



BARNARD GROVE PRIMARY SCHOOL **REMOTE LEARNING APPROACH**



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Rationale & Research

The following plan will ensure that a high quality, coherent sequence of teaching and learning continues at Barnard Grove Primary school (BGPS) in the event of pupils missing periods of time from school due to the presence of COVID-19.

The plan complies with the guidance, principles and expectations outlined in the DfE's document, **Guidance for Full Opening:**

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks>

We have also considered and implemented the principles from the '**EEF Remote Learning Rapid Assessment Evidence**' and '**EEF Remote Learning Evidence Review**':

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>.

There are 5 key areas in which we can make extensive use of technology to remotely support teaching and learning:

- 1. *Learning resources and live classrooms***
- 2. *Virtual instruction and explanations***
- 3. *Provide class feedback***
- 4. *Accountability***
- 5. *Active revision/Assessment For Learning with online quizzes***

Combining the above is key in remote learning lesson design.

1. Learning Resources and Live Classrooms

At BGPS, **Google Classroom** will be the main online platform used to provide remote teaching in the event of groups pupils needing to be educated at home. Every pupil will have their own secure account where teachers will use the whole spectrum of the Google ecosystem to provide online teaching and learning. Some of the key benefits of Google Classroom include:

- *Learner management system with account to contact pupils*
- *Communication stream for communicating lessons, work, deadlines etc with parents via email or message*
- *Messages and email invitations can be sent by teachers to allow children to join live lessons.*
- *Streams live lessons for remote learning*
- *Screenshare can be utilised to share pre-prepared presentations, clips, images, diagrams etc.*
- *Peer to peer interaction can be created with breakout rooms to facilitate discussion*
- *Live feedback allowing pupils to respond to a question (could be a live chat, comment box, message stream)*
- *Files/shared space for teachers to upload work so children are able to see the work that needs completing*
- *Files/shared space to attach videos, recordings, images, links and documents to access linked to their work*
- *Pupils can upload completed work for feedback*
- *Game features for adapting learning content – bingo, matching, crosswords, randomiser*
- *Creation and or upload quizzes for AfL opportunities and low stakes assessment using templates and forms provided*

EYFS classes (Nursery and Reception) will continue to use the Tapestry platform to communicate with parents and share work and live/recorded teaching,

Scheduling virtual lessons

The scheduling timetable of any live lessons will vary depending on the scenario the school is responding to; however, if children are being taught remotely, there is a minimum expectation of three taught sessions per day (whether these be live or recorded).

When a class, year group or whole school transfer to remote learning, we will provide a timetable for parents, outlining the start times of live lessons and the lesson focus. As well as delivering live lessons, teachers may choose to record the sessions and upload them to Google Classroom/Tapestry. This will allow pupils to access them again if they feel they need to and would also allow any pupils who missed the lesson to access it at a later date.

Pupils learning at home will often involve them working independently. Research related to metacognition and self-regulation suggests that disadvantaged pupils are likely to particularly benefit from explicit support to help them work independently; therefore, checklists or daily plans outlining the expectations of learning and what is to be completed will be provided.

2. Virtual Instruction and Explanations

Ensuring the elements of effective teaching are present is more important than how or when live lessons are provided. The research evidence shows that the use of clear explanations (and that these explanations build on prior learning) is vitally important. To deliver explanations teachers may choose to:

- *deliver explanations live in the virtual lesson
- *use a pre-prepared presentation (Google Slides, PowerPoint, SMART) and explain aspects of this in conjunction with the slides using screen share e.g. through Zoom or Google Meet
- *upload and include links to clips, explaining learning concepts which teachers include as a link in the lesson and this can be replayed as needed
- *explain model answers to reading questions, maths problems or subject specific questions alongside the visual answer so pupils can see effective examples of what is expected.

Creating Videos may include:

- *Using an iPad/iPhone camera to do screen record for talking and explaining things while modelling a concept, saving it to the photos area and then uploading it to share during the lesson.
- * Using an iPad/iPhone camera to do screen record to capture themselves modelling a concept without explanation, saving it to the photos area and then uploading it to share during the lesson and in the live lesson explain and talk over the recording of the concept being modelled.
- *Using Peardeck to add voiceover, text, arrows, annotation on to it

Approaches to learning:

Teachers may utilise some of the approaches below for creative lesson design.

Standard Approach - Children are assigned the “pre-learning” which may be watching a video or reading any materials relevant to the live lesson. During the live lesson, children practice what they’ve learned with their teachers addressing the misconceptions and allowing additional support where required.

Discussion Orientated Approach - Teachers provide video or reading related material to the lesson concept. The live lesson is then devoted to discussion and exploration of the subject content. This can be an especially useful in English.

Group Based Approach – Children access videos and other resources before the live lesson to activate their learning. During the live lesson, they are placed in groups or a team to work together on a learning challenge. This encourages children to learn from one another and helps them to not only learn what the right answers are but also how to actually explain to a peer why those answers are right. This also allows for high levels of feedback to take place between pupils and the teacher.

3. Feedback:

Research demonstrates that the quality of online learning is linked to the feedback and quality of feedback pupils receive. It is important that teachers provide:

*Individual feedback- this is required on all work submitted by a pupil whether this be written, messaged or audio feedback.

*Whole class feedback sessions - sharing anonymous work to discuss & highlight with pupils' strengths in exemplar pieces of work and share work for children to identify and discuss misconceptions.

*Teaching from misconceptions - teachers may use pupil responses to create misconception pages where through discussion, children identify misconceptions and address them.

*Addressing misconceptions – teachers record a video or use explain everything to address misconceptions by showing correct answers and modelled examples to share with the class.

*Peer marking - peers to assess a piece of work shared anonymously for pupils to mark and identify strengths and misconceptions.

Peer Interactions

Multiple reviews highlight the importance of peer interaction during remote learning as a way to motivate pupils and improve outcomes. A range of strategies to support peer interaction, including peer marking and feedback, sharing models of good work, and opportunities for live discussions of content are beneficial. Teachers will utilise the Google Meets facility to facilitate peer-peer interactions e.g. placing children into groups for collaboration around a specific task. To manage this, teachers may use the approach 'numbered heads together': children number themselves 1-4; the teacher selects a number at random and that pupil will feed back the group's thoughts and ideas.

4. Accountability:

Accountability following lessons

It is important that teachers provide opportunities for pupils to practise learning delivered in a live lesson and place accountability on pupils following the lesson on what needs to be completed with a date of when it needs to be completed. Teachers will communicate well defined, concrete learning goals. By explaining how the learning task links to the learning process and their long-term goals or how this will be built on when they return to school, is a way of motivating and creating a sense of purpose.

Accountability within lessons

When teaching online, pupils need more than just hearing the ideas being verbalised. Children need to see things being modelled or images related to the verbalised content. Pupils need to do things to consolidate concepts into memory and to help them remain engaged. In an online lesson, it's good to include pause points and include an 'accountability loop'. It's important to build the culture of active engagement by factoring these into online learning. Examples of accountability loops include: *real time accountability, implicit accountability and lagging accountability.*

* Real Time Accountability

These are points in the recording or live lesson where children can think about a question the teacher has posed, articulate what will happen next or complete an activity. Pupils may respond by adding responses in comment/live boxes/chats or by the teacher inviting them to respond to the pause point.

Example:

“Now I’ve stopped the video, what new words did you hear? I’ve uploaded an extract, what words/phrases contribute to building an atmosphere?”

Accountability loops:

- Write them on a board/workbook and show them to your screen
- Write them into the text chat - you have 2 mins.
- Wave and you can offer your answer

All approaches allow for clear feedback to be provided.

* Implicit Accountability.

Children complete a task and compare their answers then and there. In this approach they will come to own responsibility for their learning.

Example:

“Note down words linked to the process of the water cycle in your notebook. In a moment I’ll share the answers & you can compare yours to mine.

Accountability loops:

Children share examples/questions where they were confident or where errors were encountered, and they would benefit from further practice.

* Lagging Accountability

It happens after an undetermined delay in time. This is a good strategy because it lets you assign tasks of substance, but the time delay can be problematic. Pupils could have misconceptions for the rest of the streamed lesson and they’re not identified until they upload their learning.

Example:

“You have 2 minutes to write your answers to this part of the session and at the end upload your work with all your thoughts on”

This may be uploading a photo of their work etc...

Accountability loop:

Children upload work for feedback

5. **Active Assessment for Learning:**

'Retrieval practice can take place with or without technology, but the key thing is that it is taking place whether we are in a school classroom or virtual classroom. It is simply too important to ignore.'

Allowing opportunities for pupils to practice concepts to support learning for the long term is key. A range of online quizzes can be set for pupils to complete to show their understanding and review previously taught content. Kahoot, Peardeck, Google Forms etc... will be used by teachers at BGPS for online, formative assessment quizzes.

Research demonstrates that low stakes assessments or quizzes that require recall from memory will be more effective for developing long-term memory. This is not to dismiss multiple-choice quizzing as it can be a useful form of review and can/should be used as part of a varied retrieval diet.

Interventions

Depending on the period of time pupils are learning remotely, teachers may include intervention sessions in the schedule of lessons. Identified pupils will be invited to sessions to support where misconceptions have arisen. This may be scheduled on a weekly basis to the same group of pupils in set sessions. E.g. two 30-minute reading sessions a week or be a response to assessment for learning (instant intervention).

Engagement

Pupil engagement in learning will be monitored by school leaders: Phase Leads will carry out day-to-day monitoring, liaising with class teachers to have initial contact with parents of any children not fully engaging to discuss barriers and expectations going forward. If engagement does not increase, a member of the SLT will then contact parents to stress the importance of the learning and offer any support available.

Non-academic sessions




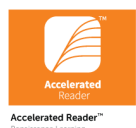




Where remote learning extends beyond 48-hrs, teachers will include at-least-weekly PSHE-focussed sessions to avoid some pupils feeling isolated. The focus of a social session may involve children bringing something they've made or done while they have been at home, bringing a favourite book or object to share, or a game of bingo or quiz organised by the teacher.

CPD

For effective remote learning, research demonstrates the importance of being provided with clear explanations, opportunities for pupils to engage in feedback, opportunities for peer-to-peer interactions and be clear expectations around accountability. When planning in CPD opportunities, leaders may ensure some phase or staff meetings are around these aspects of remote learning; allowing opportunities for teachers to share best practice and ideas.

REMOTE LEARNING – OUTLINE PLAN

**The statements in purple are statements from the DfE Guidance*

<p>1.1 Principles of remote learning contingency plan</p>	<p>Our curriculum is designed to promote, support and develop pupils' learning in a creative and innovative ways. We strive to make learning purposeful through dynamic teaching with clear explanations and modelling, meaningful feedback and high levels of pupil accountability. Our school expectations are embedded in all we do and will be continued in our approach to remote learning: respectful, kindness, safety, readiness to learn. All pupils will be given equal opportunities to access remote learning regardless of ability, level of disadvantage or family circumstances through the school's commitment to loaning devices to disadvantaged families. Staff wellbeing is also at the heart of our plan, ensuring any additional workload is monitored closely.</p>
<p>1.2 Immediate Remote Education</p> <p>*What will be expected in the first response to a lock down/ bubble closure?</p>	<p>On the day of a lockdown announcement, school have a procedure in place to contact all parents via text message, Marvellous Me and follow-up calls if required.</p> <p>On Day 1 of a school closure, teachers email links to Oak Academy, BBC Learning and in school-programmes such as TTRS, Lexia and Reading Plus to parents. Google Classroom usernames and passwords emailed to all parents and technical support offered.</p> <p>Google Classroom remote learning provision will go 'live' the day after any lockdown is announced – all families offered a loan laptop from school.</p> <p>Technical support in place for those families who require it to get started with Google Classroom.</p>
<p>1.3 Platforms used to deliver remote learning</p> <p>*learning platforms *online platforms *remote learning offline *workbooks/ pupil packs etc</p>	<p><i>Give access to high quality remote education resources. Select the online tools that will be consistently used across the school. To provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.</i></p> <ul style="list-style-type: none"> • Google Ecosystem, inc. Google Classroom, Google Meet, Google Slides etc... - online learning platform for Years 2-6. • Tapestry – online platform for EYFS/Y1 • RWI online, Lexia, myON – online reading programmes to support home reading • White Rose Hub – online Maths lessons following the school's sequence of learning • Oak Academy/BBC learning – additional materials to supplement online learning (in line with school curriculum and sequence of learning) <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">         </div>

1.4 Remote learning planning

*See example timetable for each phase

*Expected number of hours for each key stage

Teacher's remote learning programme is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

- EY – Up to 3 hours of learning per day delivered through Tapestry (recorded) and Zoom (live phonics and story time)
- KS1 – 3 hours (minimum) of learning per day delivered through Google Classroom.
- KS2 - 4 hours (minimum) of learning per day delivered through Google Classroom.
- Each phase will create own timetable, appropriate for that age group, covering the full breadth of the National Curriculum (where possible)

KS1

Classes 3/4/5 Remote Learning Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Before 9:00am	Get up and ready to work				
9:00am – 9:20am	Phonics/Spelling				Enrichment Activities 1:1 Pupil check ins
9:20am – 10:00am	Independent Oxford Owl reading/Letter join handwriting				
10:00am – 10:20am	English Input/Grammar				
10:20am – 11:00am	Independent English Task				
11:00am – 11:30am	Topic Input				
11:30am – 12:30pm	Lunch				Enrichment Activities
12:30pm – 1:00pm	Maths Input				
1:00pm – 1:30pm	Independent Maths Task/TT Rock Stars/Numbots/5 a day				
1.30pm – 2.15pm	Independent Topic Task				
2.30pm – 3:00pm	Story & Catch up				

LKS2



YEAR 3/4

REMOTE LEARNING PLAN

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am – 9:20am	Lexia Time/Independent Reading (log pages read on GoRead)				Independent Curriculum Enrichment Project
9:20am-9:40am	Maths Online Lesson (including register)				
9:40am-10:20am	Maths Independent Task				
10:20am-10:50am	English Online Lesson				
10:50am-11:00am	Break				
11:00am-11:30am	English Independent Task				Independent Curriculum Enrichment Project
11:30am-12:00pm	Reading Plus/Lexia Online support available during this time				
12:00pm-12:45pm	Lunch Time				
12:45pm-1:00pm	Reading Independent Task				1:1 teacher-pupil check-ins
1:00pm – 1:30pm	Science Online Input	Online Input Topic	Topic Online Input	PE – Joe Wicks on You tube	
1:30pm – 2:30pm	Independent Science work	Topic Independent Online Task	Topic Independent Online Task	Topic Independent Online Task	
2:30pm-3:00pm	Online Spelling Activity Times Table Rock Stars				
3:00pm – 3:10pm	Storytime				

UKS2



YEAR 5/6

REMOTE LEARNING PLAN

	Monday	Tuesday	Wednesday	Thursday	Friday
Before 9:00am	Get dressed and have breakfast – be ready to learn!				
9:00am – 9:20am	Accelerated Reader				Independent Curriculum Project
9:20am – 9:40am	Spelling Online Pre-recorded lesson (Link posted on Google Classroom)				
9:40am-10:00am	PE (Joe Wicks – YouTube)	Class Reading Lesson Live Online Input			
10:00am-10:30am		Class Reading Lesson Independent Online Task			
Break 10:30am – 10:40am					
10:40am-11:00am	TTRS or HIT THE BUTTON	English Live Online Lesson			Independent Curriculum Project
11:00am-11:40am	English Pre-recorded Grammar session	Text Highlight Colour			
11:45am-12:00am	Maths Online Pre-recorded Lesson (Linked posted on Google Classrooms)				
12:00pm-12:45pm	Maths Independent Online Task (Class teachers will be available, via Google Meet, to answer any questions/offer any support)				
12:45pm-1:30pm	Lunch				
1:30pm – 2:00pm	Topic Live Online Input	Topic Live Online Input	Topic Live Online Input	1:1 teacher-pupil check-ins	Science Online input (Mr Whitham)
2:00pm – 3:30pm	Topic Independent Online Task	Topic Independent Online Task	Topic Independent Online Task		Science Independent Online Task

- There is a minimum requirement, across school, that children will receive at least **three direct teaching sessions per day** (this could be a combination of pre-recorded and/or live sessions).
- The remote timetable will consist of a blended learning approach: direct teaching, online learning, offline tasks and pastoral support.
- Teachers need to take into account the level of independence that the children have when setting work e.g. younger children may need more direct teaching but shorter sessions whilst older children should be able to manage their learning more independently.
- PE sessions will also be delivered via live/recorded lessons.

<p>1.5 Digital Protocols</p> <p>E.g. *Children’s Commissioner Digital 5 a day framework (appendix 4) *Trust protocols for learning online (appendix 5) *School’s acceptable use policy</p>	<p>School’s acceptable use policy.</p> <p>SWGFL – Safe remote learning (https://swgfl.org.uk/resources/safe-remote-learning/safe-remote-learning/)</p> <p>DfE - Safeguarding and remote education during coronavirus (COVID-19)</p> <p>Children’s Commissioner Digital 5 a day framework</p> <p>Trust protocols for learning online</p> <p>Google - Distance Learning Strategies for Educators</p>
<p>1.6 Teachers Expectations for Tier 1 – delivery of explicit instruction</p>	<p><i>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. Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources and/or videos. Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.</i></p> <ul style="list-style-type: none"> • When teaching a class remotely, teachers are expected to deliver lessons in line with the usual timetable of the school day, including core subjects (R/W/M) plus additional lessons, covering the breadth of the primary curriculum. • These sessions should be taught live, where possible, or pre-recorded videos/presentations with explanations if not. • Post-lesson learning should include independent work that is uploaded to Google Classroom to be reviewed by the teacher and used to inform future teaching and planning. • Information on presentations should be kept brief and as succinct as possible to avoid cognitive overload. • For those pupils who cannot access online teaching, a tiered system of support will be offered: <p>1) <i>School laptop loaned/Internet dongle provided</i> 2) <i>Small group sessions to encourage participation</i> 3) <i>Paper work packs (only as last possible option)</i></p> <p>These lessons should follow the essential principles of good curriculum design: delivering effective explanations, feedback, accountability, peer-to-peer interaction.</p>
<p>1.6a Setting work & Accountability *Delivery of explanations *Tasks set *Deadlines for work</p>	<p>All work will be uploaded to Google Classroom, including:</p> <ul style="list-style-type: none"> • presentations – live or recorded with oral or annotated explanations • reading materials • audio and video clips <p>Independent tasks will have clear due date/times to ensure pupils are well-organised and parents can help to manage their time effectively.</p>

<p>1.6b Providing feedback</p> <ul style="list-style-type: none"> *Work submitted *Live feedback sessions *Intervention or support group sessions 	<p><i>Select the online tools that will be consistently used across the school in order to allow interaction and feedback</i></p> <p>Pupils' work submitted daily on Google Classroom – teachers promote accountability using due date/time function.</p> <p>Timely feedback given to pupils during live lessons using high quality questioning and AfL techniques.</p> <p>Pupils who require additional support/pre or post-teaching identified through AfL and reviewing work – time set aside in weekly timetable for teacher/teaching assistant to provide one-to-one/small group support or intervention.</p>
<p>1.6c Assessment & Review</p> <ul style="list-style-type: none"> *Quizzes and reviews *Modelling of good answers *Consolidating learning 	<p><i>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 work. Enable teachers to adjust what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.</i></p> <p>Through the range of APPs available in the Google Suite, teachers will make effective use of quizzes (open-ended, closed and multiple choice questions) in order to formatively assess pupils' knowledge and understanding. During live teaching sessions, teachers will model excellent responses to questions and tasks to help children understand what is expected of them in their independent work.</p> <p>Responses and contributions in class sessions, combined with reviewing independent work, will be used to formatively assess whether pupils are secure with an objective/concept or whether that content needs to be revisited in future sessions, small group interventions or further independent practice.</p>
<p>1.7 Provision for SEND pupils</p> <ul style="list-style-type: none"> *SENDCo consultation with families where pupil has an EHCP. *Identify support & best approach *SENDCo liaises with external agencies to make arrangements as required 	<p><i>Younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum</i></p> <p>Pupils' work on Google Classroom will be differentiated to meet their needs and ensure they can complete an activity independently. This might involve activities that are hands on and/or playful. For those children with an EHCP, the activities must link to the targets in this plan as it is a legally binding document.</p> <p>Work on Google Classroom should cover a range of subjects and, where needed, separate online teaching should be offered. The work must be allocated specifically to the child in accordance with GDPR.</p> <p>When work has been given by external agencies, such as SALT, for the child to do in school, this must also be uploaded to Google Classroom for them to complete. This may need additional adult support and although we cannot guarantee this will be done, the option must be given.</p>

<p>1.8 Teachers Expectations for Tier 2 *support sessions to small groups *intervention sessions *Wellbeing sessions *Social and emotional sessions *Community/whole school sessions – assembly</p>	<p>As well as Tier 1, core daily teaching sessions, we will also offer additional, Tier 2, support:</p> <ul style="list-style-type: none"> * Small group intervention led by teachers and teaching assistants * Weekly PHSE-focussed assembly led by HT/DHT * Weekly class meet for social interaction * Class quizzes * Class novel sharing
<p>1.9 Teaching Assistants – Roles and Expectations *Tasks directed by SLT *CPD *Related reading *Timetable for listening to pupils read 1:1 online</p>	<p>Teaching assistants will support teachers and the leadership team with a variety of tasks as well as participating in online CPD as directed by Phase Leads/SLT:</p> <ul style="list-style-type: none"> * Timetabled, 1:1 reading sessions * Timetabled, small-group interventions (academic and social & emotional support) * Creating resources in preparation for pupils returning to school * Online CPD linked to SIP priorities/personal development targets
<p>2.2 Clear communication with parents/carers communicating engagement in work *Weekly check ins with pupils *Meetings with teachers *Meetings with phase leads *Monitoring offline remote learning *Communicating concerns to DSL</p>	<p>Depending on the scenario, teachers, leaders and the school’s Social Inclusion Manager will engage with pupils, parents and carers as often as possible to check pupil welfare, engagement with learning and ascertain whether parents require any additional support:</p> <ul style="list-style-type: none"> * Regular Marvellous Me messages and badges sent to parents to encourage participation, and relay key information * Weekly social meets with pupils – teachers/teaching assistants * Class emails shared with parents for contact regarding pupil welfare or learning queries and support * Weekly phone call or small group Zoom check-ins with parents – teachers, leaders, Social Inclusion Manager * Daily monitoring of engagement in remote learning through Google Classroom – teachers, leaders * Clear mechanisms to report any safeguarding concerns to DSLs <p>Pupil engagement monitored by:</p> <ul style="list-style-type: none"> • Teachers keeping daily registers, recording participation in live sessions, completion of work and communication – teachers/teaching assistants to use these registers to ensure timely contact (telephone where possible) is made with pupils who are not engaging regularly • Weekly registers monitored by SLT to track whole school engagement – SLT to contact any families who are not engaging even after teacher contact



<p>2.0 Monitoring the effectiveness of remote learning</p> <p>E.g.</p> <ul style="list-style-type: none"> *Feedback from parents/ pupils on remote learning *Monitoring safeguarding and online safety 	<ul style="list-style-type: none"> * Class emails shared with parents for contact regarding pupil welfare or learning queries and support * Weekly phone call or small group Zoom check-ins with parents – teachers, leaders, Social Inclusion Manager * Daily monitoring of engagement in remote learning through Google Classroom – teachers, leaders * Clear mechanisms to report any safeguarding concerns to DSLs
<p>2.1 Continually enhancing the effectiveness of remote learning</p> <ul style="list-style-type: none"> *Staff CPD *Phase meetings *Sharing best practice 	<p><i>Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use</i></p> <ul style="list-style-type: none"> * 2 x staff meetings in Autumn 1st to introduce Google Classroom and share best practice for online teaching and learning * Gap task – create an online lesson/presentation on Google Classroom that demonstrates explanation, feedback and pupil accountability * 1 x staff meeting for each team to present their sample lesson to the rest of the staff (Zoom) <p>DHT and Computing Lead to provide continued support for staff to ensure high quality teaching and learning and technical support in using the Google Classroom platform.</p> <p>In the event of a class/phase bubble having to isolate, teachers to be given the first day to plan and upload learning to Google Classroom (pupils will be directed to Oak Academy/BBC for learning on that day).</p>

REMOTE LEARNING IN ACTION
SCENARIO-BASED APPROACH

The following guidance is to support school leaders and staff to provide **immediate** remote learning should it be required as a response to the various scenarios COVID-19 could bring about...

1. A member of the class/bubble tests positive for Covid-19 and are all required to self-isolate for 14 days – teacher is not displaying symptoms so is fit for work OR the school is closed due to a local/national lockdown.			
Approach	T&L Expectations	Communication (Learning)	Communication (Safeguarding/Administration)
<p>TIER 1 (Core Learning)</p> <p>Google Classroom will be used to upload the children’s home learning curriculum including clear explanations, feedback and pupil accountability.</p> <p>There will be at least three face-to-face, taught sessions per day – these could be live through Google Meet or recorded (English, inc. phonics; Maths + one other subject), using Google Slides, PP or SMART to present the learning. Google Meet will be used for children to join in the session in an interactive way.</p> <p>Pupils complete a combination of online and offline tasks.</p> <p>This work on the platform should cover the full range of subjects in the primary curriculum.</p> <p style="background-color: yellow;">*Starting on Day 2 of isolation</p>	<p>Teachers: Plan a series of lessons that continue the sequence of learning set out in the school curriculum across the full range of subjects.</p> <p>Set out a daily/weekly timetable of lessons for pupils to follow.</p> <p>Deliver at least three ‘live’ or ‘recorded’ teaching sessions per day using the key principles of: explanation, feedback and accountability.</p> <p>Provide regular opportunities for pupils/parents contact – pastoral support.</p> <p>Leaders: Regularly monitor quality of remote teaching and learning being delivered on Google Classroom.</p>	<p>Teachers Initial communication – teachers to schedule a Zoom/Google Meet session with children/parents for the morning after the isolation period begins. They will share timings and expectations for pupil participation in live lessons and completing tasks set for classes/year groups involved in remote learning.</p> <p>A timetable of live learning is communicated to parents and additional learning may be suggested via Oak National Academy.</p> <p>Make effective use of Marvellous Me for messages and to celebrate success in home learning; telephone parents of pupils who do not <u>initially</u> engage with remote learning.</p> <p>Leaders: SLT to send initial letter/text home to inform parents of isolation requirements. Phase Leads – liaise with teachers and parents to promote engagement. SLT – contact any parents of pupils who are persistently not engaging.</p>	<p>Admin Admin team to contact parents to ensure school protocols for COVID-19 are being followed.</p> <p>If children are entitled to FSM, ensure food is made available through LA catering services.</p> <p>Teaching Assistants: Pupil stationery packs to be sent home.</p> <p>Leaders: DSL/SLT to carry out regular safety checks on any vulnerable children e.g. home visits (if allowed), phone calls – recorded on CPOMs.</p>

2. Teacher is required to self-isolate for up to 14 days as a result of track and trace because someone they have been in contact with has tested positive for Covid-19 – the teacher is not displaying symptoms so is fit for work and the class are in school.

Approach	T&L Expectations	Communication (Learning)	Communication (Safeguarding/Administration)
<p>Teacher delivers timetabled live/recorded video lessons via Google Classroom or Zoom (using iPad and webcam with Reflector Teacher to mirror screens) – timetable should be in line with timings of the school day.</p> <p>Teaching Assistant supervises and supports children to complete their independent tasks set by the teacher.</p> <p>Teaching assistant deliver elements of curriculum that don't require planning e.g. handwriting, TTRS, Lexia, RWI etc...</p>	<p>Teachers: Provide teaching assistants/parallel teachers with a daily timetable, including scheduled live lessons and follow-up work.</p> <p>Deliver 'live' or 'recorded' teaching sessions, in-line with the usual timetable, using the key principles of explanation, feedback and accountability.</p> <p>Teaching Assistants: Take daily register and report any attendance concerns to Attendance Lead (LWe).</p> <p>Supervise pupils as they complete independent tasks set by the teacher.</p> <p>Liaise with teacher through email to highlight pupil misconceptions/ concerns/successes.</p> <p>Given release time for marking of work (where required). *Post-lesson marking should be kept to a minimum if it is not going to impact on pupil progress.</p> <p>Leaders: Support the teaching team with timetabling, managing pupil behaviour etc...</p>	<p>Teachers: Teaching teams to liaise with teaching assistants who are supporting the class to ensure resources are copied, planning is available etc... - 10-minute briefing at start/end of day.</p> <p>Ensure all relevant planning, resources and links are emailed to the relevant people in advance of the lessons.</p> <p>Teaching Assistants: Liaise with teacher through email to highlight pupil misconceptions/ concerns/successes – daily.</p>	<p>Leaders: Attendance Lead to ensure class register is completed correctly by covering assistants.</p> <p>Phase Leads/SLT – monitor workload and wellbeing of teaching assistants covering classes.</p> <p>Remain in regular contact with isolating teacher to check wellbeing and offer support.</p>

3. A class teacher tests positive for Covid-19 and is ill – staff and pupils self-isolate for 14 days.

Approach	T&L Expectations	Communication (Learning)	Communication (Safeguarding/Administration)
<p>The additional teachers ('hosts') in that phase allow children from the isolating class (who are not ill) to participate in their lessons through scheduled Zoom /Google Meet sessions – iPad, webcam and Reflector Teacher software required.</p> <p>Further work can be signposted from Oak Academy, BBC, White Rose Lexia, AR, RWI etc... (depending on year group affected).</p> <p><i>*If there is a single class in a year group, a timetable of remote learning should be created using Oak Academy and additional independent activities. Alternatively, DHT could provide online learning for that class.</i></p>	<p>Teachers: Host teacher provides daily/weekly timetable for isolating pupils to join in with live lessons with their class.</p> <p>Leaders: Phase Lead provides outline of additional online learning materials/sites and resources to supplement live teaching (following planned sequence of learning).</p>	<p>Teachers Host teacher makes effective use of Marvellous Me for messages and to celebrate participation/success in remote learning.</p> <p>Leaders: SLT - initial letter sent home to explain approach and expectations for home learning for isolation period.</p> <p>Phase Leads - Timetable sent home to parents on last day in school before isolation, detailing Oak Academy links and other additional online learning to be used to supplement live teaching.</p> <p>Phase Leads – liaise with teachers and parents to promote high levels of engagement.</p> <p>SLT – contact any parents of pupils who are persistently not engaging.</p>	<p>Admin Team Admin team to contact parents to ensure school protocols for COVID-19 are being followed.</p> <p>If children are entitled to FSM, ensure food is made available through LA catering services.</p> <p>Teaching Assistants: Pupil stationery packs to be sent home.</p> <p>Leaders: DSL/SLT to carry out regular safety checks on any vulnerable children e.g. home visits (if allowed), phone calls – recorded on CPOMs.</p>

4. A child has to self-isolate as a result of another family member are self-isolating – up to 14 days. Their class and teacher are still in school.

Approach	T&L Expectations	Communication (Learning)	Communication (Safeguarding/Administration)
<p>Class teacher provides parents with suggested timetable of class lessons, including Maths and English + some wider curriculum subjects.</p> <p>Teacher sets out curriculum content that the class will be studying and provides parents with online websites/videos etc... that children can access at home to correspond with what the rest of the class will be learning.</p> <p>Throughout the Autumn term, this will be moving to using Google Classroom more as teachers and pupils become more confident with it.</p> <p>*Starting on Day 2 of isolation</p>	<p>Teachers: Class teacher provides weekly timetable for isolating pupils detailing curriculum content to be covered and suggested websites etc... for pupils to access (Home Learning Plan template).</p> <p>Home Learning Plan is emailed to parents with accompanying information letter about expectations and support available.</p> <p>Class teachers communicate with parents via class email account.</p> <p>*Children may begin to develop further gaps in learning if they are absent for two weeks at a time – teachers must ensure that any learning gaps are addressed on their return using AfL approaches such as pre-post teaching, low stakes tests, learning conferences etc...</p> <p>Leaders Inform class teacher that child is absent and self-isolating.</p>	<p>Teachers: Class teacher liaises with parents to ensure timetables are received.</p> <p>Class teacher makes effective use of Marvellous Me for messages and to celebrate participation/success in remote learning.</p> <p>Leaders: Attendance Lead – informs class teacher/SLT when a child is absent due to self-isolation.</p> <p>Ensure class teacher has correct email address to send Home Learning Plans to.</p> <p>Phase Lead/SLT – ensure template information letter is shared with teachers/parents.</p> <p>Contact parents towards end of first week to check-in on learning and wellbeing.</p>	<p>Admin Liaise with parents as required by teachers/SLT.</p> <p>Contact parents to ensure school protocols for COVID-19 are being followed.</p> <p>If children are entitled to FSM, ensure food is made available through LA catering services.</p> <p>Teaching Assistants: Pupil stationery packs sent home (if required).</p> <p>Leaders: DSL/SLT to carry out regular safety checks on any vulnerable children e.g. home visits (if allowed), phone calls – recorded on CPOMs.</p> <p>*If required, depending on duration of isolation period and level of concern.</p>

5. A family chooses not to send their child to school but guidance states they should			
Approach	T&L Expectations	Communication (Learning)	Communication (Safeguarding/Administration)
No remote learning approach as parents making a conscious decision not to send child to school.	Children may begin to develop further gaps in learning if they are sporadically missing large periods of school – teachers must ensure that any learning gaps are addressed on their return using AfL approaches such as pre-post teaching, low stakes tests, learning conferences etc...	<p>Leaders: Attendance Lead to liaise with parents and School Attendance Officer to try to reinforce the importance and legal requirement for children to be in school.</p> <p>Offer support and signpost to other services where appropriate.</p> <p>Attendance Lead can signpost parents to Oak Academy/BBC for online learning.</p>	<p>Leaders: Attendance Lead to liaise with School Attendance Officer to inform the LA/Trust that the child is not in education – LA may then want to explore home schooling options with the families.</p>
6. Pupils who are self-isolating may be unable to access online remote learning			
Approach	T&L Expectations	Communication (Learning)	Communication (Safeguarding/Administration)
<p>In the first instance, school to offer to loan the child/family an appropriate device (tablet or laptop) so they can access the remote teaching available.</p> <p>If this is not an option because of a lack of broadband in the house, paper-based work can be offered as an alternative (this should be a last resort as it could increase teachers' workload).</p>	As per scenarios above, depending on option taken.	As per scenarios above, depending on option taken.	<p>Admin: Admin team to keep a record of devices loaned out to families and to ensure they are returned to school after the isolation period.</p>

***NB – where pupils or staff are ill, they will not be expected to deliver or complete work**