

Remote Learning Policy

Introduction

Remote Learning refers to the provision of work, teacher support, assessment and feedback from teachers to pupils at home in the event that lessons are unable to be delivered 'face-to-face' as normal. Our aim for pupils learning at home is that they receive a high quality curriculum and continue to make progress in their learning. We believe that this aim can be achieved most effectively when staff, parents and children understand their responsibilities and work together. (Appendix 1 – Remote Learning Partnership)

At OLW School, remote learning will take different forms dependent on the period of time a child is in self-isolation for. A child in a short-term self-isolation period, (48 hours or less) will be provided with a general year group learning pack.

For medium term self-isolation periods, (a period more than 48 hours) a more bespoke learning pack linked to the curriculum taught prior to the period of self-isolation will be sent home. This will enable children to consolidate and reinforce previous learning. Where possible, home learning packs will be sent electronically. Learning missed due to isolation will be recovered when the pupil return to school.

For a child in a longer term self-isolation period, where a bubble is required to self-isolate, teachers will provide a virtual learning package using a virtual learning platform where new learning can be introduced. (Appendix 2)

In the event of a teacher self-isolating who is well, and pupils are in school, remote lessons will be delivered via Microsoft Teams. A member of the support team where possible will supervise the pupils during the lesson and facilitate with teaching and learning. If a teacher is unwell, and pupils remain in school, usual cover arrangements will apply. (Appendix 2)

Remote learning will not be provided to pupils where parents have decided to keep their child/children home from school

OLW's Expectations for Remote Learning

Our remote education will:

- 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
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use

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- 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

When teaching pupils remotely, we will:

- 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 is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources 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

We will consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We will avoid an over-reliance on long-term projects or internet research activities.

Remote Teaching and Learning

Remote teaching and learning will take place through the Microsoft Teams online platform. Microsoft Teams is a collaborative platform which allows for contemporaneous, real-time communication and sharing of resources between teachers and their classes.

Teaching staff have secure remote access to Microsoft Teams and are trained in the use of this learning platform.

All children have login and password details in order to access Microsoft Teams and have been provided with clear guidance on how to use this at home.

Teachers are the most effective practitioners to plan, deliver and assess remote learning for pupils in their class, groups or school. The class teacher knows their pupils best and can plan and provide bespoke, taught lessons to meet the needs of their pupils.

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The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine 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

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). We aim to transfer into remote education what we already know about effective teaching in the live classroom.

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.

In order to recreate interactivity, virtual lessons (face to face teaching) will be delivered to groups of approximately 10 children. For younger children, group sizes may be less. Delivering live videos to small groups of pupils will enable pupils to interact and engage with questions more immediately and can move forward at an effective pace for pupil learning. Misconceptions and errors can be more quickly identified and addressed.

Teachers will ensure that the elements of effective teaching are present; short focussed lessons with a duration of 20/30 minutes will have clear explanations, scaffolding and feedback. Age appropriate remote learning packs comprising of whiteboards, whiteboard pens, etc will be provided to pupils to allow them to engage throughout a virtual teaching session.

Teachers will create pre and post-lesson quizzes on core content as a regular feature, asking pupils to complete these in a specified time and email them back.

Following a virtual teaching session, teachers will assign a teacher led 'Follow on Activity' (FAO) for children to complete before moving onto the next stage, enabling stepped learning to take place. These will be sent back to their teacher via Teams for marking and feedback.

We recognise the impact of mental health on pupils during a lockdown and being able to interact and socialise with their teacher and peers during live on-line lessons can have a positive impact on pupils' well-being during these difficult times. The EEF research also highlights that during remote learning, student-student interactions have the largest impact on student outcomes.

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In addition to delivering live virtual lessons, school will also deliver teaching via pre-recorded lessons. These can be accessed later by pupils, making flexible use possible in the context of limited or shared device access in the home.

Remote Learning Curriculum - A Blended Approach

Continuing to teach all or most of the normal planned curriculum in the remote environment is important. Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom such as music, art and P.E. In such subjects, we will provide external activities comprising of video clips and accompanying teacher explanation. This parallel scheme of work will complement the school curriculum and consolidate and broaden children's knowledge and understanding. Resources such as Oak National Academy will be utilised.

Remote Learning Timetabling

Children will be assigned to MS Teams groups: Mammals, Reptiles and Insects. Where appropriate, children will also be assigned into a Maths group: Rectangles, Triangles and Squares. Teachers will use their professional judgements when assigning groups. Face to face teaching will be timetabled at specific times throughout a school day. (Appendix 3) This remote learning core curriculum will comprise of 20 minutes of direct teaching time and a further 20 minutes to answer any questions and offer individual pupil support. Teacher led core learning assignments, linked directly to the face to face teaching sessions, will be assigned and need to be returned via Teams. Teachers will mark and feedback to pupils and use this assessment to inform future learning. In addition, children will be encouraged to complete external learning tasks assigned during a specific day.

Pupil motivation and Engagement

It is important that we monitor pupil engagement with remote education provision. Participation and motivation levels will be recorded and feedback to parents, either individually or formally through regular reports. We will also contact pupils or parents by telephone to explore ways to secure re-engagement.

Supporting pupils with special educational needs and disabilities

For many pupils with SEND, remote teaching will be adapted. SEND pupils have a wide range of specific needs. Teachers know these needs best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school. Individualised planning will be provided for those children who require it.

Remote teaching for very young pupils

It is recognised that very young pupils are likely to have particular needs which cannot easily be met in some of the ways outlined in this policy. For such pupils, the priority will be progress in early reading. We will ensure continued access to appropriate reading books and resources for early readers as part of our contingency planning.

Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is another important part of our contingency planning for children at this stage. We will provide guidance for supervising adults to ensure that time is used as productively and developmentally as possible.

Technology Training

An important part of our remote learning is ensuring that training is regularly refreshed with teachers, and that appropriate trouble-shooting support is available where needed, so that transfer to the remote environment can happen seamlessly when needed.

Access to appropriate devices

Access to appropriate devices and connectivity is essential for technology-led approaches to remote education. To ensure that pupils have access to appropriate technology, we will:

- maintain an up-to-date record of which pupils and families do not have device or internet access
- provide laptops and chargers to identified families with any usage or loan agreements necessary to help safeguard school property
- ensure that any equipment obtained under the department's 'Get help with technology programme' is clearly identified and ready to be re-distributed for a similar purpose
- continue good communication links between school and parents to keep parents informed and elicit their support.

4. Safeguarding

From time to time class teachers will check in with children and their parents/carers by telephone to monitor their well-being and any additional support required.

Staff will continue to follow the Child Protection procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not.

Appendix 1



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Our Lady of the Wayside Remote Learning Partnership

At OLW School our aim for pupils learning at home is that they receive a high quality broad curriculum and continue to make progress in their learning. We believe that this can be done most effectively when staff, parents and children understand their responsibilities and work together.

Parent/Carer Responsibilities

I will:

- Support my child with their learning.
- Use the timetable which school have sent home to establish a daily routine.
- Ensure that the learning device is in a public space in the home.
- Encourage my child to take regular screen breaks.
- Encourage the same level of behaviour as if they were in school.
- Engage in communication with teachers when necessary.
- Familiarise myself with the remote learning policy and related policies.
- Refrain from screenshotting or copying any information, messages or posts to share on social media.
- Make the school aware if their child is unwell and unable to complete work.
- Inform school if I have technical difficulties.

School's Responsibilities

The school will:

- Provide children with a school email address and password.
- Ensure that the camera is in an open space with a plain background and no personal information on display.
- Create and share a remote learning policy with parents.
- Distribute a class timetable for remote learning.
- Maintain professional dress.
- Consider the needs of all learners and take into account different levels of learning.
- Try to make virtual lessons engaging and provide regular feedback.
- Keep live lessons to a reasonable length of time.
- Support parents having technical difficulties
- Follow usual safeguarding procedures.
- Record live teaching sessions so that lessons can be accessed at a convenient time for the family.

Pupil's Responsibilities

I will:

- Not share my login details and password with anyone else.
- Carry out learning in an open space at home.
- Behave respectfully like I would in the classroom.
- Focus on learning and not get distracted by the surroundings!
- Take regular screen breaks.
- Wear my school uniform when meeting my teacher in a MS Teams lesson.
- Complete and return work set by my teacher.

Appendix 2

Trigger for Remote Learning	Contingency Plan
PUPIL SELF-ISOLATION	
Stage 1 - Pupil self-isolating with Covid symptoms, awaiting results but are well and can work from home. Teacher is well and in school. (short-term isolation – few days)	Year group pack containing generic learning activities sent home for child to complete.
Stage 2 - Pupil self-isolating due to another member of the household with a Covid positive result; pupil well and able to work from home. Teacher is well and in school. (longer-term isolation)	Work linked to school curriculum sent home for child to complete. This will be reinforcement/consolidation of previous learning.
Stage 3 – Pupil bubble is required to self-isolate.	Teacher will work from home and deliver remote lessons to their class following the normal timetable in school.
TEACHER SELF-ISOLATION	
Teacher has to self- isolate but is well and can work from home, pupils remain in school	Teacher will work from home and deliver remote lessons to their class via Microsoft Teams. A member of the support team will supervise the pupils during the lesson and facilitate with teaching and learning.
Teacher is unwell, pupils remain in school	Usual cover arrangements will apply. When they are well enough, teachers will work from home and deliver remote lessons to their class.