THE MEADOWS PRIMARY SCHOOL

REMOTE LEARNING POLICY

REMOTE LEARNING

Remote learning is how we will deliver home/remote learning to pupils. It is also called blended learning because it blends the learning at home with what is being learnt in school. In essence, a child who is in isolation at home should not have learning that is different to children in their class or year group who remain physically in school.

To facilitate Remote Learning we need to use a learning platform to manage this, enabling the following:

- Teachers to set work
- Children to access work
- Teachers to mark work

The learning platform that we will be using for Remote Learning is Microsoft Teams. All students have an account for using Microsoft applications, which includes Teams.

Where bubbles are self-isolating, class teachers will be expected to manage the provision of learning for the children in their class themselves, unless they have tested positive, or are showing symptoms of Covid-19. In this scenario, where a teacher is well and working from home, they will be expected to work their normal hours of work, including their buffer time e.g. for a teacher in Year 4 this would look like:

8:50 am to 10:40 am

10:55 am to 12:30pm

1:15pm to 3:15pm

Teachers must inform the head teacher if they are unwell and unable to manage the learning for that day and they must attend staff meetings virtually as they normally would if they were in school.

There are three tiers to blended learning, each of them ensuring that children who are at home self-isolating have access to the same learning as their peers. This is not the case for children who are ill: there is no expectation that any additional work is provided for these children.

All lessons provided must be accessible to all levels of pupils within a class. For example, a child in year 4, who is working below the level of the year group, could be assigned work from a more suitable year group, or scaffolded work should be provided. If identical input, resources and worksheets are given to all of the children, then some children will not be able to access the learning and this would put them at a disadvantage.

Children who have Special Educational Needs (SEN) will have provision that is adapted to meet their specific learning needs. In the event of a full lockdown, this may include intervention support where appropriate and staffing levels allow.

Input such as Smart Notebooks or PowerPoint slides should provide clear explanations of subject matter and instructions for the work that children have to complete. It is not enough to provide the PowerPoint/Smart Notebook that a teacher is going to use in class because:

- The teacher would talk through this PowerPoint with the children and explain any tricky concepts etc.

- Not all children will be able to read the PowerPoint/Smart Notebook.
- Children may not have any adult help whilst they are working.

PowerPoints/Smart Notebooks would need to be narrated, or a spoken explanation made available, to provide the opportunity for all children to access. Where appropriate, pre-prepared videos may be used, e.g. Oak Academy.

TIER 1

Tier 1 is the lowest level and is when individual or small numbers of children are self-isolating within a bubble. This is normally when someone in the child's household is showing symptoms of, or has tested positive for coronavirus, and so the child has to self-isolate (but is not ill themselves).

At a Tier 1 level, it is the responsibility of the child's class teacher, with the support from the SLT, to ensure that the child at home is getting a similar learning experience (e.g. this would be the same lesson objectives, but not necessarily the same lessons) to the children in school. Work for the children will be assigned on the second day of the child's absence, this allows for the class teacher to source and then set lessons with the necessary resources. Children can continue to practise their reading, spellings and tables on the first day of absence.

SLT will liaise with the year group leader and class teacher to determine implementation. Using Microsoft Teams, the class teacher will set the assignments for each lesson. This will be accomplished in one of two ways:

METHOD 1

Class teachers 'live' broadcast the lessons that they carry out, some teachers will feel confident about doing this, others less so. The class dynamics will be a contributing factor in a teacher selecting this approach.

- On the calendar, the teacher will invite pupil/s to each lesson.
- The class teacher shares their computer screen for the lesson taught – this would usually be in Smart Notebook or PowerPoint.
- The teacher turns off the camera, leaving the microphone on, and broadcasts to the pupil/s the teaching input at the start of the lesson.
- Once this is complete, the teacher can mute the microphone. The child/ren at home can use the 'raise hand' feature, or chat feature, if they need to ask questions – although it will be made clear to all, that teachers will not be able to provide an instant response to this.
- Pupil worksheets needed to complete the tasks are added to Teams as an assignment– these are worksheets that children can type directly onto and 'hand in'.
- The child will complete the activities and then 'hand in' the work in through Teams.

METHOD 2

Maths

The teacher will provide the SLT with the following:

- Links to the White Rose narrated PowerPoints for the week.
- Links to the White Rose Pupil worksheets needed to complete the tasks.

The SLT will then ensure that these are assigned to the pupils. The SLT will then convert these to 'editable' worksheets and add them to Teams as an assignment– these are worksheets that children can type directly onto and 'hand in'.

Pupils will be able to use the chat service to ask questions – although it will be made clear to all, that teachers will not be able to provide an instant response to this. The child will complete the activities and then 'hand in' the work in through Teams.

English

This will be a more complex process than for the Maths. For English, we will be using the Oak National Academy, matching the objectives that are being taught in the classroom with the comparable objectives in the Oak National Academy. There are two ways to implement this:

1. Matching the genre that you are teaching in class, e.g. non-chronological reports, which provides ten lessons around the skills of writing a non-chronological report and its related National Curriculum objectives.
2. Search for specific objectives relating to either: reading, grammar and punctuation or spelling.

Both of approaches require the teacher to look at the Oak National Academy curriculum for English in order to select the most appropriate approach. This can be found on the schools SharePoint site under documents\remote learning\Oak Academy.

The class teacher will need to provide the SLT with the following:

- Links to the videos for the week.

The SLT will then add a blank Word document for pupils to write onto, in order for them to complete the task in Teams.

Pupils will be able to use the chat service to ask questions – although it will be made clear to all, that teachers will not be able to provide an instant response to this. The child will complete the activities and then 'hand in' the work in through Teams.

Foundation Subjects

Where there is only a small number of children who are self-isolating, there is not the capacity to provide lessons for the foundation subjects. It is an opportunity for the child to do their own research on the topics that they are currently studying.

Children can also continue to practise their reading, spellings and tables in the afternoon.

TIER 2

Tier 2 is implemented when a complete bubble has to self-isolate, a bubble is now likely to be a whole class, rather than a complete year group. How Tier 2 remote learning runs depends upon the reason why the bubble is self-isolating. Isolation will occur for 3 reasons:

- either the class teacher tests positive for Covid-19.
- another adult that comes into contact with the class tests positive for Covid-19.
- a child tests positive for Covid-19.

If the teacher tests positive for Covid-19, then there will not be an expectation for them to be involved in the setting of work. Senior leaders will work with the remaining year group staff to provide work for the bubble isolating using ***Method 2*** from Tier 1.

If isolation is due to a pupil, or another adult that comes into contact with the class, testing positive for Covid-19, then the procedures below will take place:

There are 3 methods of providing remote learning at Tier 2. Method 1 and 2 are the preferred method because these provide the best learning experience (in terms of input tailored to the needs of the class). This also provides the most parity for those children who are self-isolating with any children within their year group who remain in school.

METHOD 1

In this Method, the class teacher will broadcast the lesson live to pupils as if they were all in the same classroom. The advantages of this method are:

- The teacher can respond in real time to a question from pupils.
- There is less preparation than Method 2.

As before, Method 1 only remains viable as long as class teacher is Covid-19 negative or symptom free and will take the following form:

- On the calendar the teacher will invite pupil/s to each lesson.
- The class teacher shares their computer screen for the lesson taught – this would usually be in Smart Notebook or PowerPoint.
- The teacher turns off the camera, leaving the microphone on, and broadcasts to the pupil/s the teaching input at the start of the lesson.
- Once this is complete, the teacher can mute the microphone. The child/ren at home can use the 'raise hand' feature if they need to ask a question (the teacher will periodically have to check their computer to see this).
- They can also use the 'Chat' feature to ask a question.
- The child will complete the activities and then 'hand in' the work in through Teams

METHOD 2

In Method 2, the class teacher will use lessons that they have pre-recorded, (although for Maths the narrated White Rose materials may be used) that follow the planning that the rest of the year group is following. This has the following advantages:

- Where more than one child is accessing only one device, they can have access to the lesson at any time.
- During their daily teaching time, teachers can spend more time focusing on helping the pupils by answering queries about the assigned tasks.

Method 2 will be used as long as the teacher remains Covid-19 negative or symptom free and will take the following form:

- The class teacher uses the screen recorder on SMART Notebook software to narrate themselves teaching a lesson.
- The Class teacher will then create an assignment for that lesson with the narrated video and associated resources and tasks.
- The children can use the chat facility to contact their teacher during school hours to ask for assistance. Teachers are not expected to respond to enquiries outside of their normal hours of working.
- The child will complete the activities and then 'hand in' the work in through Teams
- This will be repeated for each lesson.

METHOD 3

Maths

- Teacher will provide links to the White Rose narrated PowerPoints.
- Pupil worksheets needed to complete the tasks are added to Teams as an assignment – these are worksheets that children can type directly onto and 'hand in'.
- Pupils will be able to use the chat service to ask questions – although it will be made clear to all, that teachers will not be able to provide an instant response to this.
- The child will complete the activities and then 'hand in' the work in through Teams.

English

This will be a more complex process than for the Maths. For English, we will be using the Oak National Academy, matching the objectives that are being taught in the classroom with the comparable objectives in the Oak National Academy. There are two ways to implement this:

1. Matching the genre that you are teaching in class, e.g. non-chronological reports, which provides ten lessons around the skills of writing a non-chronological report and its related National Curriculum objectives.
2. Search for specific objectives relating to either: reading, grammar and punctuation or spelling.

Both of approaches require the teacher to look at the Oak National Academy curriculum for English in order to select the most appropriate approach. This can be found on the schools SharePoint site under documents\remote learning\Oak Academy.

- Pupil worksheets needed to complete the tasks are added to Teams as an assignment– these are worksheets that children can type directly onto and 'hand in'.
- These worksheets should be scaffolded appropriately, depending on the needs of the children. The worksheets must provide a designated space for children to write their answers.
- Pupils will be able to use the chat service to ask questions – although it will be made clear to all, that teachers will not be able to provide an instant response to this.
- The child will complete the activities and then 'hand in' the work in through Teams.

Foundation Subjects

- Input will be provided through either:

    - ‘adapted’ PowerPoint presentations that would be used in the remaining classes along with any other resources e.g. videos from the BBC, National Geographic etc.
    - Video material from Oak Academy
- ‘Adapted’ PowerPoints should provide clear narrated explanations of subject matter and instructions for the work that children have to complete. These must be accessible for all levels of pupils within your class, bearing in mind that they may not have any adult help whilst self-isolating.
- There **must** be some element of teaching input to the lesson, a task cannot be assigned as a ‘standalone’. It is acceptable for the same video/PowerPoint to be used on more than one occasion if a series of lessons link to that input.
- Pupil worksheets needed to complete the tasks should be added to Teams as an assignment– these are worksheets that children can type directly onto and ‘hand in’.
- Pupils will be able to use the chat service to ask questions – although it will be made clear to all, that teachers will not be able to provide an instant response to this.
- The child will complete the activities and then ‘hand in’ the work in through Teams.

TIER 3

Tier 3 would be a whole year group or a whole school isolation. This would be in conjunction with providing ‘in school’ education for those children who are classed as vulnerable or children of key workers (as defined by the Department for Education).

In this scenario, the same process that is used for Tier 2 can be utilised. Teachers who are teaching in school will not be responsible for delivering Remote Learning, although they will retain a shared responsibility for planning, preparation and marking with their year group colleagues. Teachers who are not teaching in school will share the workload for methods 1 and 2 by splitting up subjects between teachers and sharing the day’s teaching. This could mean:

- Having one teacher broadcast a live lesson to all students in a year group and assigning the work
- Any remaining teachers are available then to answer questions and mark work.

Or

- One teacher pre-records a maths lesson, one teacher pre-record an English lesson and so on and assigns work to all children
- All non school-based class teachers are available then to answer questions and mark work.

THE CURRICULUM

The curriculum will not be identical to an in school one as there will be limitations regarding resources and organisation, this will be particularly true of PE, science, art and design technology.

The online curriculum will be different for each year group. Each year group will have the following:

- Daily maths lesson
- Daily English lesson

The rest of the curriculum will be consist of some, or all of the following:

- Phonics work (EYFS and KS1) or Spelling (KS2)
- Topic/foundation subjects such as history, geography or science
- Times tables rockstars/fluency
- Comprehension (RICs)
- Weekly PE (Friday afternoon)

The remote learning will be equivalent in length to the core teaching that pupils would receive in school. This includes live lessons, recorded material and time for pupils to complete tasks and assignments independently. This equates to the following:

- Early Years Foundation Stage/Key Stage 1: 3 hours a day on average
- Key Stage 2: 4 hours a day

SUPPORTING CHILDREN WITH SEN

This can be done in a number of ways depending on the needs of the children and the type of support required. The most common ways that we will provide this support are:

- Scaffolded worksheets (scaffolded worksheets would have extra information or links to further information to support the learning and provide a framework of support)
- Additional staff within the 'live lessons' that are available to answer questions and provide clarification
- The use of a 'break out' room on Teams where a small group of children can have either differentiated input or work at a different pace
- Teachers remaining online after a lesson to support children who have found the learning difficult
- Allocating children to a teacher in a lower year group that is more appropriate to their learning needs
- Individual/groups of children receiving interventions from Teaching Assistants.

DELIVERING REMOTE EDUCATION SAFELY

Keeping children safe online is essential, and there are many ways that we aim to ensure this. These are:

- No cameras to be used during live lessons by teachers or children
    - Cameras may be used in small group interventions when consented by parents (an adult must be present if a child's camera is turned on)
- Lessons should not be recorded by parents, the teacher will record the lesson and make the recording available to children who have missed the lesson.
- The ability for children to start their own meetings between each other has been disabled.
- 'Chats' are monitored and the ability to delete posts has been removed for all except for administrators.

FEEDBACK, MARKING AND ENGAGEMENT

Feedback and marking is an important aspect of remote learning, but is constrained by the limitations of the technology. This means that it can take longer to mark on Teams than it would to mark exercise

books. Staff will read and respond to all of the work completed by the children. Although this may be sometimes in the form of a stamp or emoji, staff will be assessing the outcomes of children's work and using it to plan the next steps in learning.

Teachers will provide support and answers to questions, but there will be a cut-off point for this, as would be the case for the end of the usual school day.

Senior leaders can monitor the engagement of children using the monitoring tools within Teams and families that are not engaging will be contacted to offer support to join in remote learning.

We have a limited number of devices available for children who have restricted access to devices. We will endeavour to support families when this is the case, although families with more than one child may have to share a device. Please contact the school if you are struggling to access the remote learning.