

Remote Learning – Stanhope Primary September 2020



This document outlines our contingency plans for remote learning. It sets out the plans in place for children to continue with their learning should they need to self-isolate. It distinguishes between:

- **Tier 1:** implemented for individuals and small groups of students needing to self-isolate
- **Tier 4:** triggered in the event of a partial or full closure, including the closure of a class bubble.

Both of these plans are underpinned by the moral imperative to equip our children with powerful knowledge. They serve to ensure that there is absolute alignment between face-to-face and remote education, so that, should children need to self-isolate, they can transition smoothly back into the classroom having followed a similar curriculum sequence as their in-school peers. This blend of face-to-face and remote education will aim to ensure that no child falls behind.

With so many options available to support remote education, one of the most important decisions schools are making is to keep it simple, making sure pupils, parents, carers and teachers know what is being asked of them.

Our remote learning offer must be high quality, safe and align as closely as possible with in-school provision.

On **September 17th 2020** the DfE issued updated guidance to schools, in which clear expectations were set out. The guidance says it expects schools to:

- Set assignments so that pupils 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 intention the teaching has and should be practised in each subject.
- 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.
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

At Stanhope Primary the key principles of remote learning follow our model for teaching and learning and as such the fundamentals remain the same; **revisiting** prior learning, giving a **clear purpose**, **direct instruction** through teacher **explanation** and **demonstration**, **guided practice** through **modelling/scaffolding**, **independent practice** and feedback.

Accessing Google Classroom at home

A step-by-step video guide has been made available to parents, pupils and staff to support the operating of Google classroom.

Accounts

To do this we have ensured that everyone in our school community has an account; can login to Google Suite for Education via Realsmart and a password to access this.

The Computing Lead has created class generic password cards for the children. Staff have also been given a copy of all of the passwords for each individual pupil.

Class teachers also have a copy of each pupil's username. This will normally be their first name followed by the initial of their surname. **John Smith** would be **johns** for example.

Pupils' accounts are fully populated with all the accounts they need for all the specific year groups.

Logging In

All staff have been on Google Suite for Education via Realsmart with their classes (September 2020) and have also set up a new Google Classroom for each year group by each teacher. Children in lessons have been made familiar with the process for logging in and have done so via our school website or Realsmart login page. By default the pupil password is password. They will be asked to change this on first login. The new password needs to be 8 characters long. We highly recommend using two four letter words which do not go together –*bootstar* or *goatcake* for example. This is easy to spell and can be easier for the children to remember.

Staff have kept a record of their passwords in case pupils forget them (See Shared Drive), emphasising that they mustn't share a password with anyone other than their teacher or parent/carer.

Orientation & training

Once pupils have logged in successfully, class teachers have familiarised them with whichever Google apps they will use with them for remote learning e.g. Google Classroom (it keeps everything in one place and makes teaching and learning easier to manage).

Home access

In the event of disruption to face-to-face education at schools due to coronavirus (COVID-19), DfE can provide support to help disadvantaged children and young people who are otherwise unable to access remote education. Examples of this include disadvantaged children:

- with no digital devices in their household
- whose only available device is a smartphone
- with a single device in their household that's being shared with more than one other family member
- who do not have a fixed broadband connection at home

Orders can be placed when:

- face to face education within a school is disrupted following official advice
- a school supports a clinically extremely vulnerable child who is shielding following official advice
- a school is supporting disadvantaged children who live in an area subject to local restrictions which means they're unable to attend

Through a survey (paper based and online) of Y3-6 pupils parents in September 2020 we have been able to consider how pupils will access their accounts from home and which device will they use. This will support us in notifying the Local Authority exactly how many pupils in Years 3-6 we have who are disadvantaged and have no access to devices already (48 pupils). Along with those children whose only device is a smartphone or children with a single device in their household that's being shared with more

than one other family member children with no digital devices in their household will be eligible to receive a free laptop. We currently have no clinically extremely vulnerable or shielding pupils under official government advice.

Tablet devices will need free Google apps to be downloaded. We also need to ensure parents are notified that they need to have Google Chrome browser on a laptop or PC. Staff may need to support some of our families with this in advance to make sure they can access everything they need from home.

Getting devices to children and young people

After receiving devices and preparing them for use by children, we will:

- Arrange for them to be collected by families from school
- All distribution and return of loan devices should be done in accordance with the social distancing guidelines relevant to our local area.

Tier 1:

Remote learning for individuals or small groups of pupils isolating: *This may be due to positive Covid-19 results within the household or pupils identified as close contacts to an infected case.*

Pupils who are self-isolating follow a timetable closely matched to a typical class timetable .	<ul style="list-style-type: none">• All pupils require an up to date copy of their normal timetable.• During what would normally be outdoor/physical activity, children should get active at home.
All resources will be accessible via Google Classroom and pupils notified of this.	<ul style="list-style-type: none">• All children to know their Google Classroom login details and how to access their remote learning platform.• Other logins needed are also shared i.e. Reading Eggs
Resources will support guided and independent practice , focusing on effective self-study	<ul style="list-style-type: none">• Resources will reflect those used in class, containing a blend of information for pupils to read and tasks to be completed.• Tasks should be clear to promote effective self-study.
Children may be given the opportunity to join a live lesson via Google meet as appropriate.	<ul style="list-style-type: none">• All pupils able to respond to Google Meet invite. Further guidance will be provided as necessary.• Remote learning safeguarding protocols followed.

Tier 4:

Remote learning for larger groups, whole classes or whole school: *This may be due to partial school closure or in the event of whole school closures.*

Pupils who are self-isolating follow a timetable closely matched to a typical class timetable .	<ul style="list-style-type: none">• All children will be sent a weekly timetable. This should include:• Phonics or SPAG/Daily exercise/ English/ Maths and ANO (Daily)
Teachers should provide work that follows the remote learning checklist (see below)	<ul style="list-style-type: none">• At least 30 minutes of work for ALL lessons scheduled for that day.• This is to be <u>assigned and scheduled to appear on the day the lesson would usually be timetable.</u>
Teachers should use their professional judgement as to how much of the face-to-face teaching should be assigned to review and consolidate and how much can be given over to the introduction of new content .	<ul style="list-style-type: none">• Follow the key principles of teaching and learning outlined previously.• Balance between review of previous knowledge and introduction of new.• Face to face videoing conferencing provided if necessary in the form of Google meet group catch-ups.• Age appropriate activities planned.
All resources will be accessible via Google Classroom and pupils notified of this.	<ul style="list-style-type: none">• All children to know their Google Classroom login details and how to access their remote learning platform.• Other logins needed are also shared i.e. Reading Eggs
Children may be given the opportunity to join a live lesson via Google meet as appropriate.	<ul style="list-style-type: none">• Depending on the length of lockdown this can be arranged.• Remote learning safeguarding protocols followed.

Curriculum

Stanhope Primary School knows that there has been much disruption to children's education, therefore, is committed to ensuring that all children continue to receive a quality education should the need for remote learning arise.

Our approach includes a blend of paper resources, online learning; including resources available through online learning platforms such as:

- BBC Bitesize
- White Rose Maths
- Purple Mash
- Mathletics
- Times Tables Rockstars
- Reading Eggs/ Eggspress
- Oak Academy
- Topmarks – Hit the Button

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/english-resources>

The remote learning set for children will be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the main aspects of the curriculum plan.

The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year and keep up. Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

The governors and senior leadership team at Stanhope Primary School are fully aware that these are exceptional times and each family is unique, because of this will approach remote learning in way which suits their individual needs. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- parents may be trying to work from home so access to technology as a family may be limited;
- parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation.

Remote Learning Checklist

- Remote learning scheduled daily, similar as far as possible to normal class timetables.
- Plan a programme that's of equivalent length to the core-teaching pupils would receive in school – 1 English, 1 Maths and ANO subject each day.
- Set assignments daily so that pupils have work each day in 3 different subjects, and monitor pupils' engagement with these assignments.
- Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject.
- Enable teachers to adjust the pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Avoid an over-reliance on long-term projects or Internet research activities.
- Work clearly set out and organised for ease of access on Google Classroom class page.
- Lessons are well structured and instructions clear; purpose and success criteria is provided.

- There is a review of prior learning.
- New information is presented in 'bite size' chunks.
- In Reception, Y1 and Y2 it is essential that every effort is made to ensure pupils do not fall behind with their phonics.
- Slides are clear in terms of their quality and are designed to ensure pupils can respond as required. Text boxes (if used) provide sufficient space and do not limit pupil response.
- Key vocabulary is included and explained.
- Worked examples are included to support understanding.
- Work is suitable to the age and differentiated accordingly to stretch and support.
- Opportunities for independent practice are planned.
- Adequate feedback is given to individuals or whole class. Feedback is regular in line with normal school procedures and done the next day for the pupil to access.
- It is expected that remote learning will follow current school programmes and utilise curriculum materials already prepared in individual year groups.
- Pupils in Nursery and Reception will be given a weekly list of suggested activities via the school website and Facebook page. Sharing stories with pupils, recording the daily or weekly phonic sound, signposting parents to resources they could access, providing the pupils with a pack of arts and craft materials and activities to do with these.

Communication

If pupils have any worries or concerns about the tasks set they can let their teacher know through the class teachers' email, no other pupil will be able to see their comments. We will keep in touch with parents/carers using text messages, Facebook posts, the school website and email.

Pupils should also be signposted to the Mindful Moment Classroom where MC can offer further support for both pupils and families.

Read Every Day

Teachers will have an expectation that every pupil will undertake daily reading activities as part of the daily timetable. These can include reading fiction, and non-fiction.

Exercise Daily

We will encourage pupils if they can go outside, then get as much fresh air as they can. Sunlight is important for vitamin D production, which will help their immune systems. We will try to instil a commitment to raising their heart rates for 30 minutes per day as part of our daily timetables. YouTube is a great source of fitness material; Joe Wicks YouTube channel has a "kids" specific section as well as short workouts that are suitable for pupils. Exercise can be any bodyweight exercises such as sit-ups, press-ups, star jumps and squats. Jogging, running or brisk walking are all good ways of increasing heart rate.

Be Creative

Looking after pupils' mental well being is just as important as physical health. Encourage pupils to learn a new skill, make something and spend time drawing or writing creatively.

Finally we encourage pupils to stick to a daily routine and to follow their school timetable. Taking regular breaks from screens. We want pupils to keep in touch and realise that we are all here for them.

The Department for Education Guidance says...

"Where a class, group or small number of pupils needs 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."

*Schools must "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."*

*Schools must also "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**."*

In the event of full closure, including the closure of a full class bubble the following will apply:

- Pupils will be sent home with a paper pack of work, which should last a week and any relevant equipment or resources they are likely to need during the time school is closed to them.
- Google Classroom logins will be sent to individual pupils and parents will be directed to instructions on the school website.

Leaders will:

- Communicate with staff regularly to agree next steps.
- Communicate with families through social media, as appropriate.
- Work with teachers to ensure home learning tasks set reflect the high standard typical of year group expectations.
- Monitor the engagement of pupils learning.
- Monitor CPoms.
- Promote positive wellbeing of staff, pupil and parents.

Class teachers will:

- Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for home learners. Should remote learning need to be set for a class or bubble, the work daily in English, Maths and other subjects will be posted at 9am that morning.
- Teachers will respond promptly, within reason, to requests for support from families at home. This should be done via the home learning email address that corresponds to each child's year group i.e. 6AR. Staff and parents should communicate via the class email address.
- Follow usual planning for all subjects, making amendments as necessary for Google Classroom.
- Follow usual timetable of learning. Schedule work to reflect the expectations of the working day.
- Ensure pupils with SEND have work to match their level of need.
- Provide timely feedback to pupils on their 'handed in' work, Provide additional personalised support or explanations via telephone calls as needed.
- Make telephone calls to pupils as needed to check on wellbeing and progress with home learning
- Monitor daily engagement of pupils and contact families of those pupils not engaging to offer support.
- Log any safeguarding concerns on CPoms and liaise with safeguarding leads.
- If unwell and unable to set work the children and parents will be directed to the list of websites and Apps we have available to the pupils e.g. Reading Eggs.

Teaching assistants will:

- Support the class teacher and pupils in your class by monitoring work, offering explanations and guidance and providing feedback to pupils as agreed with class teacher.
- Be involved in recorded video sessions, such as story time.
- Make telephone calls to pupils as needed to check on wellbeing and progress with home learning.

- Log any safeguarding concerns on CPoms and liaise with safeguarding leads

Pupils will:

- Log on to Google Classroom each day, as stated on the class timetable and follow the activities scheduled for that day.
- Follow the instructions provided by the class teacher or teaching assistant and click 'hand in' when a task is fully completed. Put full effort into the completion of all work.
- Use correct Standard English, including spelling and punctuation when typing.
- Join in with any remote lessons via Google Meet.
- Continue to access online learning platforms such as Times Table Rockstars and Reading Eggs, as advised by school.

Parents will:

- Set clear routines for their child using the timetable shared by school. It is beneficial for young people to maintain a regular and familiar routine. Stanhope Primary School recommends that each 'school day' maintain structure. This includes daily reading for pleasure.
- Support their children to access remote learning.
- Liaise with school regarding any issues with remote learning, ensuring courtesy and politeness to all staff members within any communication.
- If a class bubble is isolated, the children will be sent home with their home reading book, where possible and depending on the constraints of the notification received.
- Should anything be unclear in the work that is set, parents can communicate with class teachers (only between the hours of 9am and 4pm via the class email address. They should make clear which year group and subject the question relates to.
- We encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly via email and staff will try their best to support and guide families.

Remote teaching for staff who are self-isolating:

Teaching staff are required to self-isolate if they show symptoms or they have been told to shield and/or have received a letter from the NHS to confirm this. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- It is expected that staff get tested if they show symptoms. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating, and where possible, staff will have tasks to complete (e.g. reviewing policies and the member of staffs' area of responsibility) and direction can be taken from the Head Teacher.
- If unwell themselves, teachers will be referred to the recommendations given by the government at that time.