Remote Learning Strategy 2020-21

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, this policy seeks to outline curriculum provision for children where remote education is necessary during the Covid-19 pandemic. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources. The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

1. Aims

Our approach to remote learning approach aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos

- Provide clear expectations for members of the school community with regards to delivery high quality interactive remote learning

- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support

2. Who is this strategy applicable to?

This plan will be applied in the following instances:

- A child (and their siblings if they are also attending Springfield) who is absent because they (or a household member) are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child whose whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19, as advised by PHE.
- A child who is medically advised to isolate due to being extremely vulnerable to Covid-19
- Teachers who are isolating due to a Covid-19 contact, but who are well
- National lockdown during which school is open only to vulnerable children and the children of critical workers

Remote learning will be shared with families when they are absent due to Covid related reasons. Teachers who are isolating due to a Covid-19 contact will teach their class remotely.

3. In-School Curriculum

The curriculum offered by Springfield Community Primary School will continue to be ambitious and broad in all subjects during 2020-21. All curriculum areas have been reviewed and essential missed content from 2019-20 has been prioritised and assimilated into the 2020-21 curriculum. Due consideration has been given as to how gaps in core knowledge will be filled.

Pupils will be given a few weeks to settle back into the school environment whilst informal assessment of their starting points is made. This will inform teaching to fill any gaps in skills and knowledge. Children will be formally assessed at October half term, using the assessment originally due in June 2020.

4. Remote Learning

Remote learning is integrated into Springfield's curriculum. This is outlined for each subject and phase in the tables below.

In line with DfE guidance, a few key principles guide our approach to blended learning. We will:

i. ensure that teacher's workload is managed by creating as much parity as possible between learning in the classroom and learning at home
ii. teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what is new learning and which skills are to be practised in each subject
iii. use class weekly timetables to share meaningful and ambitious work each day in a number of different subjects

iv. provide frequent, clear explanations of new content, delivered either by a teacher or through high-quality curriculum resources or videos
v. gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks
vi. plan a programme that is of equivalent length to the core teaching pupils would receive in school, including daily contact with teachers
vii. In the event of self-isolation or local lockdown, the school has the capacity to offer immediate remote education.

5.i Content and tools to deliver remote education

A carefully sequenced curriculum using high-quality online and offline resources will be accessible remotely for all children through Google Classroom. White Rose Maths, Bug Club, Wordsmith and Oak National Academy online resources and White Rose and CGP workbooks will be used as they are matched to our current curriculum and used within the classroom.

Timestable Rockstars, RWI phonics resources and Spelling Frame will all be utilised to support the acquisition and retention of basic core skills.

Work packs, including an exercise book and stationery, will be ready and available for children to take home should they need to.

Resources:

- High quality online tools for all children, Google Classroom
- Weekly timetable for each class on Google Classroom
- Use of recorded videos and narrated lesson presentations for teaching
- Phone calls home
- Live Google Meets sessions daily
- Printed learning materials
- Physical materials such as reading books and stationery
- Use of carefully chosen school subscription sites: Times Tables Rock Stars, Bug Club, Read Write Inc, Spelling Frame

5.ii Feedback from parents and carers about remote learning

Our plan for blended learning has been informed by the feedback we have gathered from our parents and carers. We have carefully considered the following:

- Weekly timetables, home reading books, Active Learn – Wordsmith and Bug Club and White Rose Maths were the resources for remote learning that our parents felt were most useful for supporting learning. All of these resources will be used as an integral part of our blended learning approach.
- Approximately 14% of our families have access to a laptop or desktop computer. However, approximately 55% have tablets. We are reconfiguring a number of laptops and tablets as Chromebooks to give to families who have no suitable device.
- We have provided iPads and laptops to all families who have needed them, including those who temporarily have to isolate as well as those who are not eligible to be in school currently
- Over 80% of parents felt that regular phone calls were the most valuable way of keeping in contact with the school and teachers. Marvellous Me and the online classroom (SeeSaw) were also highly rated.
- A remote register and regular phone call system is in place, including additional phone calls for vulnerable families and anyone expericing access issues for quick resolution.
- More than 70% of our parents do not have experience of using Google Suite so we will provide targeted support and short 'how to' gifs for all families at home
- Gifs have been shared as guides to using key features of Google Classroom

6. Home-school partnership

Springfield School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Children's login details for Google Classroom will be shared with parents. A visual guide to how to login and the different parts of the classroom will be shared. 'How to' guides will be shared as well as quick video tutorials.

Teachers will continue to use Marvellous Me as a way to celebrate children's learning successes and also to share important whole-class information.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Springfield Primary School would recommend that each 'school day' maintains structure. Parents are encouraged to support their children to follow the timetable of the school day. We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration. A suggested timings timetable is shared to support with pacing the learning, taking regular screen breaks and ensuring enough time is spent each day learning.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

7 Roles and Responsibilities

7.i. Teachers

When providing remote learning, teachers will be responsible for setting work, providing feedback on work and keeping in touch with children who are not in school and their parents.

- Teachers will set a range of meaningful and ambitious work in a number of different subjects each day.
- Teachers will have live contact with children, using Google Meets, each day, in order to provide explanations of new learning for children, or unpick misconceptions.
- Videos and high-quality curriculum resources will be available through Google Classroom.
- Work will be checked regularly by teachers, that submitted through Google Classroom will receive daily feedback in line with the school's feedback policy. Feedback is provided in three main ways: daily Google Meets (whole class feedback); use of personalised comments or Motes (audio clip feedback) and feedback in small group Google Meets.
- Teachers will provide recordings of narrated Flipcharts/PowerPoints for pupils
- Teachers will adjust the pace/difficulty of work, in accordance with normal classroom practice for all children including those with SEND.
- The remote learning programme will mirror the core teaching that pupils would receive in school as far as possible. Specific subject guidance for remote learning is outlined in this policy.
- Feedback on children's work will be provided in in the following ways:

Maths	Whole class feedback at Google Meets: sharing successful strategies and unpicking misconceptions with re-explanations where necessary based on class performance from submissions. Individual comments, calls or voice notes (Motes) where personal feedback is necessary. Google Forms quiz scores.
Reading	Whole class feedback at Google Meets: sharing successful answers to longer comprehension questions and unpicking incorrect responses with explanations to ensure understanding Individual comments, calls or voice notes (Motes) where personal feedback is necessary Google Forms quiz scores.
Writing	Whole class feedback at Google Meets to share successful examples (sentences/short extracts) to reinforce and evaluate use of language/punctuation/layout/detail. Teacher modelling and explanation of common errors e.g. spellings or misapplication of grammar and punctuation. Written comments or voice notes (Motes) for extended pieces of writing.
Foundation Subjects	Whole class feedback at Google Meets: sharing successful submissions and celebrating effort and depth of engagement with tasks. Individual comments, calls or voice notes (Motes) where personal feedback is necessary.

7.ii Teaching Assistants

- Teaching Assistants may be directed to upload learning onto Google Classroom.
- Teaching Assistants may support teachers in providing feedback to pupils on their learning.
- Teaching Assistants support with checking that learning tasks are submitted and responded to. They liaise carefully with the class teacher, as they would in the classroom, to flag children who require additional input and support.
- Teaching Assistants may attend whole class Google Meets and take remote registers.
- Teaching Assistants run small group sessions to target children who are at risk of falling behind or who are working below the expected standard for their year group.

7.iii Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

• Co-ordinating the remote learning approach across the school including daily monitoring of engagement. Remote registers are submitted daily and those not present on Meets receive a phone call.

• Providing staff with the tools and resources to provide effective remote teaching, including: a school laptop with remote access to school systems; login details and access to pupil accounts for all appropriate e-learning platforms; training to use Google Classroom, Google Meets and any other appropriate elements of the Google Suite, e.g. Google forms for setting assessments; training to make narrated presentations into videos; training to save flipcharts and PowerPoints in pdf form to make them easier to access remotely; designing a comprehensive, broad, well planned, and well-resourced curriculum which sets out what is to be learned when. The curriculum maps will show what should be being learned during any period of lockdown or isolation

• Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and collecting feedback from pupils and parents

• Monitoring the security of remote learning systems, including data protection and safeguarding considerations

• Ensuring that the current curriculum is carefully planned and mapped throughout the year to build knowledge and skills incrementally. There is complete clarity about what is intended to be taught and practised in each subject, and when it is to be taught. This will enable a smooth transition from in-school learning to remote earning.Where necessary, in the case of the majority of children learning at home, leaders will make adjustments to sequencing of units of learning to maximise the effectiveness of remote learning

• Support the class teacher with the provision of home learning for individual children who are isolating (where the class teacher is in school teaching the class).

7.iv Designated safeguarding Lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

7.v TurnItOn

IT Technicians TurnItOn technicians are responsible for:

• Fixing issues with systems used to set and collect work
• Helping staff with any technical issues they're experiencing
• Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

7.vi The SENCO

• Liaising with the TurnItOn technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
• Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs •
Identifying the level of support needed for children on the SEND register

7.vii The Finance and Admin Officer

• Ensuring value for money when arranging the procurement of equipment or technology.
• Ensuring that the school has adequate insurance to cover all remote working arrangements.

7.viii Pupils and parents

Staff can expect pupils learning remotely to:

• Complete work set by teachers to the best of their effort and as promptly as possible
• Seek help if they need it, from teachers
• Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:
• Make the school aware if their child is sick or otherwise can't complete work
• Seek help from the school if they need it
• Be respectful when making any concerns known to staff

7.ix Governing Board/Springfield LAB

The Springfield LAB is responsible for:

• Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
• Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

A child (and their siblings if they are also attending Springfield) who is absent because they (or a household member) are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.

Initial Actions	Safeguarding/SEND
The children will be sent home with home learning materials (reading books, White Rose Workbook etc.) alongside their class stationery pack. **Class teachers** By each Monday at 8:30am, teachers will ensure that the weekly timetable and weekly overviews for maths, reading and writing have been uploaded. Class teachers will ensure that lesson resources are saved in the appropriate folders in Planning on Teacher Shared drive. Teachers will continue to plan, teach and deliver lessons for the children who are in school. **SLT** Upload lesson resources onto the Google Classroom. **TAs** Upload lesson resources onto the Google Classroom. **Admin Team** Google Classroom login details will be shared again with parents via Marvellous Me and text message.	**Admin Team** School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results via a phone call or by email to admin@springfield.hackney.sch.uk **DSL** If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL or DSOs. A log will be kept of these calls. **SLT** If a child struggles to engage with the remote learning, a member of SLT is to call the parents to discuss obstacles and offer support.

A whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19, as advised by PHE.
Additional Actions

Teachers

Setting work:

• Teachers will set work for the pupils in their classes/year group.

• The work set should follow the usual timetable for the class had they been in school, wherever possible

• Weekly/daily work will be shared using Google Classroom, email, Marvellous Me and via the school website where appropriate

• Teachers will have live contact with children, using Google Meets, each day, in order to provide explanations of new learning for children, or unpick misconceptions.

• Videos and high-quality curriculum resources will be available through Google Classroom and links those provided by our schemes of work e.g. White Rose Maths.

• Teachers will, where appropriate, provide recordings of narrated Flipcharts/PowerPoints for pupils

• Work must be saved in teacher's planning folders with dated file names

• Where teachers are self-isolating due to Covid-19 contact, they will use the above methods to maintain the in-school teaching for their class but will additionally provide live teaching for their class using Google Meets

Providing feedback on work:

• Reading, writing and maths work will receive feedback either in the form of whole class Google Meet feedback, a written or recorded voice comment or personalised feedback through a comment, small group Meet or phone call. Foundation subject learning will be celebrated, discussed and fed back on in whole class Google Meets.(See above in Teacher role for details regarding feedback mechanisms.)

Keeping in touch with pupils who are not in school and their parents:

• Teachers will have daily contact with all children using Google Meets.

• If there is a concern around the level of engagement teachers should inform a member of SLT who will ensure that the pupil/s parents are contacted via phone to assess whether school intervention can assist engagement.

• Any complaints or concerns shared by parents or pupils should be reported to a member of SLT; for any safeguarding concerns, refer immediately to the DSL

Teaching assistants

• TAs must be available between 8:30am and 3:30pm. Teaching assistants must complete tasks as directed by a member of the SLT and/or class teachers.

• TAs will, where appropriate, attend the daily class Google Meets sessions.

Appendices

Learning Overview

EYFS

Nurseries	• Learning Packs to be delivered/taken home covering main curriculum areas • A recorded pre-phonics activity each day • A daily recorded maths activity each day
Reception	• Learning Packs covering phonics, maths and writing to be delivered/taken home covering main curriculum areas. • Daily contact with teachers via Google Meets to share news, songs and stories • A recorded phonics lesson each day • A daily link to the appropriate White Rose Maths session • Links to Oak Academy EYFS units where appropriate

KS1

Subject	Remote teaching and learning provision	Printed Resources	School Subscription sites
Reading *daily*	• Daily phonics lesson recorded by teacher • Daily RWI reading lesson • Daily story shared by teacher	Books at appropriate level	Bug Club Oxford Owl: RWInc
Writing *4 x weekly*	• Weekly overview for writing shared via Google Classroom • Flipcharts annotated for pupil use and shared via Google Classroom • Children can upload work to Google Classroom • Teaching units and coverage precisely mapped	Writing grids with pictures from current story stimulus/ word mats	Oak National Academy
Maths *daily*	• White Rose Maths scheme followed • Links to daily home learning video saved in Google Classroom • Children record their learning on the worksheet or in their workbook • Google Forms used for assessment	White Rose resources for appropriate units of work	White Rose IXL
Science, History or Geography* *3 x weekly*	• Teaching units and coverage precisely mapped • Input videos/pdf/ presentations/ readings saved in Google Classroom • Children's work and activities saved in Google Classroom • Teacher to talk through work during Google Meet sessions • Oak Academy sessions where appropriate	Unit Overview Worksheets if appropriate	Oddizzi Curriculum Visions
Computing *weekly*	• Units adjusted to ensure access to programmes/ apps at home • Input videos/pdf/ presentations/ readings (where appropriate) saved in Google Classroom • Children's work and activities saved in Google Classroom • Teacher to talk through work during Google Meet sessions		Coding

Subject	Remote teaching and learning provision	Printed Resources	School Subscription sites
RE *weekly*	- Teaching units and coverage precisely mapped - Input videos/pdf/ presentations/ readings saved in Google Classroom - Children's work and activities saved in Google Classroom - Teacher to talk through work during Google Meet sessions - Oak Academy sessions where appropriate	Worksheets if appropriate	Oak National Academy
DT or Art *1 x weekly*	- Where necessary and possible, resources supplied in packs to take home - Units adjusted to ensure accessibility at home - Input videos/pdf/ presentations/ readings saved in Google Classroom	Lessons will take into account materials that children can easily access at home Lessons about artists and styles of art can be delivered like other knowledge lessons with key visuals and vocabulary. If possible, the teaching of skills which require specialist equipment will be moved around the two-week period of isolation in the case of a whole bubble closure.	
PE *weekly*	- Share Miss Phillips' and Mr McSween's video via YouTube Channel and Google Classroom		
PSHE *weekly*	- Jigsaw materials saved to Google Classroom - PSHE focus Google Meet session		Jigsaw

Subject	Remote teaching and learning provision	Printed Resources	School Subscription sites
Reading *daily*	- Where possible, planning adjusted to focus on a text available on Active Learn platform (selected for each class) - Focus texts and extracts shared on Google Classroom - Comprehension questions/ learning tasks saved on Google Classroom - Teacher to outline learning during Google Meet session or pre-recorded lesson - Teacher story times across the week	Reading Extracts Comprehension Questions Vocabulary Activity Books at appropriate level	Bug Club and Wordsmith
Writing *4 x weekly*	- Introduction from class teacher over Google Meets - Extracts and video prompts for writing available in Google Classroom - Flipcharts annotated for pupil use and shared via Google Classroom - Children can upload work to Google Classroom - Teaching units and coverage precisely mapped		
Maths *daily*	- White Rose Maths scheme followed	White Rose resources for appropriate units of work	IXL

	• Links to daily home learning video saved in Google Classroom • Children record their learning on the worksheet or in their workbook • Google Forms used for assessment		Times Tables Rock Stars
Science, History or Geography* *3 x weekly*	• Teaching units and coverage precisely mapped • Input videos/pdf/ presentations/ readings saved in Google Classroom • Children's work and activities saved in Google Classroom • Teacher to talk through work during Google Meet sessions • Oak Academy sessions where appropriate	Unit Overview Worksheets if appropriate	Oddizzi Curriculum Visions
Computing *weekly*	• Units adjusted to ensure access to programmes/ apps at home • Input videos/pdf/ presentations/ readings (where appropriate) saved in Google Classroom • Children's work and activities saved in Google Classroom • Teacher to talk through work during Google Meet sessions		Coding
RE *weekly*	• Teaching units and coverage precisely mapped • Input videos/pdf/ presentations/ readings saved in Google Classroom • Children's work and activities saved in Google Classroom • Teacher to talk through work during Google Meet sessions Oak Academy sessions where appropriate	Worksheets if appropriate	Oak National Academy
DT or Art* *1 x weekly*	• Where necessary and possible, resources supplied in packs to take home • Units adjusted to ensure accessibility at home • Input videos/pdf/ presentations/ readings saved in Google Classroom	Lessons will take into account materials that children can easily access at home Lessons about artists and styles of art can be delivered like other knowledge lessons with key visuals and vocabulary. If possible, the teaching of skills which require specialist equipment will be moved around the two-week period of isolation in the case of a whole bubble closure.	
PE *1 x weekly*	Share Miss Phillips' and Mr McSween's video via YouTube Channel and Google Classroom		
PSHE *1 x weekly*	• Jigsaw materials saved to Google Classroom		
Spanish (KS2) *1 x weekly*	• Links to videos/ songs/practice exercises saved on Google Classroom	Worksheets	BBC Bitesize