

Remote Learning Plan

Aspect of school	Action
<i>A local outbreak or application of contingency framework</i>	<p>If school is made aware of a local outbreak, the PHE health protection team or the local authority may advise school to close.</p> <p>Also, if the government choose to implement the contingency framework within Tonbridge and Malling, it will mean that learning for our children will shift to remote learning for the majority of our children. Only those children eligible under the critical worker and vulnerable children criteria can attend.</p> <p>From January, all schools will move to remote learning as the nation is placed in a 'National Lockdown' with schools only open for critical worker and vulnerable children.</p>
<i>Remote education support for all children.</i>	<p>What is remote education?</p> <p>There are different definitions out there, but the ones used by Ofsted are:</p> <ul style="list-style-type: none">• Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.• Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.• Blended learning: a mix of face-to-face and remote methods.• Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date. <p>What have we learnt?</p> <p>The Education Endowment Foundation 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:</p> <ul style="list-style-type: none">• Ensuring children receive clear explanations.• Supporting growth in confidence with new material through scaffolded practice.• Application of new knowledge or skills.• Enabling children to receive feedback on how to progress. <p>It is important that schools consider how to transfer into remote education what they already know about effective teaching in the live classroom.</p>

Principles guiding our remote learning offer – January 2021

Providing children with a strong remote learning offer is crucial to make sure that our children are still able to develop and progress. It will be vital to provide an approach to education that is:

- Meaningful for the children
- Manageable for staff, parents and children
- Fair and accessible for all
- Flexible and adaptable

Our remote learning offer will be completely bespoke and based on the needs of our children. It will be based on the current programme of study for each child. This is a shift from last summer, when there was a heavier focus on recapping and consolidating the learning from the academic year.

Accessibility

We recognise that some pupils may not have suitable online access at home. Where this occurs, we take the following approaches to support those pupils to access remote education:

- Loan out our existing laptops. This can be requested by emailing the headteacher on daniel.childs@ryarsh.kent.sch.uk
- Support families to improve internet connection at home. This can be requested by emailing the headteacher on daniel.childs@ryarsh.kent.sch.uk
- Print off a weekly pack of all learning materials. This can be requested by emailing the class teacher.
- Allow children to bring their completed work to school so that teachers can analyse the work and provide feedback (only if a family does not have online access).

Curriculum Expectations

Everything we know about what a quality curriculum looks like still applies. The remote education curriculum needs to be aligned to the classroom curriculum as much as possible. And, just like the classroom curriculum, it needs to be carefully sequenced and ensure that pupils obtain the building blocks they need to move on to the next step. Curricular goals should be made as explicit remotely as they would be in the classroom.

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. We will often need to adapt our subject curriculum when moving to remote education, for example because some topics are hard to teach remotely. When we do this, we need to focus on the basics:

- Beware of offering too much new subject matter at once. Make sure key building blocks have been understood fully first. We need to assess pupils' knowledge to determine this.
- Consider the most important knowledge or concepts pupils need to know. Focus on those.
- Consider what alternatives exist for traditional practical activities. What can be done at home, or using simulations, for example? Worked examples and modelling can work very well in remote digital education.

Daily lessons will be provided in reading, writing and maths, with ongoing learning opportunities provided in spellings and timestables/mental maths. These ongoing learning opportunities will be listed in the English and maths plans for each class.

We will also be providing access to the same foundation subjects (history, music, art, etc) as the children in school, with some adaptations made. For example, P.E plans have been adjusted to focus on keeping children active at home, and French is currently provided for some classes in school (as part of the teachers' PPA release time) but French lessons and resources are not provided at home.

In total, children in key stage one will receive a minimum of 3 hours of learning opportunities per day. In key stage 2, children will receive a minimum of 4 hours of learning opportunities per day.

The way we learn

Our brains don't learn differently using remote education, so everything we know about cognitive science and learning still applies. We do not have to make huge changes to the way we teach.

We will also avoid overcomplicated resources with too many graphics and illustrations that don't add to content. Simple graphics that highlight the key concepts and features we want to teach can be most effective.

More important is attention to the key elements of effective teaching. For example, it's useful to provide pupils with an overview of the bigger picture and where a specific lesson or activity sits within a sequence of lessons or activities. It's also vital to have clear and high expectations and to communicate these to pupils. Just as in the classroom, most pupils will be novices in what we are teaching them.

Lessons

Lesson plans and resources will be provided on the google classroom page for children learning at home. These plans and resources will be the same as those the children will be using in the classroom.

A key difference to our remote learning offer is the use of videos.

For children in years R & 1, the teachers will be recording videos for the start of each reading, writing and maths lesson for each child to watch as part of the lesson. This will be of the teacher recapping previous learning and then explaining/modelling the new learning that is due to take place as well as the task that the children need to complete. This allows the teacher to provide clear explanations of new content. Modelling the task should be a key part of the lesson. This should last approximately 10 - 15 minutes but will be adjusted depending on the nature of the task and lesson. These videos will be uploaded as part of the lesson resources and assignments set on google classrooms the day before the lessons.

For children in years 2-6, the teachers will be providing 'live' sessions on zoom for the start of every reading, writing and maths lesson. This will be of the teacher recapping previous learning and then explaining/modelling the new learning. This should last approximately 20 minutes but will be adjusted depending on the nature of the task and lesson. This allows the teacher to provide clear explanations of new content and clearly model the children's learning. Modelling the task should be a key part of the lesson.

These live lessons should be recorded by staff so that they can be posted on the google classroom page at the earliest opportunity. These 'live' recordings on the teacher explaining/modelling the learning and task will be uploaded on to the google classroom page at the earliest opportunity during the same day so parents can have access to the recording. In order to help with this, we would encourage classroom teams in years 2-6 to utilise other adult support in their classroom to allow teachers to upload the videos as soon as possible with lunchtimes being the latest times videos will be uploaded. Teaching assistants could cover the smaller classes for a short period of time by leading on other activities such as daily mile, class reading, mindfulness colouring, yoga, assembly, etc.

During the live sessions, children should be on mute to allow lessons to proceed smoothly. They may be asked to unmute themselves in order to answer a questions. We also ask the children to keep the video function off as this provides an additional safeguarding measure for staff and, we believe, improves children's ability to concentrate on the teacher.

Details of the zoom sessions will be uploaded on to the google classroom pages.

Once the video input is complete, the children will be completing the tasks set as google assignments. The Google Assignments set for all children across the school will help us provide meaningful and ambitious work each day. These will need to then be submitted to the teacher so that feedback can be provided. These assignments will help us gauge how well pupils are progressing through the curriculum, and help us to adjust the pace or difficulty of what is being taught. For reception they will be set in phonics and writing/maths each day. In year one, they will be set for phonics, writing and maths each day. In the rest of the school, they will be set for reading, writing and maths each day.

For foundation subjects, a detailed plan with accompanying resources and tasks will be set for the children to complete. For the time being, this will not include a google assignment to be submitted. Foundation subjects will be provided with detailed plans, resources and activities for the children to complete. Parents will be provided with all foundation lessons for each week on one document. Foundation lessons can then be delivered flexibly, in order to suit each family's circumstances. Currently, teachers are using pre-recorded lessons during one of the afternoon sessions to support children's learning at home.

Lesson Structure

When developing our plans, we introduce new material in small steps to avoid placing too much pressure on the working memory.

Lessons will often start with a retrieval task linked to prior learning. This task will be provided for the children to complete prior to the lesson formally starting and help them to activate prior knowledge. These tasks also help to embed learning into longer term memory.

These retrieval tasks will give the children the opportunity to retrieve key learning whilst the zoom lesson is starting. These tasks will be provided in years 1-6 at the beginning of many maths and writing lessons. They will be written in the plans and the tasks will be uploaded on to the google classroom page as part of the lesson resources.

Video lessons will begin with a recap and short review on prior lessons and learning. This helps children make links between what they are about to learn to what they already know.

Following the recap and review task, there will be some whole class feedback provided based on the work submitted or completed in school. This will be provided formally and summarise what the class did

well in their prior lesson and what will need to be improved in future. In normal circumstances, children will be provided the opportunity to act on feedback as part of whole class feedback. However, this will be modified during remote learning and no feedback task will be provided. Feedback will be given verbally and also used during the lesson to link to prior learning.

After whole class feedback, the explain & model part of the lesson will begin, supported by videos across the school. During this part of the lesson, we try to make sure that it is broken down into small steps and verbal input is strengthened by the use of concrete examples, visual representations and careful use of language. We also make sure that we give children opportunities to see what success looks like through exemplars and modelling. This will support children in being able to see how the stages and processes in a task link together.

During 'live' sessions in years 2-6, the class teacher will use questioning for those children at home and in school to check for understanding and keep children engaged.

Once the learning and task has been explained and modelled, the recording of the lesson will stop but the teacher may decide to keep the zoom call open in order to provide additional support for children at home.

At this stage, the children complete their assignment set on the google classroom page. This allows children time to deliberately practise the application of new knowledge. This opportunity to work independently should provide children with the chance to apply their learning and eventually transfer it to new situations.

Lesson plans and resources

Lesson plans for the week will be uploaded on to the google classroom page on a Sunday between 10am-12pm.

Resources and assignments for the next day's lessons will be uploaded on to the google classroom page between 4pm -6pm the day before.

The google classroom pages should be organised as before so that resources can be located easily by the parents, for example:

- Reading – week 1 – 05/01/2021
- Maths – week 1 – 05/01/2021
- Writing – week 1 – 05/01/2021
- Foundation subjects – week 1 – 05/01/2021
- XArchive.....

Feedback

Feedback will be provided by teachers on all assignments submitted in reading, writing and maths. To manage this, parents need to submit work by the Sunday night to receive feedback for work completed during the prior week.

During 'live' sessions, teachers will question both children at home and in class to help gauge their understanding of tasks.

Through the work submitted and the questioning used, we will adjust children's learning to suit the needs of the class.

Whole class feedback will be used at the start of a 'live' session to show the class what they are doing well and what they will need to focus on in today's lesson.

Using a combination of children's work (online and in class), feedback from parents and our questioning during lessons, teachers will adjust the pace and difficulty of what is being taught.

Other support

Teachers will upload their daily timetable on to the google classroom page as this could provide a suggested structure to help support and guide home learning.

Where we can, we provide printable packs, ready for collection at the office by Monday 9am.

Reading books in years R,1 and 2

We will still be making phonics books accessible for children in year R, 1 and 2.

These will be offered on a rotation basis using large boxes in the car park on specific days.

When collecting books, hand sanitiser will be provided for parents to use both before and after touching the boxes.

Details of the system have been shared with the parents.

Tracking Engagement

All children should be engaged with their remote learning. Whilst we ensure that we provide a full curriculum offer to all children, we also understand that families will need to find a way to best utilise remote learning. Our remote learning approach has been designed so it can be applied in a number of different ways to suit various circumstances. We expect children to engage in their reading, writing and maths learning and we provide wider curriculum opportunities for all children.

For some families, we agree to other arrangements to help them submit children's work and engage in home learning. This is always in agreement with the school and parents.

We expect parents to keep in communication with the school so we are able to guide and support as necessary. We provide timetables for each class to help parents set routines for their children. However, we also appreciate that the best routine at home is one that works for all.

Every day, teachers fill in a tracking form to monitor the engagement levels of the children. If we have not heard from a family for two consecutive days, the class teacher will contact the family. If we go three consecutive days without any engagement, a member of the leadership team will contact the family. These conversations should help identify the barriers to engagement and seek to provide support and solutions to help children complete their home learning. Should there be no engagement in home learning for a whole week and no response from the family following contact from school, the district safeguarding team will be contacted to obtain further advice.

Engagement, Mental Health & Well-being

It is recognised by Ofsted that it is harder to engage and motivate pupils remotely than when they are in the classroom. There are more distractions, and as a teacher you're not physically present to manage the situation. Communicating and working with parents, without putting an unreasonable burden on them, can help support home learning.

Engagement increases when pupils feel part of the school or college community. In order to maintain engagement levels, we offer digital assemblies twice per week as well as weekly community events, designed to keep children engaged and connected.

We will also be providing the children with one or two zoom sessions per week when they can have a class 'get-together' in order to see and speak to their friends.

Children with additional needs

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), 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 those pupils in the following ways:

- Liaison with class teacher
- Liaison with SENCo
- Virtual support with TA (where appropriate)
- Printed packs of resources each week.

Remote education support for a whole bubble closure.

In the event of a whole bubble closure, our approach (detailed above) can quickly be implemented in a situation when a bubble needs to shut.

In this instance, the main changes will be that the teacher may need to deliver the lesson from home (if self-isolating) or from school in an empty classroom (if not self-isolating).

Morning sessions will remain the same as the current model.

Afternoon foundation subjects will have a video input for every day (with the exception of the days the teacher is on PPA).

We will also provide daily check-in times at the end of the day for the class.