BLEAN PRIMARY SCHOOL
REMOTE LEARNING RATIONALE AND GUIDANCE

Introduction

This remote learning policy aims to:

➢ Ensure consistency in the approach for remote learning for pupils who are not in school so that there are shared expectations and understanding.

➢ Set out expectations for all members of the school community with regards to remote learning.

This guidance should be read in conjunction with Blean Primary School's Online Safety Policy and Acceptable Use Policies for all stakeholders.

Rationale

The school is committed to providing continuity of education and a broad and balanced curriculum to its learners in the event of a whole school or partial school closure and will do so through a process of remote (online) learning. Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress (DfE).

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

Flexibility of learning

We realise and understand that families and staff will be in different circumstances if we need to close the school, year group or pod. We have sought information and insights from parents, staff and pupils over the school closure period and on pupils' return to school. This has enabled us to plan more flexibly taking into account different circumstances. 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 multiple children at home trying to access technology and may need to prioritise older children who have been studying for GCSEs and A Levels.
- Teachers may be trying to manage their home situation and the learning of their own children.
- Technology and Wi-Fi may not always function in the way we would like. In the event of this, Blean School will communicate any issues as they arise.

Physical Education

Physical Education is a difficult subject to teach remotely, but we are committed to encouraging pupils to be active during the school day whilst working remotely and we will build this into the timetable.

Safeguarding

Safeguarding procedures are paramount and when working and learning remotely the Acceptable Use Policy for school and Remote Learning should be adhered to at all times. This also sits alongside the Online Learning Policy for all stakeholders. Any concerns regarding this should be shared with the Designated Safeguarding Lead, Ian Rowden. Details can be found on the school website under Safeguarding.

Structure of the school day

An important aspect of school life is structure and routine. Many parents have shared with us that their children, along with seeing their friends and teachers, missed the structure and routine of school life during school closures. We also know that the limited 'live' interaction affected the quality of home learning and this is something we have addressed using Google Classroom.

Therefore, we would like to continue to provide a structured school day in the event of a closure. A typical school day would be a balance of live lessons and independent tasks set by the class teacher. Where live lessons have taken place there will also be the option of viewing the materials on Google Classroom, so that the all-important flexibility can be applied, if attending a live timetabled lesson is not possible.

A typical timetable will include two live sessions per day. If it is a single class or year group then a typical timetable might look like this:

Typical timetable	
Online learning via Tapestry and Google classroom	
Time	Activity
9.30-10.00	Morning register and live session
10.00-10.30	Independent learning task
10.30-10.45	Active break
10.45-11.15	Live session
11.15-12.00	Independent learning task
12.00-1.00	Active lunch break
1.00 -2.00	Independent learning
2.00-2.30	Live meeting of the day
2.30-3.40	Independent learning task

If it is the whole school then we will strive to stagger live sessions so that we support families where there is limited access to technology. Typically, it would look something like this:

EYFS timetable	
Online learning via Tapestry and Google classroom	
Time	Activity
8.55-9.30	Planned learning activities
9.30-10.00	Live session
10.00-10.30	Break
10.30-11.15	Planned learning activities
11.15-11.30	Active break
11.30-12.00	Planned learning activities
12.00-1.00	Lunch
1.00-2.00	Planned learning activities
2.00-3.00	Active learning
3.00-3.25	Live session / story

Year 1-2 timetable	
Online learning via Tapestry and Google classroom (Yr 1) and Google Classroom (Y2)	
Time	Activity
8.55-10.00	Planned learning activities
10.00-10.30	Live session
10.30-11.00	Break
11.00-12.00	Planned learning activities
12.00-1.00	Lunch time
1.00-1.30	Planned learning activities
1.30-2.00	Live session (Year 2 only) (Year 1 recorded story)
2.00-3.25	Planned learning activities

Year 3-4 timetable	
Online learning via Google classroom	
Time	Activity
8.55-9.25	Live session
10.00-10.30	Planned learning activities
10.30-11.00	Break
11.00-12.00	Planned learning activities
12.00—1.00	Lunch time
1.00-1.45	Planned learning activities
1.45-2.00	Break
2.00-2.30	Live session
2.30-3.25	Planned learning activities

Year 5-6 timetable	
Online learning via Google classroom	
Time	Activity
8.55-10.00	Planned learning activities
10.00-10.30	Break
10.30-11.15	Live session
11.15-12.00	Planned learning activities
12.00- 12.30	Live session
12.30-1.00	Lunch
1.00 - 2.15	Planned learning activities
2.15-2.30	Break
2.30-3.25	Planned learning activities

<u>Senior Leaders will:</u>

- Be available on the phone or email to support class teachers and families.

   Work telephone numbers

   Ian Rowden - 07714509910
   Rachael Foster – 07541997970
   Nicki Llewellyn - 07541997964
   Justine Gibbens (Parent Pupil Mentor) – 07541997957

- Evaluate the quality of provision and have access to all Google Classrooms online.
- Review the work set from time-to-time as part of monitoring
- Review access arrangements and support families where possible so that learning can be accessed.

<u>Teaching staff will:</u>

   Where possible, take their grab bag, which will include:

1. Manipulatives / dienes
2. Work phone if it is a single class
3. Science CPG book
4. Visualiser
5. Whiteboard and pen

- Take a daily register and report any non-attenders to the Parent Pupil Mentor.
- Use Google Classroom as a platform to deliver remote learning, through a mixture of live sessions and recorded.
- The use of Science CPG textbooks from years 2-6 to support remote learning. The books will also be used as home-learning books to reinforce learning at school.
- Assess work and provide regular feedback to pupils. This could be in the form of whole class feedback, quizzes, specific feedback on written work, group and self-marking techniques.
- Continue to have the legal requirement of PPA (planning, preparation and assessment) through HLTAs (Higher Level Teaching Assistants) and NQTS (Newly Qualified Teachers) will continue to have their allocated time too.
- Continue teaching in line with their extensive planning that is already in place throughout the school, adapting delivery as necessary for remote learning.
- Direct Teaching Assistants to work with smaller groups to support learning, provide smaller steps or to access tasks.
- Follow the AUP (Acceptable Use Policy) for remote learning.
- Reply to messages, set work and provide feedback on activities during Blean School hours (8.55-4.00)
- Allow flexibility in the completion of activities, in line with our flexible philosophy to remote learning.
- Take regular breaks away from the computer screen and engage with other professional duties as necessary.

- If unwell, ensure they provide plenty of time using the whole school system so that the sessions can be covered. Weekly Plans and Medium Term Plans must be saved on KLZ.
- Where possible, ensure pupils can use home-learning books, whiteboard and whiteboard pen and reading books. This may not always be logistically possible given certain time frames.
- Access parent emails on KLZ, which are stored securely.

Support staff:

- Teaching Assistants will access Google Classroom and be familiar with the technology in order to support groups or individuals under the direction of the Class Teacher or Inclusion Manager.
- The Parent Pupil Mentor, where possible, will provide well-being support via ELSA materials and have a school phone to contact families as necessary. An ELSA classroom is set up on Google Classroom
- The Parent Pupil Mentor will monitor attendance in the form of daily engagement with Google Classroom tasks, in communication with the class teacher. Contact will be made with families where pupils do not attend live sessions or communicate via Google Classroom/ class email.
- Higher Level Teaching Assistants (HLTA) will continue to cover classes in the event of teacher illness or absence. The HLTA will follow the timetable of the day where possible.
- Extended School staff, if not working as a Teaching Assistant, will be redeployed, in consultation, to support where required.

Pupils will:

- Submit their learning to Google Classroom if they are able to do so or photograph any work they have done on home resources and email to the class teacher. Alternatively, pupils can complete their work in their home-learning book if they have it with them.
- Be assured that they need to take regular breaks, get fresh air, exercise and maintain a balance between online activities and offline activities.
- Make sure they keep to the information in the AUP for children
- Read daily, either independently or with an adult with books at home, taken home from school or via the online system that Blean has purchased (Pearsons Bug Club)
- Read/listen to feedback from the class teacher during remote sessions so that they understand what they have done well and what their next steps might be.

Parents will:

- Support their child with remote learning where possible and any difficulties should be shared with the class teacher via the class email.
- Support in setting routines for children and where possible, keep to the daily timetable.
- Make sure they keep to the information in the AUP for parents

Remote learning in individual cases (self-isolation)

- Where pupils are waiting for test results or are required to self-isolate, the school will post learning on Google Classroom and additional online learning through My-Maths and Study Zone.
- Feedback will be provided via Google Classroom or the class email as appropriate.
- Parents should contact the school if they require any additional work / information.

Access arrangements and pupils with SEND

We recognise that our philosophy of flexibility also needs to be applied to those pupils with additional needs, who may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families and we will work with Parents and Carers to support in the following ways:

- If no technology is available in the home, school are committed to providing work, which can be picked up if the circumstances allow or dropped off in special circumstances.
- Blean School will maintain an up-to-date record of which pupils and families do not have device or internet access. Blean School will be able to lend equipment for remote learning and parents should contact the school if their access to technology changes so that we can maintain our records.
- For pupils with EHCPs or Higher Needs Funding, bespoke work will be provided in line with their personalised plan.
- Use of the class email so that regular communication between class teacher and parents takes place to support those with additional needs. The Inclusion Manager is also available to provide strategies for those pupils who may not be able to access learning remotely.

Educational resource links

In the event of Google Classroom not working, please use recommended DfE websites as detailed below:

- Bitesize Daily
- Oaks National Academy