 3 The school will endeavour to move from Tier 2 to 3 depending on available staffing
Children who are shielding or who have a family member who is extremely clinically vulnerable	Tier 1-4 depending on what is happening with the rest of the school
Children who are unwell at home for any reason Covid 19 or non-Covid related. Only if really well enough to work.	Tier 1 and 2 if well enough to work.

Equal Opportunities

Teachers will ensure that the remote learning is appropriate to meet the needs of all children regardless of ethnicity, religion, gender, ability, attainment or social background.

Monitoring

This policy and its effectiveness will be reviewed annually or when the need arises and recommendations for improvement will be made to the Governing Body via the Achievement Committee.