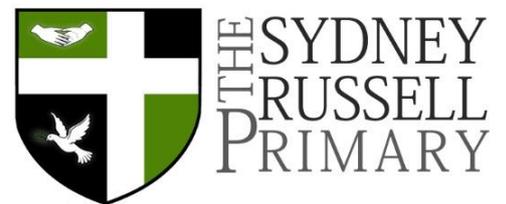


# Remote Learning - Overview

Updated January 2021

This document outlines our ways of working when remote learning is required for any students in the school.

The document is updated in line with government guidelines.



## Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require **entire cohorts (or bubbles) to remain at home**.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

### The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

#### What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In the event that primary / secondary phase pupils are required to leave school in order to isolate (as part of a bubble) our first step, after informing students, is to ascertain the access they have to remote learning. Students confirm the type of device they can work from and whether this is shared. This information informs prioritising the laptops/dongles we are able to loan and the paper-based resources we are required to prepare. Students are given a letter for their parents outlining the requirements for isolation and the school's expectations for remote learning which commences the following day.

The next morning, students are required to log on to the platform for their phase, namely Purple Mash (primary – pupils to log on by 9am) or Microsoft Teams (secondary – pupils to log on by 8.40am).

Primary pupils (EYFS – Year 6) follow a weekly overview of remote learning tasks (which is in line with the planned curriculum) and complete tasks, uploaded by the class teacher, on Purple Mash each day.

Secondary students (Year 7 – Year 13) follow their normal school timetable, albeit remotely via Teams. Teachers deliver 'live' lessons which require students to join the lesson 'meeting'. Lessons follow the planned curriculum and use a range of strategies to introduce new learning, model, check for understanding and set application tasks which are then submitted to the class teacher, and feedback is provided to the student.

## Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects.

In our **primary phase** curriculum we deliver the breadth of our curriculum and follow our planned Programmes of Study. We make adaptations in some subjects to ensure suitable accessibility for children in a remote setting, for example, we resource our literacy curriculum slightly differently through Purple Mash instead of Read, Write Inc. however we follow the planned curriculum for SpaG. We re-sequence the planned curriculum in subjects such as Science, DT, PSHE so that remote learning is focused on units which are appropriate for home learning, lend to practical application in a home setting and facilitate meaningful discussions with families. We also promote engagement in the online platforms available to us such as White Rose Maths, spelling features in Purple Mash, Timetables Rockstars (Yr 2+) and more recently Mymaths which all enhance pupil engagement and appropriately support their progress.

In our **secondary phase** we make minimal adaptations to our planned curriculum. We deliver 'live' lessons across the curriculum with just one exception, core PE. Heads of Department guide their teams on any adaptations to the Programme of Study that are required in order to maximise the impact of teaching and learning in a remote context, an example of this is Drama, where monologues replace collaborative works, and Dance where the units focused on solo choreography are prioritised in the context of remote learning. Whilst we do not deliver 'live' core PE lessons, we provide students with a range of resources and activities for them to complete during their allocated PE lesson time and throughout their week. Students upload evidence of their engagement in these activities (daily log / photos / videos) for which they are awarded points in a department-led initiative to incentivise physical activity.

## Remote teaching and study time each day

### How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils	EYFS: 1.5 – 2.5 hours p/day KS1: 3 – 4 hours p/day KS2: 4 – 4.5 hours p/day
Secondary school-aged pupils not working towards formal qualifications this year	KS3: 5 hours p/day KS4: 5 hours p/day KS5: 5 – 6 hours p/day
Secondary school-aged pupils working towards formal qualifications this year	Year 11: 5 – 6 hours p/day Year 13: 5 – 6 hours p/day

## Accessing remote education

How will my child access any online remote education you are providing?

### Primary:

- Purple mash (all features)
- White Rose maths
- Timetables Rockstars
- MyMaths
- Oxford Owl
- Shared resources: e.g. Twinkl, CBBC

### Secondary:

- Microsoft Teams
- Subject specific platforms e.g. Hegarty Maths, Languagenut (MFL), BBC Bitesize
- Interactive resources e.g. Kahoot, Quizlet, Seneca Learning
- Shared resources: e.g. Oak National Academy, BBC Two – Learning Zone

**If my child does not have digital or online access at home, how will you support them to access remote education?**

We recognise that some pupils may not have suitable online access at home. We have a small number of laptops available for lend to students across the school who are unable to access remote learning via a suitable device i.e. a laptop / a computer or a tablet (however this is not a preferred option).

We have surveyed all students across the school to understand their home learning context and their access to suitable learning devices. We appreciate that circumstances can change so we check this information with students at the point of informing them that they are required to isolate.

Having identified the number of students within an isolating bubble who do not have access to a device we then prioritise this list based on contextual information e.g. eligibility for FSM, numbers of siblings who require access to a device at the same time. We then loan laptops wherever possible, with any students who we are unable to support with a device being in receipt of paper-based resources for immediate remote learning and placed on a 'waiting list' should a device become available.

For a laptop to be loaned, parents are contacted, the terms of the loan are discussed and parents are required to sign a 'Laptop Loan Agreement' form.

At the point of lending a laptop we ensure the student is able to access an internet connection at home and if this is not the case we provide a dongle which, once expired, parents are required to 'top up'.

Data expansion has recently become available and all parents have been contacted by the school inviting them to apply for this if eligible.

In the event that a student requires paper-based resources, these are printed, collated and ready for collection every Monday 11am – 3pm from the reception desk of each school site. As students collect their work pack for the week they must return their completed work from the previous week which is passed on to the class teacher for marking and feedback.

Our support teams use weekly 'check-in' phone calls with students who are working through paper-based work packs to support engagement and identify any queries which need to be passed on to the teacher or pastoral teams.

## **How will my child be taught remotely?**

We use a combination of the following approaches to teach pupils remotely:

### Primary

We have chosen to use Purple Mash as our main remote learning platform as it contains a number of features which support effective remote teaching and learning (e.g. Serial Mash for literacy, upload functions, tracking functions and feedback functions). Pupils have experience of using Purple Mash in school and for homework tasks and additional guidance has been provided to parents via the website to support remote learning. Pupils and parents can also access a technical support helpdesk, details of which can be found on the website.

Every week the SRS Remote Learning Overview is uploaded on the school website (primary phase) and the class page on Purple Mash. This overview, setting out daily learning activities, is aimed at supporting parents and pupils to plan their time, establish routines and have a clear picture of what is expected each day.

Our remote learning curriculum encompasses the breadth of the curriculum as we know that our pupils enjoy engaging in art, geography, science, PSHE and DT as much as they do literacy and maths. So that daily learning schedules are manageable for pupils in the context of remote learning, we set daily literacy and maths tasks and then rotate the wider curriculum subjects across the week with a maximum of two wider curriculum subjects as a focus each day.

By working to our planned curriculum and carefully selecting and creating resources to ensure clear introduction of new learning, modelling, practise and consolidation, supported with teacher feedback throughout, we are confident that this structure enables pupils to positively engage and progress in their learning in spite of the remote context.

Class teachers are guided by curriculum leads who adapt the subject Programme of Study as needed, and suggest suitable resources and websites / tools. Resources include video tutorials to support EYFS Phonics, White Rose Maths, extended writing and units of wider curriculum learning wherever possible. Pupils have access to a range of reading resources through Oxford Owl, Purple Mash and recommended online libraries. Daily expectations of home reading are maintained with parents writing in their child's Home Link book.

Teachers run class assemblies every Monday afternoon and year group 'Achievement Assemblies' run every Friday morning, mirroring the assembly pattern for when the pupils are at school.

Pupils continue to work towards awards for their home reading, their sporting skills and improvements and their outstanding work. Pupils' achievements are celebrated and shared through assemblies and the weekly newsletter which is sent to parents and published on the website.

## **Secondary**

We have chosen to use Microsoft Teams as our remote learning platform for students in Years 7-13 for its capacity to create Teams for students and staff (e.g. tutor groups, year groups, subject class groups), deliver live lessons, set assignments, mark these and provide tailored feedback, and set quizzes e.g. for low-stakes assessment for learning. Every student has received training on how to use Teams and guidance is also available on the website. Students and parents can also access a technical support helpdesk, details of which can be found on the website.

Students join live lessons each day, in line with the school timetable. Our live lessons follow either an 'interactive delivery' model or an assignment-based Q&A model. After a 'registration' with their form tutor, students join a live meeting for each of their timetabled lessons (except core PE).

In the 'interactive delivery' model, teachers share their screen, displaying a lesson PowerPoint for example, and facilitate a range of learning activities working towards the learning objectives for the lesson (in line with the PoS). This model sees teachers talking to their class through their microphone with students responding to questions and making contributions by using the 'raise hand' function and unmuting when invited to respond, or using the chat box for typed responses and contributions. This model mirrors a classroom-based lesson. Teachers use whiteboard functions or interactive tablets to support teacher modelling and use a range of assessment for learning strategies linked to the tools available (e.g. raised hands, polls with Forms, Kahoot quizzes etc.) to check for understanding.

In the assignment-based Q&A model, teachers start a live lesson, welcoming students and introducing the focus for the lesson which is assignment based. Assignments might be set in Teams or on a subject specific platform e.g. Hegarty maths or Languagenut for MFL. Students are directed to the assignments and then use the lesson time to complete these with the teacher remaining online in the live lesson throughout to respond to questions, check for understanding through mini-plenary Q&A activities and monitor, in real time, students' engagement in the assignment(s) set.

Tasks are submitted by students, marked by the teacher with feedback provided and a subsequent lesson would have time allocated for EDIRT (enough dedicated improvement and reflection time), mirroring classroom-based practice for assessment and feedback.

In both models there is the premise that not all students might be able to join all live lessons at the time of the lesson. Students, who might be sharing devices in the household with siblings and remote-working parents, need flexibility to access lesson resources and complete tasks outside of the timetabled structure of the school day. For this reason, all lessons and tasks are uploaded to Teams before the lesson and checking for completion of work is not based solely on engagement in the live lesson.

Heads of department guide the curriculum for remote learning and aim to keep this in line with the planned Programmes of Study to the greatest extent possible. Resources for live lessons are carefully selected for their suitability for remote learning delivery. Teachers have access to all department resources as well as the range of publicly available video/audio recordings made by teachers e.g. Oak National Academy lessons, BBC Two Learning Zone and subject-specific websites. We aim to not set tasks which require students to print worksheets/documents so that learning is accessible to all.

Students have their exercise books, literature texts, subject textbooks/resources with them at home to support their remote learning. Students in years 7, 8 and 9 also have their half-termly Knowledge Organiser which complements their lessons. Students have log-in details and passwords for their subject-specific online learning platforms and can contact their teacher if they experience any problems with these sites.

## Engagement and feedback

### **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

The expectations we set out aim to keep children in good routines for learning and for their well-being during strange, and often difficult times, in isolation due to Covid. During term-time children must be encouraged and supported to maintain a 'normal' routine of getting up and ready for the day of learning ahead and then engaging in their daily learning tasks.

**Primary pupils** log on to Purple Mash by 9am. The weekly overview indicates the expectations for learning activities and tasks to be completed each day. There is flexibility in the order in which tasks are completed. Every day includes time for physical activity and reading to support physical and mental well-being.

Young children will need support from parents/carers in organising themselves with pencils/paper, having instructions explained to them as well as opening documents in Purple Mash and uploading completed tasks. Pupils will also need support to access and join weekly assemblies and parents are asked to ensure their child engages with assemblies appropriately, following assembly protocols of having the microphone muted until invited by the teacher to unmute and ensuring any messages in the 'chat' box are appropriate for the learning environment.

The nature of remote learning means that pupils might be spending longer periods than usual working on the computer. Therefore, during 'break times' and outside of completing learning activities, pupils are encouraged to eat healthy snacks / meals, get some fresh air and play with their games/toys with minimised screen time.

Whilst **Secondary pupils** are often able to access their learning and complete tasks independently, parental/carer support is crucial in ensuring good daily routines are quickly established and that tasks are being completed.

Students need to be supported by parents/carers to get up in the morning, have breakfast and get washed/showered, being ready to log on to Teams by 8.40am.

The first session of the day, at 8.40am, is 'tutor time'. Students' attendance of this session is monitored, with follow-up phone calls starting at 9am to the parents of students who have not logged on.

At 9am students join the Team for their first timetabled lesson of the day and then follow their timetable each day. Students will complete live lessons at 3pm. If students have not been in live lessons to complete tasks then they must complete their remote learning work before their next lesson in order to demonstrate their engagement.

The nature of remote learning means that students will be spending longer periods than usual working on the computer. Therefore, during 'break times' and after 3pm, students are encouraged to eat healthy snacks / meals and get some fresh air or at least move away from the computer and minimise screen time. Parents/carers can support their children by ensuring they are eating a balanced diet, getting regular exercise/fresh air and moving away from the computer/screens outside of the school day.

## **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

Across the school, in primary and secondary phases, we monitor daily engagement in learning through two channels, namely pupils logging on to Purple Mash/Teams and pupils completing remote learning work.

Daily reports of students logging on action phone calls to parents of students who have not logged on as required.

Students who have completed remote learning work as required will receive an Achievement mark for each day (primary) or each lesson (secondary). This Achievement mark is immediately reported to parents through the SIMS Parent App.

Students who have not completed remote learning work will receive a 'Behaviour' mark for the day (primary) or lesson (secondary). This Behaviour mark is immediately reported to parents through the SIMS Parent App and triggers our internal Remote Learning Monitoring Strategy.

Daily reports of student engagement, through these two channels, are monitored by SLT and concerns are escalated through the Remote Learning Monitoring Strategy to ensure all children are engaged in their remote learning and their well-being is safeguarded. Parents are notified at each stage of the monitoring strategy through the SIMS Parent App, phone calls, letters or virtual meetings where required.

Capacity is in place to facilitate home visits in the event of a parent not being contactable or notifying the school of reasons preventing their child from engaging in remote learning.

## **How will you assess my child's work and progress?**

Our **primary** pupils will have their work acknowledged, marked and feedback provided by the teacher through Purple Mash on a daily basis. Teachers will provide comments on what a pupil has done well and, where appropriate, will indicate the next step in their learning to support continued progression in learning.

Other opportunities for checking for understanding and feedback are given through our chosen resources and online materials. We have selected MyMaths as a suitable platform as it offers tracking and monitoring of pupil progress. Quizzes (as appropriate to age and stage of the children) facilitate checking for understanding and weekly class assemblies enable whole-class feedback.

Pupils who are working on paper-based resources will return their work each Monday and this will be forwarded to the class teacher for review and feedback.

Our **secondary** students who access live lessons access real time feedback in the lesson through a range of assessment for learning strategies including individual checking for understanding through targeted questioning, quizzes and whole class feedback.

Individual feedback is given for assignments in line with the school's assessment strategy and online subject specific platforms facilitate automatic/online marking and teacher feedback.

Students who are working on paper-based resources will return their work each Monday and this will be forwarded to their teacher(s) for review and feedback.

## **Additional support for pupils with particular needs**

### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils, just as we would if they were in school.

Our first step is to contact the parents/carers of the vulnerable student or the student with SEND and discuss the context of remote learning for that child and their family. We identify whether the child has access to a suitable device in order to engage with remote learning tasks and then discuss expectations of remote learning, adapting these to meet the needs of the student and offering guidance and support to parents/carers as needed.

Teachers have access to pupil profiles to inform their lesson and resource planning for quality first teaching, albeit in a remote context. Teachers monitor engagement in remote learning in line with the school's whole school practices (overseen by SLT) and specialised support teams follow up on any concerns that arise.

Interventions, led by teachers and/or LSAs, are in place for students across the school (including EYFS) with 1-1 for students with an EHCP and small groups for targeted interventions. These are run virtually, as are engagements with wider agencies including the school counsellors, education psychologists and speech and language therapists. All scheduled reviews for vulnerable students and those with SEND run remotely as calendared. The Safeguarding Team make at least weekly phone calls to parents/carers and students (as appropriate) to monitor wellbeing and safety and they are in constant communication with other support agencies working with the families.

## **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

If a student is self-isolating they are provided with remote learning work which is in line with the planned curriculum.

We identify whether the student has access to a suitable device in order to engage with remote learning. Where required we aim to loan a laptop with parents signing the Laptop Loan Agreement form in order to maximise students ability to engage remotely and for us to be able to monitor this

efficiently. If we do not have a laptop available, paper-based resources are provided on a weekly basis, in line with the planned curriculum, with returned work given to the teacher for review and feedback.

Primary pupils access remote learning through Purple Mash, with tasks set in line with the planned curriculum for each day and adapted to suit remote learning. Teachers check on a daily basis that tasks are being completed and report this through SIMS which generates notifications for parents/carers via the app. When concerns arise for non-engagement, this is followed-up by our school-based teams and triggers our monitoring strategy.

Secondary students access remote learning through Teams and follow their 'normal' school timetable, albeit remotely. All lesson resources are uploaded to the class team folder as a matter of course, enabling students to access their lessons remotely and complete the tasks and assignments which are set through Teams, with feedback provided by the teacher. When concerns arise for non-completion of work, this is followed-up by our school-based teams and triggers our monitoring strategy.

Technical support is available to all students and their parents (details can be found on the website) and staff are on hand via email / telephone to support with any queries.

When a student returns to school following a period of isolation they have a 'well-being check-in' with their class teacher / form tutor to identify any concerns or support needed in returning to their school-based learning.