

Remote Learning Strategy for Continuity of Education October 2020-2021

To be read in conjunction with the Remote Learning Policy 2020-2021

This strategy is on line with DfE Guidance which states , *“Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education”*.

Aims

- Ensure continuity of education and provision during pupil self-isolation, class or school closure
- Ensure consistency in the approach to remote learning for pupils who are not in school
- Ensure consistency in the approach for home learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection (4.1, 4.2 and 4.3 of the Remote Learning Policy) and safeguarding (see also Safeguarding Policy and Child Protection Policy with addendum 2020-2021)

In these times, we place equal status on the class teaching and remote learning (education in dual form) to provide high standards of education and continuity of curriculum provision for all children during short and long-term phases of remote learning as a result of self-isolation, class closure or school closure.

Please note that when individual children are self-isolating and expected to undertake their learning remotely, their class is still in attendance at school with the class teacher teaching.

	Categories	Parents will:	For individual pupils self-isolating, class closure and full school closure, we will:
1	<p>Safeguarding and Child Protection (see policies on school website for full details)</p> <p>Safeguarding tab on the website with policies, e-safety, support websites and staff contact details. Child Protection Addendum 2020 added to the Child Protection Policy 2020 to indicate changes to practice for any form of closure and remote working/learning. School Attendance Policy supports pupil safeguarding.</p>	<ul style="list-style-type: none"> - Notify DSL/DDSL immediately of any concerns regarding pupil safeguarding and child protection (see policies) -inform school via phone call, Seesaw or email if a child absent, for what reason on every day of their absence. - Inform school if their child is ill and as a result, is unable to complete remote learning at any time. - Ensure their child maintains online presence and communication with their teacher and supporting staff, five days per week (if they are well enough to do so) 	<ul style="list-style-type: none"> - Initiate 1:1 contact via telephone call, text or Seesaw on the first day of a child's absence by class teacher, SENDCo or Inclusion Leader -Contact to continue daily through Seesaw between child and class teacher. - Staff to monitor access to remote learning, engagement with learning, child's individual mood and posts. Follow up with any children and/or parents via phone call, email or Seesaw if children have not been accessing work or responding. - Staff to keep an updated chronological log on CPOMS of communication between parents and children when phone calls have been made and actions taken. -SLT to visit homes if no contact can be made between parents/ carers via phone, email or Seesaw - Office staff to record daily-online-and class attendance and liaise with staff and parents. - Pastoral and Inclusion Leader and SENDCo to monitor daily attendance (in school and completion of remote learning) of vulnerable and disadvantaged children and SEND children and intervene accordingly to support and advise parents/children. - Provide weekly attendance figures for these pupil groups to Hampshire Children's Services - Pastoral and Inclusion Leader and SENDCo to agree home/ school communication plan to maintain regular contact with pupils and parents/ carers to support with the engagement, access and safeguarding (do we say we don't have a plan in place for all children at the moment?) - DSL & DDSLs to action any concerns with parents and/or appropriate agencies
2	Pupil Absence	<ul style="list-style-type: none"> -Follow the reporting arrangements for pupil absence. Phone call to the school office stating reason for absence if a child is expected to attend school. 	<ul style="list-style-type: none"> - Provide remote learning (equivalent to learning undertaken in the class that day) by 5pm on the first day of absence for the child to complete the next day. - If a positive Covid test result is received we refer immediately to PHE and follow advice.

		<ul style="list-style-type: none"> -Call or email the office each day of your child's absence if a child is expected to attend school. -If a child is completing remote education, a message on Seesaw can left to explain absence daily. - If your child is self-isolating and is well, support them to complete all remote learning. - if your child is unwell, they are not expected to complete remote learning but need to notify the class teacher -Take your child/ren for a Covid test should they display any symptoms identified within current government guidelines. - Inform school of any Covid tests undertaken and the results. 	
3	Teacher Absence due to illness (unable to work remotely)		<ul style="list-style-type: none"> -Continue to provide remote learning by either other teachers within the year group team, or LSAs/HLTAs, depending on staff availability and operational needs on any given day. - Staff other than the class teacher will provide learning and feedback under the direction of the Team Leader. - If a positive Covid test result is received we refer immediately to PHE and follow advice
4	When remote learning provision starts	<ul style="list-style-type: none"> - Provide their child with an appropriate location and environment in which to concentrate and undertake the learning during week days. - Support (where necessary) to access, complete and upload the learning - Communicate with class teacher via Seesaw when required - Support with remote learning and home learning 	<p>For individual pupil's self-isolating:</p> <ul style="list-style-type: none"> - When the school is notified of a child's absence, the class teacher will be informed and will upload the day's work by 5pm for the child to complete the next day if they are well enough to do so. Work will continue to be uploaded each day thereafter until the child returns. <p>For class or school closure:</p> <ul style="list-style-type: none"> - On the first day of planned closure, work will be uploaded by a member of the year group team by 8.30am. - For subsequent days, work will be uploaded by 5pm for the next day thereafter.

5	Teaching, pupil engagement access to remote learning facilities	<ul style="list-style-type: none"> - Support their child to complete the learning set each day by the teacher. - Inform the school of any difficulties with access to devices or the internet - Communicate with the teacher about any concerns or celebrations with their child's learning. 	<ul style="list-style-type: none"> - Provide remote teaching and learning that secures high pupil engagement by ensuring that lessons are well planned and taught, inspiring and supported with appropriate scaffolding and sufficient level of challenge to enable children (of all abilities) to achieve their learning targets. - Provide work and personalised learning where required, will be provided for children in line with normal classroom practice - <u>Teaching</u> - Provide a combination of photo, flip chart, recorded teacher modelling, recorded verbal modelling, signposting to online teaching and written or visual examples to support teaching online that enables children to keep up with teaching and learning in the classroom. - Signpost links to high quality online teaching from other sources recommended by the DfE when appropriate. - Maintain a record of children and /or families who do not have access to devices or internet for remote learning and take appropriate action to resource remote learning solutions. - Follow DfE guidelines to support children to access laptops, seek local charity support and use current school resources to provide solutions - Hold weekly Teams meetings in the event of whole class isolation or school closure with the class
6	Class timetables Remote learning timetables will follow the same daily class timetable in line with DfE guidance. As a minimum, learning and activities will be of equivalent length to the core teaching pupils would receive at school.	<ul style="list-style-type: none"> - Provide opportunities for their child to undertake sustained periods of learning, independent work and sufficient breaks during a usual timetabled school day. - Where necessary respond to the individual child's needs and break down the tasks into smaller segments if this benefits. - Be responsible for managing the time, order and completion of their child's remote learning and tasks that day. 	<ul style="list-style-type: none"> - Share daily timetables for remote learning and upload the work each day - Provide a broad and balanced curriculum, matched in the first instance with what is taking place in the classroom each day. - Communicate with parents requesting support to manage and organise learning and timetables for that day
7	Feedback & assessment	<ul style="list-style-type: none"> - Communicate with teachers via Seesaw, email or phone call when 	<ul style="list-style-type: none"> - Apply the principles of our school Feedback for Learning policy

	<p>Feedback is at the heart of learning; effective feedback supports children's achievement.</p> <p>Baseline assessments completed and used to guide teaching and learning in class and working remotely.</p>	<p>necessary regarding their child's learning</p>	<ul style="list-style-type: none"> - Provide feedback to pupils daily via Seesaw - in line with the usual daily class book marking - for all subjects for all pupils. This could be through written responses, verbal recordings or videos. - Teachers to adapt class lessons to cater for the same or similar outcomes via remote learning for the following day, including misconception and pre-teaching when appropriate. - Upload learning for the next day in response to assessment of a pupil's learning, marking and feedback - Where a child is secure, provide a thumbs up on the piece of the work - Where a child is not secure, provide written, verbal (video or audio) feedback, video model teaching, suggested links to online teaching or a phone call to provide support required - Provide low stakes assessment opportunities such as mini quizzes, spelling tests, times tables assessments remotely in line with normal school practice - When a pupil is self-isolating, follow usual class practice to award certificates and house points for effort and outcomes. - When there is a class or school closure, celebrate work via private message, Twitter and Facebook and the daily morning video messages. - If the teacher is absent with illness, another member of staff will provide feedback.
8	<p>Maths curriculum and provision</p> <p>Minimum expectation for daily maths lessons, in addition to times tables.</p> <p>Maths as part of home learning timetable in addition.</p>	<ul style="list-style-type: none"> - Provide their child with appropriate location and environment in which to concentrate and undertake the learning during week days. - Support (where necessary) to access, complete and upload the learning - Communicate with class teacher via Seesaw when required 	<ul style="list-style-type: none"> - Follow long, medium and short term Maths planning and adapt daily maths lessons for the class for remote learning and upload. - Teachers will add recorded video models of key concepts, strategies or skills either created by teachers, or upload a White Rose (or other high quality resource recommended by the DFE) video that supports teaching of maths objectives - Provide 'Maths Honesty Cards' to support pupil self-assessment with worked through examples <p>For individual pupil self-isolation:</p> <ul style="list-style-type: none"> - Make use of Times Tables Rockstars during allocated times tables or Number Talks slot in class <p>For class closure or school closure:</p> <ul style="list-style-type: none"> - Provide photo or video models for teaching times tables in addition to using Times Tables Rockstars

9	<p>English Curriculum and provision</p> <p>Minimum expectation for daily reading and writing. Spelling will be provided remotely within usual class timetable. Additional reading and spelling as part of home learning.</p>	<ul style="list-style-type: none"> - Provide their child with appropriate location and environment in which to concentrate and undertake the learning during week days. - Support (where necessary) to access, complete and upload the learning - Communicate with class teacher via Seesaw when required 	<ul style="list-style-type: none"> - Follow long, medium and short term planning for English (reading, writing, grammar and spelling) that would have been taught in school - English will be shared daily in line with the usual class timetable. - Teachers may provide short teaching video extracts uploaded on Seesaw or use high quality videos applicable to the learning target suggested by the DFE <p>For individual pupil self-isolation:</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> - Teachers will provide either annotated model or video of the teacher modelling, when necessary to do so <p><u>Reading</u></p> <ul style="list-style-type: none"> - Follow the school's agreed guided reading format with a text extract provided: <p>Monday: pre-read of extract and exploring new vocabulary and phrases Tuesday: adopt a reading role: summariser, predictor, clarifier, questioner Wednesday: comprehension / inference task Thursday: comprehension / inference task Friday: creative reading task</p> <p>For class or school closure:</p> <p><u>Writing</u></p> <ul style="list-style-type: none"> - Teacher annotated models and/or recorded video of teaching writing to support with learning, as would be delivered in school <p><u>Reading</u></p> <ul style="list-style-type: none"> - Provide scanned class text. Lessons to follow sequence of guided reading teaching and learning as above - Video models when appropriate but also for Wednesday's teacher modelled comprehension session
10	<p>Wider Curriculum provision</p> <p>Broad and balanced curriculum offered remotely in line with the school curriculum and adaptations to cater for pupil catch-up</p>	<ul style="list-style-type: none"> - Provide their child with appropriate location and environment in which to concentrate and undertake the learning during week days. - Support (where necessary) to access, complete and upload the learning - Communicate with class teacher via Seesaw when required 	<ul style="list-style-type: none"> - Follow school medium term subject planning and objectives for all other subjects identified on the class timetables each day. - Provide lessons as adapted under current curriculum guidelines with the same objectives, skills and content as full school opening - Monitor timetables and content to ensure breadth and balance curriculum within current curriculum guidelines <p>For individual pupil self-isolation</p> <ul style="list-style-type: none"> - PE: Provide a Joe Wickes video for the session when the class will be doing PE

	<p>after lockdown. Current DfE guidance, requires offer of to full curriculum offer by summer 2021</p>		<ul style="list-style-type: none"> - MFL: Provide revision work or /and signposting to online resources if MFL is part of the timetable that week - DT, Music, Art: adapt class lessons to provide the skills, knowledge and understanding to be taught and learned remotely <p>For class or school closure:</p> <ul style="list-style-type: none"> - PE: Provide a Joe Wickes video or other similar resource - MFL: Provide usual class timetabled lesson with videos and sound clips - Art and DT: Provide usual class timetabled lesson with videos or photos of annotated teaching /modelling - Music: adaptations to enable the skills, knowledge and understanding to be taught remotely. Provide additional online resources or resources via Hampshire Music Service
11.	<p>Staff (at all levels) wellbeing and workload</p> <p>To provide education in dual form, remote learning (adapting planning and resources, uploading and feeding back online, recording teaching methods and signposting web links) in addition to class teaching incurs additional workload.</p>	<p>- Continue to be patient and understanding</p>	<ul style="list-style-type: none"> - Assign the responsibility for recordings and preparation for remote learning to a team member each week and rotate this between team members to share the additional work. - Provide remote learning for all lessons undertaken by PPA teachers who will be responsible for uploading and feedback. - Support all staff at all levels to effectively manage workload and maintain work-life balance.

