Remote Home Learning

'Working together for the benefit of all children.'

Principles, Procedures and Protocols.

Relevant to; Parents, Staff & Governors.

Updated - January 2021

Introduction

The greatest strengths of our schools are community and family. We know that by working together we can ensure all children are safe, well cared for and provided with a high-quality remote learning when needed.

We fully recognise the pressures and demands remote home learning place on everyone. We do not underestimate the challenge that it presents. We will all work together to help, support and reassure.

During the national lockdown schools have been asked to provide places for children considered vulnerable and for children of essential critical workers with vulnerable children being prioritised in the first instance. At the same time, schools must focus on making sure the quality of our pastoral and education support for children at home is as good as it can possibly be. This requires a delicate balancing act in terms of allocating the limited resources of our small schools particularly since we need to reduce group sizes in the interests of safety.

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, the school has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

The plan considers the balance required of allocating resources to provision for vulnerable children and children of key workers and provision for remote education.

This plan will be applied in the following instances:

1. A child needs to isolate because someone in their household is symptomatic or tests positive.
2. A whole bubble is self-isolating because of an outbreak of coronavirus.
3. There is a local or national lockdown.

The plan builds on lessons learned during the last school closure period and complies with the principles and expectations of the DFE.

What is remote education?

Our agreed understanding of remote education is;

- 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 children.
- Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.

Remote Education Myths

Some unhelpful myths exist about remote education, which are not based on evidence.

These include that:

- remote education is different to other forms of learning
- remote education is a different curriculum to the content that would be delivered normally
- the best forms of remote education are digital
- the best way to deliver remote education is always through live lessons
- the most important thing is engagement and or keeping children occupied

None of these are necessarily true. From page 13 there is a summary of evidence-based considerations that have been taken into account in relation to our principles, procedures and protocols.

Principles of Effective Remote Home Learning

The relevant learning from the first closure period including that of national research has been applied to improve for the future.

The following key principles are central to our approach.

1. *We will all work together for the benefit of all children.*
2. *Equity of provision for all children is a priority.* In national lockdown remote home learning will be planned and delivered by class teachers and completed by all children. All children will receive the same level of contact, instruction and teaching from their class teacher.
3. *The planned knowledge rich curriculum content for the period will continue to be taught.*
4. *The 'principles of all good teaching' will be applied to remote home learning (see below).*

The respect research group the *[Education Endowment Foundation (EEF)](EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of classroom teaching. These are:*

- Ensuring children receive clear explanations.
- Supporting growth in confidence with new material through scaffolded practice.
- Deliberate repeated practice is critical to build fluency.
- Enabling children to receive feedback on how to progress.

These characteristics of good teaching are more important than the medium of delivery. We have considered how to transfer into remote education what we already know about effective teaching in the live classroom.

Interactive Platform

Like many, we have improved remote home learning by introducing a single, interactive platform. Our Federation will use [DB Primary Follifoot](#) & [DB Primary Spofforth](#). This was selected on the basis of it being a learning platform specifically designed for Primary children. It can also be accessed very flexibly using a wide range of devices including; PC, laptops, tablets, mobile phone, and many common games consoles.

By using this, it is possible to create virtual classes by drawing information from schools' Management Information Systems, enabling a single point of access for all lessons and resources and allowing teachers to host and share both live and recorded explanations and lessons. DB Primary allows teachers and support staff to monitor children's progress because work can be viewed and submitted through DB Primary thus supporting the sharing of work and the provision of feedback to children.

There will be a mixture of learning that can be completed directly on DB Primary but also plenty of learning that can be completed in other ways and then shared via DB Primary.

Finding an effective balance for children of 'screen time' and other approaches to learning is very important to their education and health and wellbeing.

Connecting and Teaching with Live and Recorded Content

The benefits of teachers connecting with their class to provide explanations and demonstrations of new content are recognised. To do this the Federation will make use of a mixture of live video calls via Zoom as well as high quality pre-recorded content direct from the teacher and also from trusted and respected sources such as [BBC Bitesize](#) and the [Oak National Academy.](#)

It is recognised that not every child thrives being live online. Video calling can be very tiring and younger children in particular can find it very difficult to sustain focus in this context. This is why there is a flexible and blended approach to our remote home leaning that includes a mixture of;

- Daily live connecting between teachers and their classes.
- Pre-recoded content that can be accessed flexibly allowing children to recap and revisit as needed. It can also be helpful in the case of limited or shared device access.
- Tasks /activities to allow for deliberate practice to build fluency.
- Quiz's and fact checks to help build and secure knowledge into long term memory.
- More creative tasks and activities allowing children to apply their knowledge.

Working Together

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is expected and encouraged, as is the expectation that the school makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

Staff are instructed to maintain an overview of engagement with home learning and make supportive contact if children are not engaging. If necessary any concerns regarding limited or no engagement or welfare concerns would be escalated to senior teachers and the Head teacher as appropriate.

Having reviewed and evaluated lessons learnt in relation to home learning while schools were closed to the majority of children, we have made the following improvements for the future:

School will make sure staff are supported to know what good remote education, how it will be delivered in our schools and ensure they have the time and resources to delver it well

School will make use of a digital platform (DB Primary) to more effectively share home learning and enable feedback to children. This is in line with the Education Endowment Foundation research which suggests that feedback has a high effect on learning.

School will Improve the use of high quality live and pre-recoded content to provide direct teaching.

School will make effective use of technology to allow children to connect with adults and peers and learn collaboratively.

School will enable children to work as independently as possible when learning remotely.

School will monitor and evaluate provision and where there is a clear need that will help us support all children adjust our provision.

School will ensure children can access remote learning (see section on access)

Children will help by

- Joining live sessions and taking part actively following the Zoom agreement
- Give their best to their activities and share their work with teacher
- Act upon feedback given

Parents will help by

- Supporting their children to access live sessions and follow the Zoom agreement
- Supporting their child to access and compete the work set
- Let us know if we can help in a kind, polite and constructive manner. In the first instance this should be via the class teacher.
- Ensure children have a safe and quiet space in which to work
- Ensure children have a device on which they can access live sessions and content of DB Primary. School can support with loan laptops. Please get in touch if this would help.
- Let us know if your child is unwell and can't join with remote learning

Access

The school recognises its role in enabling children to access our remote learning.

School will support all children to access remote learning in the following ways;

- Monitor closely the engagement of all children with remote learning
- Talk to and work with families individually and sensitively to accurately identify any barriers to accessing remote learning
- Provide loan laptop devices to families where needed
- Provide access to mobile data where needed
- Provide clear information and guides on how to access remote learning
- Provide printed copies of work where needed
- Provide physical resources such as reading books, workbooks, exercise books and stationery
- Take any other reasonable steps identified by a family to support access to remote learning

Families can contact either admin@spofforth.n-yorks.sch.uk or office@ffspschools.co.uk to discuss how school can support with access arrangements.

Scenario 1
School Closure due to local or national lockdown or Whole Class Closure
As it is necessary to close the school, the children will receive work via our learning platform DB Primary, alongside regular contact with the teacher and access to high quality live and pre-recorded videos for the period of time that school is closed.   This will link to the child's year group national curriculum expectations.   Any tasks set will be meaningful, ambitious and sequenced in such a way that enables the children to develop skills and knowledge over time.   There will be a balance of the above in addition to opportunities for repetition and deliberate practice for fluency.

From Monday 11th January 2021:

- Teachers will send a weekly timetable to parents. This will be sent on the Friday preceding the Monday and will outline the subjects to be taught, timings and on which days. The time table will include links and times of live contact to help parents plan in advance. Wherever possible, teachers will avoid clashes of live contact between siblings.

- In KS1 and KS2, Teachers will conduct a minimum of two live sessions each day as follows:
  1 session (approx. 30-minutes) to deliver curriculum
  1 session (approximately 15 minutes) which offers reflection time and chance to catch up (collective worship, sharing work they are proud of etc).

- Live lessons will take place on Zoom and in accordance with our school zoom protocols (see below).

- Teachers will set the following work on DB Primary by 6pm for the following day:
  English, including phonics in EYFS and KS1.
  Maths
  Foundation Subject e.g. RE
  Music (weekly)
  PE (weekly)
  Regular opportunities and activities to encourage fluency through repetition and deliberate practice
  Other daily activities such as reading, spelling, timetables

- We recognise that parents are also working at home and whilst more challenging with younger children, we will encourage the children to be independent as possible by making links to the nationally recommended and high-quality pre-recorded content from Oak Academy, BBC, White Rose Maths, DfE Letters and Sounds Channel.

- The Foundation Subjects will be set in accordance with our school Long Term Plan and for the period of the national lockdown (up until February half term) as follows:
  RE, Science, PSHCE, Computing.

- Parents/children should upload any completed work to DB Primary for class teachers to see.

- As we acknowledge the important role that feedback plays in improving learning and motivating children, class teachers will acknowledge at least one piece of work daily either during live contact or on DB primary and also offer specific individual feedback at least 2-3 times per week on work that has been uploaded.

- Provision will be monitored and reviewed weekly by the Federation Senior Leadership Team and they will continually seek to make the home learning the best that it can be.

- Class teachers will be monitoring the engagement of each child in their class by keeping a record of the work uploaded, and attendance in live contact.

- Any concerns should be sent via email to the respective school office in the first instance for the attention of the relevant class teacher and then for the attention of the Headteacher if not satisfied. General work-related queries should be sent via DB Primary.

The above is subject to the staff member (typically the class teacher) being fit and well and not being redeployed to cover absence. If they are working from home due to isolation it is subject to technology working sufficiently and reliably.

Senior leaders will meet every week to review the impact of provision including feedback and remote home learning will be a focus of each weekly staff meeting. Where there is a clear need that will help us support all children we will adjust.

Scenario 2

Child needs to isolate because they or someone in their household is symptomatic, awaiting test results or tests positive.

Children are entitled to a curriculum which mirrors as closely as possible the learning taking place within the class.
Learning will link to the child's year group national curriculum expectations.
Any tasks set will be meaningful, ambitious and sequenced in such a way that enables the children to develop skills and knowledge over time.

Day 1 – Access the class page (website) for ideas and links to learning.
Day 2 – Access DB Primary learning platform:

- Teachers will put links to video lessons in English and Maths from the Oak National Academy, BBC Bitesize and White Rose Maths. Objectives will be from the child's year group national curriculum expectations and linked to their current learning (if appropriate).
- As far as possible, science, history, geography/chosen foundation subjects will also link to what the children would have been learning in class.
- Children will receive a Home Learning Log in for REAL PE
- Children should continue to access Times Table Rockstars, Daily 10 and Hit the Button (Top Marks website)
- Children should continue to read school/ home reading books or access www.oxfordowl.co.uk

Teachers will give feedback on work via DB Primary at least **1-2** times per week. This will help class teachers to judge the child's engagement in learning and identify any areas where a child may need extra support on their return to school. It will also help to motivate the children.

Where appropriate, paper copies of the tasks will be available for children without access to a suitable electronic device or connectivity.

During the shorter period of awaiting test results it will not be possible for teachers to provide live lessons for these children as they will be teaching the children who are in school and the remote learning period is likely to be only one or two days.

If test result is positive and therefore remote learning will be for up to 10 days senior leaders will review resource allocation with the aim of providing reasonable resource to the class to allow children to connect at certain times to support their learning and feel connected to their peers while learning remotely.

Senior leaders will meet every week to review the impact of provision including feedback and remote home learning will be a focus of each weekly staff meeting. Where there is a clear need that will help us support all children we will adjust.

SEND

For children with SEND, teachers and TA's (supported by the SENDCO) will work with parents where the pupil can't access learning without adult support providing:

- Additional resources (pens/pencils/ paper/ homework books) for children to use at home.
- Packs of work to be taken home personalised to each child's individual learning needs.
- 1:1 zoom sessions for children who need work at a different level or to support provision named on an EHC Plan such as speech and language therapy (**see individual plans)**
- Where relevant, contact maintained with other services supporting the families to ensure safeguarding and consistent support around a child.

The duty to secure the provision in the EHC plan under s.42 Children & Families Act 2014 continues under the tier system.

Online safety

DB Primary

DB primary is a closed community administered by the school with children and staff having password protected accounts. Communications are managed by school staff and children can communicate with other class peers only. All communication is monitored. Automatic profanity filter blocks inappropriate language and ambiguous words such as 'hate'. All comms messages can be reviewed, checked and traced to the sender and children are aware of this.

Guidelines for children

Please reinforce these children's guidelines with your child at home. Anything your child puts onto DB Primary can be seen by members of staff.

- Display sensible behaviour when using the blogs or forums
- Make sure that any pictures you upload (profile picture, or pictures in posts) are suitable for a school audience
- Keep your personal details and password safe
- Be kind when leaving comments

Whistle alerts: Reporting inappropriate content

Inappropriate content can be reported to staff at the school by clicking on the whistle icon. A pop-up will appear to allow an explanation to be entered and the alert is sent to teachers. The Whistle Monitor ensures that children are able to use DB Primary in a safe and secure way. Please talk to children about only using this function when needed.

Internet safety websites

It is important for our children to use the Internet safely at school and at home. Please spend some time looking at this online safety website:

Think you know   http://www.thinkuknow.co.uk/

Zoom Protocols

The following zoom protocols have been sent to parents. By accepting the Zoom meeting ID and joining the meeting, with parental responsibility, you agree to the terms set out below

- Children should not create a zoom account. School will email parents a zoom link. To use the link in the email just click on it.
- Zoom is only to be accessed by a device in a communal family space.
- It should ideally be supervised by an adult to deal with any technical difficulties.
- Attendees should be dressed appropriately as should other household members in view.
- The meeting ID is to remain confidential and not to be shared with anyone that it was not designated for.
- Recording, photos or screenshots of the Zoom meeting are not allowed by participants.
- The Zoom meeting will be recorded by the hosting teacher and stored in line with the school GDPR and ICT policy.
- The Zoom meeting will be locked by the teacher 10 minutes after the start time so that it can only be accessed by authorised participants. Unfortunately, anyone arriving late to the meeting will not be able to gain access even with the meeting ID.
- Should parents wish they can mute the video function for their child so they cannot be seen by other users. The host will of course check all muted videos to confirm the user.
- For participants, some Zoom facilities will be disabled by the host teacher. This is not limited to the screen record function, chat and screen share.
- The same behaviour expectations that are set within a classroom apply to the Zoom meeting and the teacher retains the right to terminate a pupil's participation.
- I will make sure my zoom name identifies my child via first name or surname so that the adult hosting the meeting knows who they are admitting.
- I will support my child in concentrating, listening and focussing on the lesson being delivered.

Children's Devices – Internet Safety Advice

This advice applies to personal family devices or devices loaned by the school being used by children.

Supervision.

Supervising your child when they are using their device contributes to ensuring they are using it safely and only accessing appropriate content.

Talking and reassuring.

No filter or parental control tool is 100% effective, and many of the risks that children can face online are because of their own and other's inquisitiveness. It is therefore important to talk to your children about staying safe online and make sure they know that they can turn to you if they get into any difficulty.

For anyone wanting advice on how to talk to their child in an age appropriate way about this topic we recommend;

NSPCC Digital Safety Guidance

UK Safer Internet

'Think You Know' Internet Safety Parent Guidance

Internet Provider Parental Controls

All major internet providers will provide parental control options allowing parents to control content accessed and even the time spent on the device. We recommend the internet provider parental controls are enabled and set to the highest possible level of control.

The best place to start is to look at the information provided by your broadband provider.

The UK Safer Internet Website also has guides on this for those using BT, Virgin Media, Sky and Talk Talk.

Device Specific Controls

In addition to content filtering offered by your broadband provider, many devices such as games consoles, smartphones and tablets have their own parental controls, for example to limit spending or restrict access to apps based on age rating. Likewise, many web browsers have built-in tools and features to help you control the kinds of content users can view. Instructions on this should come with each device. Many instructions manuals and guides can also be found online.

Anti-Virus Software

An antivirus product is a program designed to detect and remove viruses and other kinds of malicious software from your computer or laptop. We recommend installing and maintaining up to date antivirus software on all devices. The National Cyber security Centre has more advice on their website.

Antivirus software is often included for free within the operating systems that run Windows and Apple computers. If you make sure that this built-in antivirus is switched on, you'll instantly be safer.

We hope this information is of help. Please do not hesitate to get in touch if you have any worries or concerns or need further advice.

Here are 7 things based on a professional evidence base we have considered carefully when developing our remote education. They are not in order of importance.

1: Remote education is a way of delivering the curriculum

Remote education is a means, not an end. The aim of our education is to deliver a high-quality curriculum so that children know more and remember more. Remote education is one way of doing this.

Everything we know about what a quality curriculum looks like still applies. Our remote education curriculum is aligned to the classroom curriculum as much as possible. And, just like the classroom curriculum, it is carefully sequenced so that children obtain the building blocks they need to move on to the next step.

2: Keep it simple

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

We also don't need to overcomplicate resources with too many graphics and illustrations that don't add to content. When using digital remote education, the platform we use has been chosen as its designed and built specifically for primary age children.

We know remote education benefits from a straightforward and easy-to-use interface.

More important is attention to the key elements of effective teaching. For example, it's useful to provide children 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 children. Just as in the classroom, most children will be novices in what we are teaching them. We can't and won't expect them to be able to discover new content for themselves through tasks, projects and internet searching.

There are some things that need more careful consideration when teaching remotely. For example, when using recorded lessons, clarity of explanations becomes even more important as we can't as easily correct misunderstandings or misconceptions.

As it's harder for children to concentrate when being taught remotely, we will divide content into smaller chunks.

3: When adapting the curriculum, focus on the basics

We may 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 will 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 children' knowledge to determine this.

Consider the most important knowledge or concepts children need to know. Focus on those.

In many cases, practising and building fluency with existing knowledge and skills

4: Feedback, retrieval practice and assessment are very important

Learning isn't fundamentally different when done remotely. Feedback and assessment are still as important as in the classroom. It can be harder to deliver immediate feedback to children remotely than in the classroom, but teachers have found some clever ways to do this.

This immediate feedback can be given through:

- Discussions in Zoom calls
- Feedback on tasks completed via DB Primary platform
- Quizzes

5: The medium matters (a bit)

Quality of teaching is far more important than how lessons are delivered. There is some evidence that the medium does matter, especially in digital remote education.

We need to think carefully about whether children have access to the right kind of device when we're using digital remote education. Please get in touch as we are often able to help with loan devices. We can also help with mobile data for anyone struggling with broadband.

6: Live lessons aren't always best

Some think that a live lesson is the 'gold standard' of remote education. This isn't necessarily the case. Live lessons have a lot of advantages and we make use of these. They can make curriculum alignment easier, and provide a valuable connection between child and teacher which in the primary phase is such an important aspect. But live lessons are not always more effective than other approaches. This is why we have a blended approach.

There are some specific difficulties in doing live lessons. It can be hard to build in interaction and flexibility. This means that giving feedback can actually be less effective than when we use recorded lesson segments followed by interactive chats, or tasks and feedback. Using recorded lessons produced externally can allow you to easily draw on high-quality lessons taught by expert subject teachers. The challenge here can be to make sure they are integrated with the curriculum. We only use pre recorded content from trusted high quality sources and ensure it matches the curriculum sequence being taught.

7: Engagement matters, but is only the start

It's harder to engage and motivate children remotely than when they are in the classroom. There are more distractions, and teachers are not physically present to manage the situation. Communicating and working with parents, without putting an unreasonable burden on them, can help support home learning. We will work closely with all families to help and support make our remote learning work for all our children.

While it is important to engage children, this is only a precondition for learning, not the thing itself. We will make sure that efforts to engage don't distract us from teaching the curriculum. We also need to check whether children have actually learned the content we want them to through assessment. We will do this through regular low stakes knowledge checks, and quizzes.