

Remote Learning Strategy



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Remote Learning Strategy:

There is an expectation from the Department for Education that ‘where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.’

Initial case studies suggest that any remote learning strategy should consider:

- a- What level of access people have to technology at home
- b- Levels of proficiency in using given technology – in both adults and children at home
- c- Providing learning in multiple formats so everyone can access them
- d- How to keep in touch pastorally and from a safeguarding perspective.

Our own experience of providing home learning during the period of lockdown from March to July has shown us that:

- a- Worksheets/independent learning activities which required little input from adults at home were accessed by more children more frequently than the open ended learning tasks given.
- b- Project based learning worked well when set as a whole school project – this allowed sibling groups to work together
- c- Our parents are incredibly creative and came up with lots of really interesting ways to teach
- d- YouTube videos were accessed but a number of families found it difficult to access these resources where children in a household came from lots of different year groups

Pre-Requisites:

The remote learning strategy will require all pupils to have access to a computer or tablet device. Where pupils live with siblings, a device should be available per pair of children.

The remote learning strategy will also require all devices to have access to an internet connection. Where homes and families do not have one, school will have to consider how to facilitate this. Parents will be shown how to ‘tether’ a device to a mobile phone.

All staff will have Google Classroom training to ensure they have the skill set to complete the tasks ahead.

Staff Workload:

When putting together the remote learning strategy, staff workload has been carefully considered to ensure that work completed is not done so unnecessarily. Where possible, opportunities to share workload across year groups and phases has been incorporated so that workload can be shared.

Where possible, time will be given to allow staff to collate additional resources so that any increase in workload will be balanced with additional time.

Overview:

	Stage One	Stage Two	Stage Three	Stage Four
Timescale	Child is awaiting test results and will be absent for 48hours.	Child has been asked to self-isolate for 10 days but is currently not displaying any symptoms.	Bubble of children is sent home from school and is asked to self isolate for 10 days. OR Local Tier 4 lockdown is in operation – first two weeks.	Full, Tier 4 lockdown is in operation. No child is in school and there is no definitive time scale/ this goes on for more than 2 weeks.
Ranked approach	-Key skills e.g. Handwriting, Number Bonds etc. -Content that underpins curriculum sequence.	-Google Classroom -Staff to use existing resources e.g. Oak Academy, BBC, Newby Youtube -MUST compliment planned sequence of teaching and learning. -Weekly feedback. -Covering Reading, Writing and Maths only.	-Google Classroom -Bespoke content – videos, quiz. -An expectation for a two way process between Teacher and Pupil on a daily basis in at least one subject. -Reading, Writing and Maths sessions daily with a weekly Foundation subject project.	Same as stage three. -Weekly ‘Google Meets’ as a social gathering for small groups of pupils from Week 3 onwards.

Stage One:

Who?

Stage One remote learning is for children who are at home awaiting results of a Covid-19 test.

Children who are at home ill with something which is not linked to Covid-19 will not have work sent home for this period of time. If they are too unwell to attend school they are also too unwell to complete school work at home. Instead we will use our usual strategies of pre-teaching and targeted support to ensure any missed learning is caught up when they return to school.

What?

Year group teams will put together 'Key Skills Learning Packs' for their year group each half term. Cover will be arranged for one of the staff team to put this together during an afternoon session once each half term.

These packs will include worksheets and activities which provide an opportunity for children to embed key skills which are ongoing e.g. Handwriting, Multiplication and Number Bond Facts, Spellings etc. These packs will be kept centrally so that they can be distributed easily.

How?

Packs will either be given to children as they are sent home OR will be delivered to the home address by a member of school staff.

Safeguarding and Pastoral Care:

Families where children are awaiting results will be called on a daily basis to check-in with them. This will allow school to monitor safeguarding and will also ensure school is kept up-to date with the outcome of any Covid-19 tests etc.

Free School Meal Provision:

Children who are in receipt of Free School Meals (not UIFSM) will be entitled to a grab bag for the period of time when they are awaiting results of a Covid-19 test. These will be delivered by a member of school staff.

Stage Two:

Who?

Stage Two remote learning is for individual children who have been asked to self-isolate because they live with someone who has Covid-19. They may not be displaying symptoms but under government guidance will be asked to self-isolate for a 10 day period.

What?

Year group teams will put together a range of lessons and activities using Google Classroom for children to complete. There is an expectation that a Reading, Writing and Maths activity will be provided on a daily basis. Foundation Subjects will not be covered as part of this stage – instead a focus on the core subjects. Activities should not aim to replicate a full hours lesson but should instead be no more than 30minutes. This reflects the nature of a 1:1 learning context as opposed to 1:30.

Staff will use a range of pre-existing resources including Oak Academy, BBC Bitesize, Newby YouTube Videos etc. Learning will compliment the planned sequence of learning objectives but may not be identical in its content.

There is an expectation that year group teams will feedback to children on any work they have completed once a week as a minimum. This will be completed during PPA sessions.

How?

Children will access this learning via Google Classroom. They will need access to a device and an internet connection.

Safeguarding and Pastoral Care:

Families where children are self-isolating for 14 days will be called on a weekly basis by the child's class teacher. Class teachers will be expected to speak to the child and the parent.

Where a family is considered to be vulnerable one of the Designated Safeguarding Leaders (DSL) in school will make an additional phone call each week.

Where a family of child is on the special needs register, an additional call will be made each week by the SENDCo.

Where a family cannot be contacted, a home visit will be carried out by the HT or AHT.

Free School Meal Provision:

Children who are in receipt of Free School Meals (not UIFSM) will be entitled to a food hamper. These will be provided on a weekly basis and will be delivered to the family as soon as possible.

Stage Three:

Who?

Stage Three remote learning is for groups of children who have been asked to self-isolate. This could be a full bubble or full year group of children. This will depend on whether the positive Coronavirus case is a member of staff or pupil.

Stage Three remote learning will also apply for the first two weeks of a local Tier 4 lockdown. This will involve the whole school being off site.

What?

As with Stage Two, year group teams will put together a range of lessons and activities using Google Classroom for children to complete. There is an expectation that a Reading, Writing and Maths activity will be provided on a daily basis. Activities should not aim to replicate a full hours lesson but should instead be no more than 30minutes. This reflects the nature of a 1:1 learning context as opposed to 1:30. A weekly Foundation Subject Project will also be set – this should amount to no more than a further two hours of work. These projects will be open ended and will encourage children to explore topics more broadly.

If the whole school is closed, Foundation Subject projects will be 'Whole School' to allow family and sibling groups to work together across age groups. This will respond to families

Staff will be expected to create bespoke learning sessions which are similar in content and style of delivery to our normal Teaching and Learning. Learning will complement the planned sequence of learning objectives if this is possible. Otherwise, objectives from a future block of work which can be covered more successfully remotely should be chosen. For example, 3D shapes is not an easy objective to cover remotely. However, this could be swapped with objectives on number and place value which can be more easily taught remotely.

There is an expectation that year group teams will feedback to children on any work they have completed on one subject each day in UKS2 e.g. Reading feedback on Monday, Maths feedback on Tuesday etc. This is a minimum expectation – this could be done using Google Forms etc.

Worksheets will be provided for children who may need them – in EYs, KS1 and LKS2 all recorded work will be done using worksheets until children have developed the required skills to use Google Classroom most successfully.

There is an expectation that work set will be tailored to meet the needs of groups of children but we acknowledge that bespoke and individual work will not be possible.

How?

Children will access this learning via Google Classroom. They will need access to a device and an internet connection.

Safeguarding and Pastoral Care:

Bubbles of children who are self-isolating for 14 days will be called on a weekly basis by the child's class teacher. Class teachers will be expected to speak to the child and the parent. Where a family is considered to be vulnerable one of the Designated Safeguarding Leaders (DSL) in school will make an additional phone call each week.

Where a family of child is on the special needs register, an additional call will be made each week by the SENDCo. Where a family cannot be contacted, a home visit will be carried out by the HT or AHT.

Free School Meal Provision: Children who are in receipt of Free School Meals (not UIFSM) will be entitled to a food hamper. These will be provided on a weekly basis and will be delivered to the family as soon as possible.

Stage Four:

Who?

Stage Four remote learning will apply when a Tier 4 local or national lockdown is in place. Where this is the case, all pupils will be at home. For the first two weeks, Stage Three will apply. Where the Tier 4 lockdown extends beyond two weeks, stage 4 will come in to action.

What?

As with Stage Three, year group teams will put together a range of lessons and activities using Google Classroom for children to complete. There is an expectation that a Reading, Writing and Maths activity will be provided on a daily basis. Activities should not aim to replicate a full hours lesson but should instead be no more than 30minutes. This reflects the nature of a 1:1 learning context as opposed to 1:30. A weekly Foundation Subject Project will also be set – this should amount to no more than a further two hours of work. These projects will be open ended and will encourage children to explore topics more broadly.

Staff will be expected to create bespoke learning sessions which are similar in content and style of delivery to our normal Teaching and Learning. Learning will complement the planned sequence of learning objectives. There is an expectation that year group teams will feedback to children on any work they have completed on one subject each day e.g. Reading feedback on Monday, Maths feedback on Tuesday etc. This is a minimum expectation.

There is an expectation that work set will be tailored to meet the needs of groups of children but we acknowledge that bespoke and individual work will not be possible.

In addition to the above, a weekly 'catch-up' session will be arranged using Google Meet for groups of up to six children. These sessions will act as an opportunity for children to meet with their peers socially. This will only happen from Week Three of school closure onwards.

How?

Children will access this learning via Google Classroom. They will need access to a device and an internet connection.

Safeguarding and Pastoral Care:

Class teachers will call their pupils individually once a week. Pupils will also attend the Google Meet sessions once a week from Week 3. This will give two opportunities to check-in with Pupils from a safeguarding and wellbeing perspective.

Where a family is considered to be vulnerable one of the Designated Safeguarding Leaders (DSL) in school will make an additional phone call each week.

Where a family of child is on the special needs register, an additional call will be made each week by the SENDCo.

Where a family cannot be contacted, a home visit will be carried out by the HT or AHT. Where possible, all families will receive a home visit from a member of school staff. This will only be possible if Government guidance allows it.

Free School Meal Provision:

Children who are in receipt of Free School Meals (not UIFSM) will be entitled to a food hamper. These will be provided on a weekly basis and will be delivered to the family as soon as possible.

How does our strategy meet DfE requirements?

	Stage One	Stage Two	Stage Three	Stage Four
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	/	/	/	/
provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access	All pupils will be provided with a device to use. Dongles will also be available to those who do not have internet access. Printed resources will however be available for children in EYs and KS1.			
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	/	/	/	/

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	/	/	/	/