



Western Downland Primary

Remote Learning Policy & Plan October 2020

To ensure consistency in the approach to remote learning for pupils who aren't in school and set out expectations for all members of the school community with regards to remote learning.



Policy

Intent

In order to ensure that learning is continued as seamlessly as possible and that we provide high quality education to children learning at home, Western Downland Primary School has developed the following policy and plan. This policy and plan is informed by consultation and feedback from staff, children and parents and complies with the expectations set by [the DfE](#).

Core Principles

Remote learning at Western Downland will

- Be [inclusive and accessible](#) - enabling **all** pupils to remotely access learning, in a variety of ways, a coherent and progressive sequence of learning that is tailored to individual needs and enables children to make progress.
- Create a sense of [belonging](#) - encouraging and enabling interaction between pupils, parents, carers and staff to retain the sense of 'community'
- Be [coherent](#) - our remote learning will maintain our quality curriculum, enabling children to move seamlessly between remote and in class teaching.
- Proactively [safeguard](#) children – ensuring all our children are helped to keep safe when working remotely.
- Be [supportive](#)- we recognize that home schooling is a very demanding and difficult task for parents and carers that can impact on well-being and family relationships and that we need to ensure strategies and resources are offered to best support families.

Expectations of Remote Education

Remote education is a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils. Digital remote education, often known as online learning, is remote learning delivered through digital technologies.

Remote education is fundamentally **not** any different to other forms of teaching and learning. It will consist of the same curriculum and content as the children would receive in school. We will aim to achieve a high standard of remote education, ensuring we meet the following standards:

- set learning so that children 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, linked to the school's curriculum expectations
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, including regular (minimum of once weekly) in time contact with teachers, as well as daily contact through Google Classroom and/or email.
- provide frequent, clear explanations of new content, delivered by the class teacher, LSA or through using high-quality curriculum resources or videos
- assess how well children are progressing through the curriculum, using questions and other suitable tasks
- provide regular feedback to children on their learning and their next steps
- adapt learning according to individual children's needs
- ensure any families not able to access the learning through technology can access it in other ways, such as providing printed resources, textbooks and workbooks.

- A curriculum sequence that allows access to high-quality **online and offline** resources and teaching videos. Printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
- **Tapestry (EYFS) and Google Classroom (KS1 & 2)** used as platforms for remote learning.
- A learning journey that is of equivalent length to the core teaching pupils would receive in school, with a minimum of 3hrs per day .
- 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. A **focus on basic skills** and balancing the **consolidation of prior knowledge** with teaching new content.
- Frequent, clear explanations of new content delivered by a teacher in the school or through high quality curriculum resources and/or videos.
- Opportunities for independent practise to embed concepts in the long-term memory.
- Questions and other suitable **formative assessment tasks** are used to gauge how well pupils are progressing through the curriculum.
- **Frequent verbal or written feedback** given via telephone or through Google Classroom..
- Adjustment of pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations.
- Weekly live interaction with the class teacher for each child in the event of class or whole school closure.

1. Teaching



2. Targeted support

- Collaboration with professionals to create **bespoke and targeted learning packs** for specific children, including those with EHCPs.
- Intervention programmes to
- SENCo to **use and promote resources to support learning**.
- SENCo to make appropriate referral for specialist support if required.
- SENCo to make **frequent contact with parents** to check on the progress of home learning and wellbeing.
- ELSA to keep weekly contact with

- **Regular phone calls to vulnerable families** to check on the progress of home learning and wellbeing.
- In the event of whole class or school closure, SLT will provide regular information and support where necessary.
- SLT /subject leaders to provide teachers with support in planning and use of learning platforms.
- **Free school meals** available for eligible families for safe collection and/or delivery.
- Collection/delivery of printed resources.

3. Wider Strategies

Frequently Asked Questions

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

A child'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. "**Bridging**" units of work can be immediately accessed on your child's Google Classroom pages and will cover core key skills relevant to the children's learning at that time. If it has been necessary to close without notice, we will also prepare for collection from the school site, key resources the children may need at home such as their learning packs, workbooks and reading books.

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. For example, in PE we will use the weekly Hampshire School Games Daily Challenge programme and for music, music projects developed by Hampshire Music service. In helping to keep our sense of community, we will also offer opportunity to participate in whole school collective worships. We will also look for opportunities to enhance the curriculum with outside guests speakers or activities.

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 a minimum of 3 hours a day, with a maximum of 5 hours.

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

We use **Google Classroom** as our main online-learning platform. All parents receive an invite to Google Classroom each September, regardless of whether we are in a period of remote learning or not at that time. In Early Years we also use **Tapestry**.

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 families may not have suitable online access at home. The important thing is **to let us know** by phoning the school office or emailing at k.wilcox@westerndownland.hants.sch.uk .If you are having any access difficulties such as needing to borrow a laptop, router or need extra data, there are sources we can go to try and get you the right support. We can also make individual arrangements to provide hard copies of the work in packs.

One of the main difficulties might be with printing. Teachers will avoid the use of needing to print resources wherever possible. However, if you do need to have the resources printed and are having difficulties with this, please contact us to discuss the best way to support you. Similarly, let us know if you are unable to return any work digitally.

How will my child be taught remotely?

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

- A daily plan and work will be uploaded onto Google Classroom
- Live sessions- minimum of once a week for every child in small groups or as whole class. These will be to check in with the children to find out how they are getting on with their learning and any challenges they are facing, give children an opportunity to see each other, give an opportunity for the teacher to check understanding of learning with specific questions or give feedback to the children on some of the learning they have done. Classes may include live teaching sessions where appropriate- again in groups or whole class.
- Videos/recordings to model or explain learning, made by the teacher or by outside using on-line resources such as from the Oak National Academy and BBC Bitesize. (See below for links to some key resources)
- Printed paper packs of work produced by teachers, textbooks, reading books, or other resources, especially where there are difficulties in accessing on line resources and for practice to embed learning. These will be made available for parents/carers to pick up from the school.
- Commercially available websites supporting the teaching of specific subjects or areas such as White Rose Maths and Lexia.

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

We aim for the child to engage with remote education for between 3 -5 hours each school day. We recognize that this is not an easy task, especially for the younger children or children who need more support because of their individual needs. Children can find focusing at home more difficult than if they were in school. Things that may help:

- set a routine: For example, you could follow the school times of the day, particularly where we put breaktimes and lunchtime.
- make a timetable for the week with your child that will work best with your home life. This could be based on the class timetable which your child's class teacher can provide.
- some parents find that asking children to wear school uniform helps to distinguish "school" time from "home" time.
- decide the best place for home education to happen. Check that your child has all the resources they need to do the learning and ask us if you need further stock of any resources such as exercise books, writing equipment, mini white boards and pens.
- keep things simple. If anything is confusing about what the children are learning, then ask for help.

Remember that teachers and school staff are responsible for teaching your children and if you are experiencing any difficulties, please talk with your child's teacher to see how they can help. We value the tremendous support you give your child in home schooling.

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

Teachers will have planned specific learning steps for your child, identifying the knowledge and skills they wish your child to gain for progression in their learning. It is important that your child engages with these steps. This may be from input on line through videos, documents or live sessions. The learning is checked through your child completing the tasks set, quizzes or short tests and by asking specific questions during the Google Meets or in time lessons. The feedback from the work your child does, provides a tool for teachers to assess how well they are doing in their learning and their next steps. Feedback is given to children on their learning for

example by comments written on work submitted in Google Classroom/by email or by giving verbal feedback in the Google Meets.

Teachers will monitor children's learning carefully as they would in the classroom.

If there is any concern about your child's learning and teachers are not seeing evidence of learning or we are not hearing from you, teachers will contact you in the first instance to discuss whether there are any problems with accessing the learning and how we can best support you. This can be by email or phone call. Each week, teachers will report any on-going concerns to the headteacher, who will follow up accordingly. **Continued lack of engagement with the learning is a safeguarding matter and appropriate actions would then be taken to ensure children's well-being is protected.**

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

Effective feedback is essential to help children know what they need to improve and how, in order to make good progress. Children will receive regular feedback from teachers on their learning. This can take many forms such as comments on returned work via Google Classroom, verbal feedback in the live sessions, assessment questions and tests.

My child has special educational 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 those with special educational needs and disabilities (SEND), may not be able to access remote education without extensive 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 for example by offering in school support time, small group or 1:1 on line sessions with an adult, adapted resources and the use of appropriate technology. The SENCo will make weekly contact with families of children on the SEN register.

How will my child's emotional needs and mental well-being be supported?

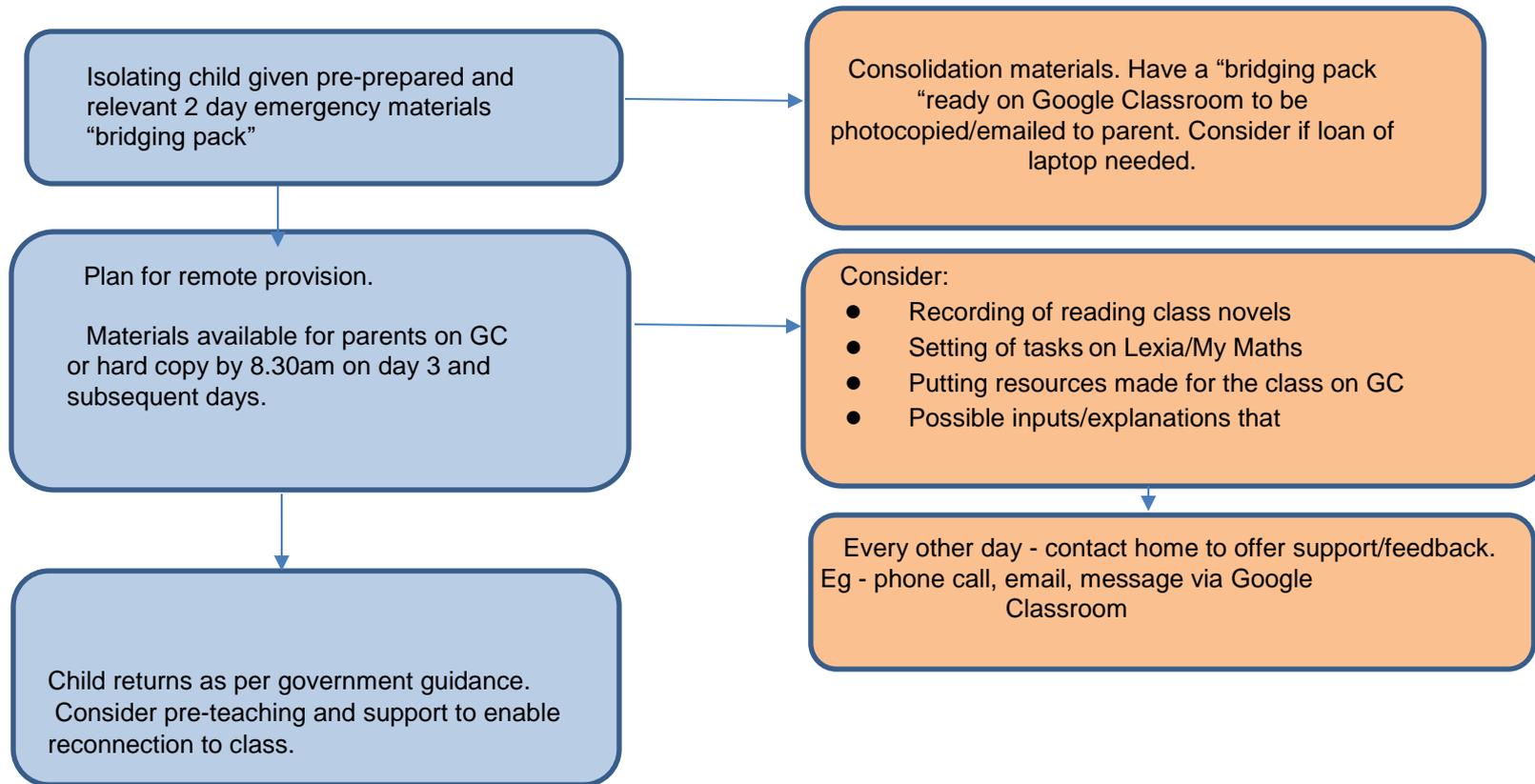
Sometimes children at some points in their school life, need additional emotional and mental-health support. Our school Emotional Literacy Support Assistant will contact families and/or meet with children to ensure the support they would receive in school is continued. Please let us know if you feel that your child needs this additional support.

If my child is not in school because they are self-isolating but the rest of their class is in school, will their remote education be different to the above?

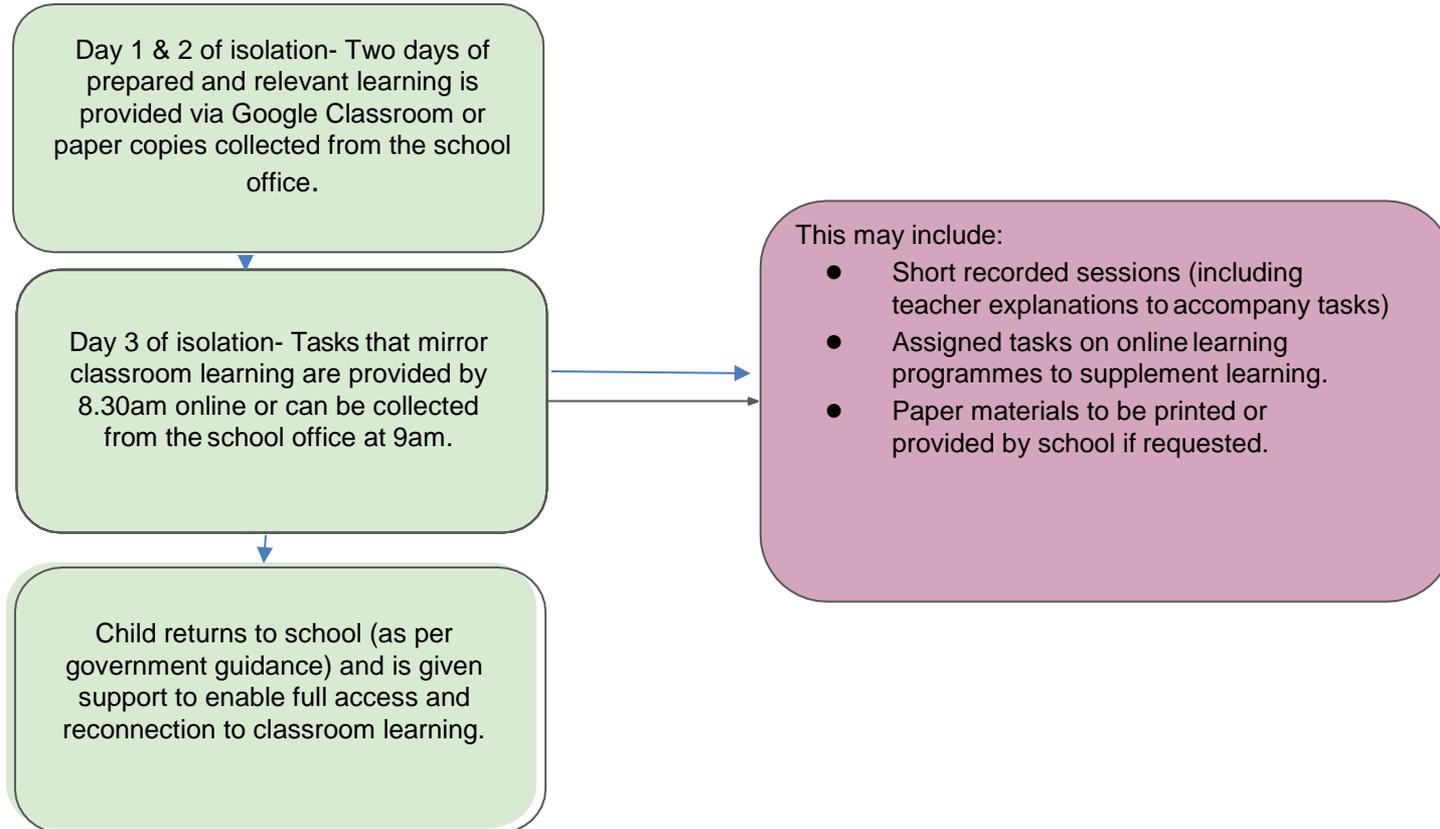
If the majority of the class are in school being taught by the class teacher, there will inevitably be some differences to the provision described above. Your child will still be able to access remote learning via their Google Classroom page. The class teacher will provide learning that the children in the classroom are doing. You may also get an invite to join in remotely with some or part of the lessons. Feedback will be given either verbally by phone or with a comment on returned pieces in Google Classroom but this will be more limited than above. (See the flowchart below)

Remember- if you have any problems accessing on line resources or any questions about remote learning, please contact us to let us know either by phone 01725518233/01725518293 or by emailing admin@westerndownland.hants.sch.uk

Individual Isolation - flowchart for staff



Individual Isolation - flowchart for parents



Whole Class Isolation - flowchart for staff

Day 1 & 2 - parents given relevant "Bridging" Packs via Google Classroom, email or copied packs.

Day 1 & 2 - teachers adapt current curriculum for remote teaching to maintain progress.

Day 3 of isolation- Bubble begins remote learning.

Bubble returns to school (as per government guidance) - support given to those identified children who have minimally accessed remote learning.

This will include:

- An adapted learning journey which combines online and offline activities
- Published online or teacher recorded videos to provide explanation of new content
- Small group tutorials at least once weekly via google meet to review and support learning or telephone calls for those unable to access platform.
- Opportunities for assessment for learning built in
- Printed resources and explanations for identified families who do not have suitable online access
- Regular whole class meets to maintain sense of community

Consider possibility of live Google Meet teaching for certain elements e.g. new learning, key skill learning/quick teaches.

Consider live Google Meet intervention work for SEND pupils.

Consider "open" Google Meets where children can ask questions and check understanding with the teacher as and when needed.

Day 1 & 2 - Two days of prepared and relevant learning is provided in the form of a “bridging” pack. This allows teachers preparation time.



Day 3- Remote learning for the bubble begins that is in line with the class curriculum.



- This could include:
- A sequenced learning journey which combines online and offline activities
 - Published online or teacher recorded videos to provide explanation of new content
 - Small group tutorials weekly via google meet to review and support learning or telephone calls for those unable to access platform.
 - Opportunities for teacher to assess learning
 - Printed resources and explanations for identified families who do not have online access
 - In time teaching
 - Small group interventions



Bubble returns to school (as per government guidance) - remote learning blended back into class based learning.

Bubble Isolation - flowchart for parents

Good Practice Guide of Principles for Teaching Remotely

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
 - supporting growth in confidence with new material through scaffolded practice
 - application of new knowledge or skills
 - enabling pupils to receive feedback on how to progress
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- Be clear of the learning journey and the small steps (learning objectives) within it. What is the subject and substantive knowledge you want children to learn and how will you make this explicit? Design tasks that best support the learning objective (both off line and on line). Adapt Learning Journeys and Enquiry Organizers for remote learning.
 - Model if teaching new content. This can be by videos, explanation, using power points. (Useful tool for verbally annotating using [Loom.](#))
 - Assessment: Plan assessment for learning tasks or specific questions which will help you know whether the child has understood what you wanted them to learn.
 - Decide on the priorities and focus on these. For example, reading and particularly phonics, in KS1.
 - Consider how parents can be best supported and guided, especially where they will need to closely supervise such as with very young children or children with SEN. (e.g. through structured practice tasks or videos of modelled learning.

Useful Reading

Education Endowment Foundation (EEF) [Remote Learning for Pupils](#)
Ofsted- [What is working well in remote education](#)

Resources



Google Classroom

Google Classroom is our secure main on-line learning platform.



For live lessons or tutorial sessions, we use **Google Meet**. Links to Google Meets are posted on Google Classroom.



White Rose Maths is the core maths resource we use in our school.



A resource we may use or refer to in our on-line lessons

