

ST. LUKE'S C. of E. PRIMARY SCHOOL

REMOTE LEARNING PROCEDURES

Policy for Remote Learning Procedures
Leadership & Management Team
Reviewed: Autumn 2020
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All schools are required to prepare a contingency plan for remote learning.

This document outlines our contingency plans for remote learning, should our pupils need to access this due to needing to self-isolate. It distinguishes between:

- **Level 1**- the default plan to be implemented for individuals and small groups of pupils needing to self-isolate, and
- **Level 2** - which would be triggered in the event of a partial or full closure.

If a child is ill, we would not expect them to complete remote learning. With rest, they are more likely to have a speedy recovery and be able to return to school more quickly.

This information is to be used as a general guide and parents can expect further details of remote learning for their child, as and when it is required. We aim to implement remote learning from the child's second day of absence.

In both cases, the government's online classroom and our offer will be made available to families. Both of these plans are underpinned by the moral imperative to equip our children with powerful knowledge. They serve to ensure that there is alignment as far as possible between face-to-face and remote education, so that, should pupils need to self-isolate, they can transition smoothly back into the classroom having followed the same curriculum sequence as their in-school peers. This symbiotic relationship between face-to-face and remote education will ensure that no child falls behind, and will alleviate pressure on teachers in instances of pupil mobility.

Terminology clarification:

Home Learning: learning opportunities set on a weekly basis to complete at home as outlined in our Home Learning Policy.

Remote Learning: learning opportunities set for children not able to access face-to-face learning due to self-isolation, lock down, etc.

DfE Guidance on Remote Education: Summary of Key Points:

Remote education, where needed, is high quality and aligns as closely as possible with in - school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

- *Develop remote education so that it is integrated into school curriculum planning: remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.*
- *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. In developing these contingency plans, we expect schools to:*
 - *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.*
 - *Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback.*

- 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.
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/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.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- We expect schools to avoid an over-reliance on long-term projects or internet research.

The Government has provided **Oak National Academy Online Classroom** to support home learning for all primary school children should they need it. Please find the link to the Oak online learning platform below:

<https://classroom.thenational.academy/>

Once parents have clicked on the link and selected the appropriate year group and the English, mathematics and foundation subject lessons will appear.

The assumption at St Luke's is that in cases of larger groups needing to self-isolate, and/or in the event of a partial or full closure, not all staff would be in school. When not in school, teachers would be expected to create teaching resources as outlined below.

St Luke's Remote Learning Level One Offer Summary

Level 1: remote learning for a small number of pupils who are self-isolating

- Remote Learning offer will begin on Day 2 for pupils who are self-isolating (if they are well enough, they should complete these activities).
- Children will follow their normal timetable each day where possible.
- Resources will be accessible via Google Classroom.
- Resources will support guided and independent practice, focussing on effective self-study and will normally include either a PowerPoint, worksheet or booklet.
- Please be aware that the class teacher is also responsible for face-to-face learning for the rest of the class.

St Luke's Remote Learning Level Two Offer Summary

Level 2: Remote Learning for larger groups (Year Group), such as in the event of a partial or full closure

- Remote Learning offer will begin on Day 2 for pupils in the event of partial or full closure (if children are well enough, they should complete these activities).
- Activities will be set by the relevant classteacher or year group team.
- All resources will be accessible via Google Classroom.
- Pupils who are self-isolating should follow their normal timetable each day where possible.

Notes

- We are aware from feedback and experiences of remote learning to date that children tend to have a slower work rate at home and time is needed for the children to access the materials provided and to independently (or with a parent) reflect on their own learning. This will be considered in the setting of work.
- Resources will mirror those that would be used in class, containing a blend of information for students to read and tasks for them to complete to allow them to practise applying the knowledge they acquire. Where specific resources are required, e.g. clay, alternative activities may be necessary. Where activities cannot be replicated e.g. PE, we would encourage children to exercise if they are able.
- Where possible, our remote offer will mirror the intended sequence of face to face teaching.
- All resources will be accessible on Google Classroom or via links.
- Children may access their TT Rockstars, Purple Mash or Sumdog account for linked activities. They may also access BBC Bitesize website for additional activities.
- Any relevant assemblies will be posted and we encourage the children to reflect and discuss any issues covered. This may also spark some research, independent writing etc.
- Children can also complete research linked to current topics of interest to them.

Remote Learning Checklist

- Work for the lesson will be clearly laid out on Google Classroom: Task 1, 2, 3, etc, and will be labelled with subject, day and lesson, e.g. Science Monday lesson 3.
- Lessons will last roughly 30 minutes, bearing in mind children take longer to complete the work when on their own. Where necessary, teachers will adjust the length of the lesson using feedback from their pupils.
- The purpose of the lesson will be clearly identified at the start and children will be given clear success criteria.
- New information will be presented in bite-size chunks.
- Instructions will be very clear throughout the lesson. PowerPoints will be clearly labelled and adapted with audio recordings or videos with clear explanations where appropriate.
- The lesson will include timings, e.g. pause the video for one minute, complete the grid in 30 seconds as appropriate.
- Key vocabulary will be included and explained. Where appropriate, there will be the opportunity to revisit vocabulary throughout the lesson.
- Worked examples will be included before children complete a task, as appropriate – support prompts and scaffolding will be provided to offer plenty of guided practice.
- The work will be differentiated, either by amount of scaffolding, or extension activities to stretch and challenge.
- Children will be given the opportunity to put the learning into practice; this could be exam questions, a quiz, a piece of extended writing, etc.
- They will not need to bring any work back into school but can add things onto their Google Classroom portfolio.
- Some remote learning activities can be 'handed in' to the classteacher on Google Classroom.
- Adequate feedback will be given; this might be a collective response to the whole group, to a smaller group or to individuals. Children may be given the opportunity to join a supervised meeting / call with their teacher.

Early Years

At St Luke's we have also put in place an interim arrangement to support EYFS children at home who are self-isolating or in quarantine in addition to the government's offer:

- Classteachers will share the story of the week with activities related to the story including comprehension, writing and oral story retelling as appropriate.
- Children will receive a video or PowerPoint explaining the mathematics activity (practical activities with objects they have at home).
- Children will have two phonics lessons a week to introduce new sounds to practise.
- In addition, children are expected to read daily and to practice writing their names focusing on letter formation.

We are very aware that our Nursery and Reception children will require frequent parental support and intervention and that many activities they enjoy at home offer valuable learning opportunities; shopping, playing games, cooking and gardening are all excellent ways to enjoy learning.

Autumn 2020