



## **Remote Education at Ashleigh**

### **Updated January 2021**

#### **Overview:**

At Ashleigh Primary School, our aim is that remote education is integrated into school curriculum planning and that teachers are well equipped to ensure any pupils educated at home are given the support they need to master the curriculum and so make good progress. Whilst we have previously made good use of Tapestry, Seesaw and Google Classroom as well as our own school website to facilitate home learning we aim to continue to build our capacity to educate pupils remotely, where this is needed.

#### **How is remote education integrated into school curriculum?**

- All children have access to an online learning platform. New login details are shared within the first week of a new school year.
- Teachers share topic maps / knowledge organisers on class online learning platforms as well as the school website.
- Teachers, where possible, use their online platform as a noticeboard and an easy way to communicate notes and reminder with parents as well as document key learning events and activities throughout the week.
- Children are given regular opportunities to practice logging in to and using their Seesaw / Google Classroom page.
- Teachers, where possible, make use of these learning platforms as part of in school learning e.g. sharing a website to research, sharing a photograph to discuss, completing a short survey or Kahoot quiz.
- Teachers ensure that in their planning for in-school provision they are aware of opportunities to use opportunities from other online learning providers (Oak National Academy, BBC Bitesize, TT Rockstars, Spelling Frame, Charanga, White Rose Hub) and make reference to these resources in class so that navigating them becomes familiar for their children.
- Each half term, teachers update the suggested websites and home learning resources on the school website to ensure they link to the planned classroom learning for that half term.

As a school we are prepared that at short notice, remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching. In such a situation we will ensure that, remote education is high quality and aligns as closely as possible with in-school provision.

## **In the event of a school / bubble closure:**

- Class teachers will update online platforms by 8:30am each day with a brief welcome note (either written or video message) and any necessary attachments the children will need to complete the remote learning.
- Children from nursery – Y4 will use 'Seesaw' to access home learning and children in Y5 and 6 will use google classroom.
- Learning activities will be shared in a way that shows consistency across classes in each year group.
- Learning activities will be planned for so that they are achievable by reading from a screen or by watching a video and responding and do not require the use of a printer.
- Isolating teachers and TAs will be encouraged to make contact with children throughout the isolation period through phone calls or online platforms.

## **Key Stage 2 remote learning provision in the event of a school/bubble closure:**

- In KS2 we teach the same curriculum remotely as we do in school wherever possible and appropriate. Teachers may feel at times they need to adapt certain lessons or topics so that they are more suitable for remote learning however the planned curriculum objectives will broadly remain as had been intended.
- In KS2, learning activities will be planned to enable children to access them independently. Parents will not be expected to take on the role of a teacher.
- At least 3 daily tasks will be shared on online platforms and these should meet the minimum expectations of 4 hours work completed a normal pace in class. These will include:
  - ✓ One maths activity
  - ✓ One English activity
  - ✓ One other activity –this is likely to be a reading activity however could also be an opportunity to cover other areas of the curriculum such as Science, Music, Geography, History depending on the curriculum areas for that term.
- Additional online educational games and quizzes which support independent learning may be set where appropriate to ensure we are still offering a broad and balanced curriculum.

## **EYFS and Key Stage 1 remote learning provision in the event of a school/bubble closure:**

- In KS1 we teach the same curriculum remotely as we do in school wherever possible and appropriate. Teachers may feel at times they need to adapt certain lessons or topics so that they are more suitable for remote learning however the planned curriculum objectives will broadly remain as had been intended.
- In EYFS and KS1, children will need adult support to access their Seesaw online platform and learning activities. Parents are still not expected to take on the role of a teacher, therefore, learning activities will be planned in a way which parents can easily share with children.
- At least 2 daily tasks will be shared on online platforms which are intended to meet the minimum expectations of 3 hours learning if they were completed at a normal classroom pace. These will include:
  - ✓ One maths activity

- ✓ One English activity (these will often include daily reading opportunities and phonics practise)
- In addition to this, other suggested activities, linked to the class topic, will be shared on either a weekly or daily basis. Families can then select which activities they would like to complete throughout the week. They will include opportunities to cover other areas of the curriculum such as Science, Music, Geography, History and PE.
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### **In the event of an individual or small group of pupils self-isolating at home:**

The purpose of providing remote learning for individual children/ small groups who are self-isolating, is to ensure they do not miss out on their education and are able to easily join back in with class learning when they return to school. In line with government guidance, children will have immediate access to learning which closely links to what is being covered in their class.

- The office will inform class teachers that a child in their class is self-isolating
- On Day 1, children will be directed to the school website where they will find links to online resources linked to the learning in class that half term i.e. Oak National Academy, BBC Bitesize, Charanga, White Rose. These resources can be found by selecting: Learning – Remote Education – child’s year group.
- Teachers will use their online platform to share the classwork from that day. This may include lesson slides, explanations of activities, photos, websites or examples of work.
- In KS2, classwork will be provided in a format that enables children to complete it independently.
- In EYFS and KS1, the focus will be on reading and phonics for children to complete at home, however, all learning from the day will be shared so the child knows what has been happening in class and to enable them to have a go at home if they choose to.
- Teachers will continue to post daily on the online platform for the duration a child is self-isolating.
- Teachers are encouraged to make contact via online platforms or phone calls to ensure the child is able to access the learning and to check in on their well-being.

### **Expectations:**

At Ashleigh, we understand that all families have individual circumstances, for example, the support that can be provided to a child with remote learning and access to devices with an internet connection. As a result of this, our message to families remains ‘do what you can’. In addition to this, we are mindful of the wellbeing of staff who are teaching in school alongside providing remote learning for isolating children. The below expectations have been set to clarify some key points:

### **Completing Work**

- If there is no evidence of a child accessing or engaging with remote learning for 2 days, class teachers are expected to make contact or arrange for contact to be made to offer support. We understand that some children may not be well enough to work at home and some family circumstances may make accessing the learning very difficult.

- Children are heavily encouraged to submit any work completed at home. This could include sharing photos of the work with teachers via online platforms or bringing it to school after an isolation period.
- If children have questions about the work, they can comment on their online platform and a member of staff will respond as soon as possible.

### **Assessment and Feedback**

Feedback can take many forms and may not always mean extensive written comments for individual children.

- Teachers may use quizzes (kahoot, Microsoft forms, google forms, Learn By Questions) which either mark automatically or communicate answers to the class teacher as a method of assessing children's progress through the curriculum.
- Teacher's may also use Google Jamboards as a method of assessing prior knowledge encouraging meta-cognition amongst children by reflecting on what they have learned.
- Teachers will aim to offer regular feedback or acknowledge they received all pieces of work.
- Feedback from staff could take the form of a direct message, stream post, phone call, overall mark or as part of wider feedback given in a whole class zoom meeting.

### **Zoom Class Meetings**

During school closures we want to provide our children with the opportunity to interact with their class teacher and class mates during school closures. We believe these will:

- Provide face to face contact with as many children in the class as possible.
- Help to increase and maintain engagement with the online learning.
- Help to maintain motivation for home learning
- Provide an opportunity for social interaction and in turn help with well-being.

These meetings are not live lessons however may provide teachers to explain certain tasks or misconceptions they have recently identified or answer some questions in more detail than has been possible than through their usual online platforms.

### **Parents supporting children at home**

- As stated above, parents are not expected to act in the role of a teacher.
- Children in KS2 will have access to learning opportunities which can be completed independently although parents are encouraged to check in with the child to support motivation and to ensure a child is working safely online.
- Children in EYFS and KS1 will need support to access online platforms, however, activities will be presented in a way which is easily sharable with children and does not require the parent to act as a teacher.

### **Additional support for pupils with particular 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:

- Regular phone calls to offer support and mentoring around completion of any school work.
- Printed resource packs.
- Differentiated work which is targeted to the child's level
- Additional textbooks and workbooks where possible.
- Additional videos to support with progress.
- Where a child usually receives THRIVE/ELSA support, these will be conducted over Zoom with their THRIVE/ELSA practitioner.

Where a child is working significantly below the level of the work set and they are still finding work challenging despite the measures above being put into place, bespoke learning projects will be produced. These will be specifically targeted at the child's needs.

In the case of school closure (not for a class isolating), children with an EHCP will still be able to attend school. Regardless of whether a child is attending school or not, a best effort will be made to ensure the provision stated in their EHCP continues. This may involve contact with outside agencies (such as speech and language therapy) and the school will work to ensure this provision is still provided.

#### **Access to devices with an internet connection**

- If a child does not have a device to connect to the internet, the parent can contact the school office and a solution will be found based on individual circumstances.

#### **When the class teacher is out of class**

- If a teacher is unwell and absent from school, their year group partner will upload work for any isolating children.
- Teachers will respond to any messages on online platforms as soon as possible – if a question is urgent, parents are encouraged to contact the school office and a member of staff will respond as soon as possible.