

Steam Mills Primary School

Remote Learning Strategy updated Jan 2021 due to national lockdown

Section 1 Teaching and Learning in Term 3 remotely and at school

Section 2 Supporting children and parents with remote learning

Section 3 Children in school

Section 4 Zoom Protocols

Section 5 Frequently Asked Questions (FAQs)

Section 1: Teaching and Learning in Term 3 remotely and at school:

The Jan 2021 national lockdown is not the same as the March 2020 lockdown for staff or for parents.

From March to June, schools provided care provision in school and links to home learning activities, which were optional. In June and July, teachers taught some year groups and provided links to home learning activities, which were optional. From September to December, teachers have been teaching normally and provided a closely matched remote curriculum to individual children who had to isolate. Now, schools are set up for providing substantial remote learning, with an expectation that parents can facilitate it.

Children who come to school will follow the same remote learning planning and activities as those at home, supported by their usual class bubble staff.

The role of teachers is to plan, resource and oversee the delivery of one curriculum for parents to facilitate at home and TAs to facilitate at school. This will ensure that all children will be completing the same activities and that when children return to school, they will not have gaps in their learning.

This is what the Government expect schools to provide:

'When being taught remotely, your child's school is expected to set meaningful and ambitious work each day in several different subjects. Schools are expected to provide remote education that includes either recorded or live direct teaching and should be of equivalent length to the core teaching pupils would receive in school. As a minimum that is:

- 3 hours a day for Key Stage 1 (years 1 and 2 when pupils are aged between 5 and 7)
- 4 hours a day for KS2 (years 3-6 when children are aged between 7 and 11)

Those hours include both direct teaching and time for pupils to complete tasks or assignments independently.'

Our school's provision incorporates the online learning platforms we subscribe to; resources promoted by the DfE (eg Oak Academy) and is informed by the DfE's webinar on guidance for remote learning (30.09.20).

The school's offer must be in line with the DfE's Guidance for Full Opening (Section 5):

- *use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations*
- *give access to high quality remote education resources*
- *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*
- *provide printed resources, such as textbooks and workbooks, 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 and so schools should work with families to deliver a broad and ambitious curriculum*

When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different 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*
- *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 questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- *enable teachers to 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*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school*

Remote learning includes:

- Consolidation/practice of prior knowledge (eg Times Table Rockstars, Emile phonics/spelling activity)
- Direct instruction of new content eg Oak Academy video lesson, White Rose lessons, Letters and Sounds lessons
- Independent practice-eg recording answers in an exercise book
- Checking for understanding (eg forms/quiz within Oak Academy unit, seesaw activities, scores on Emile activities, feedback forms emailed weekly to the class teacher)

Staff are currently in school for their normal hours to facilitate this remote learning and to provide for those in school. Oak Academy is a government-approved site and provides direct teaching.

Class teacher have mapped what would usually be taught in Term 3 to a range of resources, including direct video teaching via the Oak National Academy. Teachers will not be live-streaming lessons or recording their own lessons as this is already on offer through the Oak Academy and they are therefore freed up to plan and resource the curriculum; support and monitor the learning of both sets of children; phone parents and connect with children via Zoom for support. Children who come to school will follow the same remote learning planning and activities as those at home, supported by their usual class bubble staff. The role of teachers is to

plan, resource and oversee the delivery of one curriculum for parents to facilitate at home and TAs to facilitate at school. This will ensure that all children will be completing the same activities and that when children return to school, they will not have gaps in their learning. The Zoom protocol has been shared with parents and is in place to safeguard all users.

Section 2: Supporting children and parents with remote learning:

Weekly timetables are on the eschools class pages, with additional resources are available. Class 1, 2 and 3 teachers have provided a feedback form for children to complete on a weekly basis and ask that parents return it. If children cannot complete the form on line or print and complete it, they can write their answers on blank paper and take it photo of it to email back. Class 4 use Seesaw for their feedback instead of the form.

Teachers will stay in close contact with parents via email and regular phone calls where children are at home all the time. There will be teething problems over the first few weeks, but all staff are keen to support parents as much as possible. Playstation and Xbox can be used to access the internet and mobile phones can be cast to Smart TVs. We have a limited stock of laptops/ipads which we are loaning out and urge parents to contact us if we can help.

The school has provided remote learning in a timetable format to make it easier for parents whose children are in school on same days and not others. However, it is not necessary to keep to the times or days if difficult. We absolutely understand that some parents are working from home and need to be flexible.

We appreciate that some parents are trying to work from home as well as home-school. We are acting on new information coming in (eg about data allowance) and will update parents regularly. Teachers are providing a mixture of activities, some of which can be done independently.

Some parents have asked for paper based learning activities and this is arranged if a child cannot access the planned lessons. If they can watch the lesson, they should not have to print out too much at home, if anything. If there is a worksheet suggested, children can record their answers on blank paper or in an exercise book instead for a parent to check. We encourage parents to contact school for exercise books/pens/pencils etc.

Teachers are very keen to keep in close contact with parents, hence the phone calls, emails and Zoom meeting invitations. Zoom sessions are not live lessons but are used to connect, gain feedback and support you. Engagement would be very beneficial for the children and teachers will remind them how important their learning activities are. Parents are asked to adhere to the Zoom protocol in Section 4 and to get in touch if there are any problems. If children have SEN, Miss Barber can provide additional support. Pre-school, Reception children's parents and staff use Tapestry for remote learning and support.

Section 3: Children in school:

School's risk assessment and procedures are extremely robust and are in place to reduce the risk of transmission. Our risk assessment has been updated to reflect Tier 4 status and this was communicated before the start of Term 3. All staff are doing everything they can to keep children safe and it is imperative that we all do as much as we can to protect our bubbles.

Parents are asked the following:

- Please only send your child to school if they cannot be cared for at home. If your child's teacher falls ill, the provision of remote learning will be disrupted too.
- Please do not send your child to school if they have been in contact with someone who has become symptomatic or has tested positive.
- Please do not send your child to school if you/they have any symptoms themselves and get a test.
- Please wear a mask when collecting/dropping off (unless exempt); adhere to social distancing and do not mingle.
- Please adhere to all the rules outside school, to further reduce the likelihood of cases coming in.
- Please adhere to the home-school agreement as this includes Covid-19 rules.

Due to being in Tier 4, we will no longer be having supply staff in if staff are absent for illness etc. Therefore, parents are asked to look out for messages about partial closures for classes in the event of staff absence as well as in the event of positive Covid-19 cases. Apologies in advance for any disruption and for short notice announcements, but we are sure you understand that it is unavoidable in the circumstances.

Section 4: Zoom Protocol

Zoom is password-protected but additional safeguarding and data protection protocol must be adhered to:

Staff:

- Use a new meeting room each time
- Send the link via school based email/eschool
- Do not Zoom individual children
- Only Zoom from school and during the school day
- Remember data protection; make sure nothing confidential is showing on your screen
- Where possible, have a second member of staff present
- Don't allow attendees to join before host
- Mute attendees on joining
- Use the waiting room and admit one by one
- Be aware that the zoom link may have been copied and shared without your knowledge, so check everyone as you admit them (check their face- not just name with blank screen)
- Turn screen sharing off
- Don't record or take/share a screenshot of everyone
- Don't share personal information
- Turn off your video and microphone, until it's needed.
- Remember that anyone could record or screenshot without your knowledge

Parents/children:

- A parent/carer must be with their present at all times
- The Zoom should take place in a child's 'public' room eg lounge/kitchen not bedroom
- Parents/children will agree to respect privacy and be respectful at all times
- Don't record or take/share a screenshot of everyone
- Do not in any circumstances share the zoom link sent to you by school

Section 5 FAQs

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or 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.

Q. 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?

A. In lockdowns, we now provide the same curriculum remotely as we do in school.

Remote teaching and study time each day

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

A. We expect that remote education (including remote teaching and independent work) will take pupils a minimum of the following number of hours each day. Children work at different rates, so please talk to your child's teacher with any queries and make use of the other resources that are suggested on the website too.

Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing remote education

Q. How will my child access any online remote education teachers are providing?

A. Y1 to Y6: You will find the weekly timetable on our school website on your child's class page. The timetable has links to the learning platforms we subscribe to (including My Maths and Emile); to recorded lessons (including Oak Academy, Letters and Sounds phonics) and to other activities (including BBC Bitesize, Yoga/PE sessions, worksheets, writing activities and more). Your child's teacher will email Zoom details to you for regular catch-ups with the class.

Tanestry is used for remote learning and for supporting pre-school and reception

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

A. We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

We will provide 1:1 support to parents where there are difficulties accessing online learning and arrange a solution on a case by case basis. This could include:

- Support with how to use mobile/gaming devices to watch lessons and how to record responses/their learning in an alternative way
- Loan of laptop or tablet to pupils
- Support with extra data allowance or connectivity on request
- Providing printed materials needed if they do not have online access
- Supporting pupils to submit work to their teachers if they do not have online access

Q. How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- recorded teaching (e.g. Oak National Academy lessons, Letters and Sounds videos, video/audio recordings made by teachers)
- access to learning platforms/online resources the school subscribes to (My Maths, Emile)
- use of Literacy Shed, Spelling Shed, White Rose maths, BBC Bitesize, Times Tables Rockstars etc to consolidate learning, enable mastery and to introduce new learning
- paper resources produced by teachers (e.g. workbooks, worksheets) if required
- commercially available websites supporting the teaching of specific subjects

Engagement and feedback

Q. What are school's expectations for my child's engagement and the support that parents and carers should provide at home?

A.

- it is expected that children will work through all activities on the timetable, watching the lessons and completing the activities set
- parents are expected to access the timetable on the website and enable their child to work remotely, so that they do not fall behind
- parents are encouraged to set good routines and expectations to support their child's education
- parents are expected to communicate regularly with the class teachers, particularly if they are experiencing problems with the remote learning

We are fully aware that some parents are working at home and understand that some parents will find this a very difficult time. Please contact us if we can offer any support.

Q. How will teachers check whether my child is engaging with their work and how will I be informed if there are concerns?

A.

- Teachers can see via the learning platforms (eg Emile) whether activities have been completed
- Teachers will monitor the weekly feedback form that parents will email back to them every week (if your child cannot complete the form online or print and complete it, they can just write their answers on blank paper and you can take a photo of it to email back
- Teachers will phone parents/carers weekly and inform them of any concerns about lack of engagement
- Teachers will monitor emails daily and reply to support parents/carers with queries

How will teachers assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Teachers can monitor via the learning platforms (eg Emile) whether activities have been completed and they can see children's scores and give feedback
- Teachers will monitor the weekly feedback form that parents will email back to them every week and feedback where there are difficulties. The exception is Class 4, as Seesaw is used instead of the weekly form.
- Teachers welcome photos of work completed at home and can give feedback via parents' email. Please do not copy/photo and send in all work completed
- KS2 children have been asked to do a weekly spelling tests at home and email in their scores

Additional support for pupils with particular needs

Q. How will staff work with me to help my child who needs additional support from adults at home to access remote education?

A. We recognise that 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 in the following ways:

- SEN children are catered for within the class teachers' planning and provision and some activities are open ended so all can respond
- Our SENDCo and family support worker will give extra support to families through phone calls and/or Zoom sessions
- EHCP/My Plan+/TAF/TAC meetings will continue as before via Zoom/Webex

Q. What will remote education look like for self-isolating pupils when the majority return?

A. Where individual pupils need to self-isolate, but the majority of their peer group is in school, we will revert to how we worked in the Autumn term of 2020 (ie teachers will revert to planning and teaching in school and providing a timetable with comparable activities for anyone at home.)