

Implementation: September 2020

Lead: D. Smales

Review: In place for academic year 20/21

1. Rationale

- For the duration of the pandemic, it is expected that there will be periods of time when children cannot attend school: self-isolation, local/national lockdown.
- Remote Learning will not be utilised as an alternative to regular school attendance, but will be used to support continued learning for any pupil who is affected by a period of absence.
- Remote Learning will be utilised to establish a learning partnership between school and home where the movement of books between home and school is restricted under covid guidelines.

2. Understanding the impact of lockdown on learning

During the period of lockdown from March 2020, children had regular access to a combination of Remote Learning packs and e-learning. Some systems were already embedded and being utilised for Remote Learning; Seesaw, Purple Mash, SATs Companion, TT Rock Stars, SPaG.com, Face Book, Zoom on-line lessons and weekly whole class catch-ups/show and tell.

Teachers set work each day, with appropriate guidance, offered feedback to pupils and received regular feedback from pupils and parents.

Work set was a combination of reinforcing prior learning and introducing new learning. Summer topics were loosely followed with a range of activities that promoted creative skills.

Hard-to-reach and vulnerable families were closely monitored and supported.

As a result, the vast majority of children responded well to regular access to teaching and learning.

Despite our best efforts, children have lost more than just skills and knowledge over lockdown. As well as feeling isolated, feeling a sense of loss; family, friends, teachers, peers, community, they have lost the four active ingredients of effective teaching and learning;

AGES.

The AGES Learning Model describes a style of learning that helps children focus on the content, engage directly with it, experience positive emotions around it and take breaks between learning. In essence, this is what a skilled teacher brings to teaching and learning, ensuring a positive long-term impact on progress and hard-wired learning.

IMPACT OF LOCKDOWN		
	IN SCHOOL LEARNING	REMOTE LEARNING
<u>ATTENTION</u>	<ul style="list-style-type: none"> • Pupils focus for longer periods of time. • Everyone is mostly focused on the same learning, without distractions. • The learning is made clear at the beginning of the lesson so everyone is clear about what they are learning to do. • T&L time is spaced throughout the day to ensure learning is more effective. • Learning is structured with clear breaks and down time to maximise the depth and quality of learning. 	<ul style="list-style-type: none"> • Children with siblings found it difficult to focus for any length of time. • Parents found it difficult to keep their child/ren focused & engaged for any length of time – especially parents working from home. • Learning tasks sent home tended to be shorter than normal class work. • New learning was more problematic as it needed more support than could be offered by some parents. • Learning at home tended to lack structure and/or routine.
<u>GENERATE</u>	<ul style="list-style-type: none"> • Teachers find different ways of engaging children in their learning, so they are not passive learners. • By taking an active, creative role in learning children generate connections which become hard wired into long term memory. • Teachers generate links between different aspects and areas of learning to make it more relevant. 	<ul style="list-style-type: none"> • Learning tended to be isolated to one task or unit of learning. Some links were made and creative activities were encouraged but lacked the skills of an effective teacher to make best use of those links. • New learning required more than a Zoom lesson, worksheet or activity. When children struggled with their learning, it was difficult for parents and teachers to best support them to make progress. • Many parents lacked the key knowledge to make effective links between different aspects of learning.
<u>EMOTION</u>	<ul style="list-style-type: none"> • Teachers provide explicit and implicit emotional rewards to learning success. The recognition of a pupil's efforts in front of their peers can have huge benefits in embedding and encouraging learning. • Collaborative learning with peers can bring huge emotional rewards and can increase attention to a given topic. • When learning is attached to a positive emotion it has a huge impact on progress. 	<ul style="list-style-type: none"> • Children working on their own at home lacked the emotional reward from peers and teachers. • Activities were mostly rewarded for completion rather than quality and challenge.
<u>SPACING</u>	<ul style="list-style-type: none"> • Teachers review prior learning, ensure it is mostly embedded before introducing new learning. • Each small step in learning a new skills or concept is built on prior knowledge and experience. Teacher guide the children through the steps towards mastery and greater depth, practising as necessary. • Learning is then revisited to ensure it is secure. If necessary, it is reinforced. 	<ul style="list-style-type: none"> • Parents, mostly, don't have the knowledge of next steps or how to support their child in moving forward, especially true of higher expectations in UKS2. • Children tended not to practice basic skills on a regular basis to reinforce and embed. For example, writing their name – a simple task that is done numerous times throughout the school day in, but not seen as a necessity at home

To further enhance our Remote Learning provision, the AGES Learning Model will be taken into consideration.

ATTENTION

- How can we ensure children have a range of activities to keep them focused for a longer period of time at home?
- How can we ensure that children try and focus on their task and value the quality of their work?
- How can we create structure and routine into each day within the barriers of Remote Learning?
- How can we ensure parents are supported in helping their children to do their best?

GENERATION

- How can we utilise links between different areas and aspects of learning so children understand its relevance?
- How can we engage children in their learning so they are active, creative learners?

EMOTION

- How can we replicate the emotional rewards that working with peers brings?
- How can we facilitate collaborate learning that can be shared with peers?

SPACING

- How can we ensure that learning is built on next steps and parents are supported in understanding that each stage needs to be secure before moving on?
- What strategies can we provide parents with to support them in embedding basic skills?

3. EXPECTATIONS

Remote Learning will be based on **all** families having access to on-line learning. Links established and embedded - September 2020.

Teacher/pupil contact will be daily for all pupils via one or more of the on-line tools. Teachers to maintain a record of any non-contact and will inform SLT after the **second day**.

Class teachers are responsible for informing SLT of any families struggling - especially with limited access to Zoom.

SLT will carry out regular checks with staff to support any hard-to-reach families and/or to contact hidden families via email or phone.

Safeguarding team will monitor vulnerable children and liaise with external agencies where necessary.

Class teachers will ensure assessments are up to date to provide appropriate learning for each child.

Consideration will be given to the AGES Learning Model and how we can best utilise on-line learning to provide more effective Remote Learning.

On-Line learning platforms/communication available to enhance and support learning

- Seesaw*
- Reading Eggs*
- Purple Mash*
- Zoom*
- Face Book*
- Parent Mail*
- SATs Companion (UKS2)
- SPaG. Com (UKS2)
- TT Rock Stars (LKS2)

**Whole school access from F2 to Y6*

Pedagogical Learning Models

Depending on the aspect of teaching and learning being covered, a combination of five learning models that combine face-to-face (sometimes virtual) and on-line learning will be fully utilised.

- **Seminar Model**
- **Pre-Learning Model**
- **Post Learning Model**
- **Separated Model**
- **Simultaneous Model**

Live lessons will be recorded and available for children and parents to access. This will be especially useful for any child who has missed a session and for any parents who need additional support with clarity and expectations.

In the event of a lockdown or whole class isolation period...

- Teachers and TA's will provide daily lessons, utilising the range of on-line learning options. TA's will be provided with a laptop, if one is not accessible at home.
- Teachers and TA's will work closely together to develop a 14-day learning plan with clear roles and responsibilities.
- Teachers will provide learning activities that will require focus on core subjects throughout each day; daily reading, writing, maths activity, with foundation subjects and topic based activities used to support creativity and embed basic skills. (*Teachers to be aware of individual families who prefer paper based activities rather than on-line – small response from recent parent's questionnaire.*)
- Activities will be based on children's assessments and current areas of learning.
- Parents will be provided with support where necessary; expectations of learning in writing, calculations policy for the chosen year group/area of learning.
- **Reading Eggs** will be fully utilised to support on-going daily reading activities.
- More use will be made of **collaborative learning techniques** on-line, with **ZOOM** being more fully utilised. Teacher and TA leading different aspects of learning. (*Request from some parents on recent questionnaire to include more on-line lessons to keep children engaged and focused.*)
 - Whole class zoom sessions – minimum expectation of at least one zoom per day.
 - Zoom lessons for smaller groups; guided reading groups, writing planning groups, maths support groups. Intervention groups will continue: face-to-face and/or via zoom.
 - Smaller groups can be given a challenge to complete for the following day or the end of the week. – show and tell.
 - Outcomes can be shared with the group and/or whole class.
 - Story telling/Jackanory style book sharing/book study.
 - Poem of the day to continue.
 - Continue with class rewards & dojo's (Reader of the day, Writer of the day, Math Magician.)
 - Possible sibling partnership and collaborative family project.
 - Daily phonics sessions to continue.
 - Weekly spelling/maths test to continue.
 - Whole class weekly assembly – focus on mental health & well-being.

In the event of an individual absence due to self-isolation, assuming the child/adult is well and not absent due to illness...

PUPIL

At the beginning of the self-isolation period, contact will be made with the parents/carers to determine the best way forward for the particular individual based on their unique circumstances.

- Activities will be sent home appropriate to the needs of the pupil via on-line learning platforms.
- Hard copies will be sent appropriately.

Regular virtual opportunities will be planned for to ensure the individual remains feeling part of the class, able to access educational and emotional support and doesn't suffer from the feeling of isolation.

- The pupil will be invited to share class/group lessons via Zoom.
- The pupil will be invited to participate in collaborative learning via Zoom and showcase their Remote Learning to the class.
- Some individual support/group learning will be utilised as appropriate – guided reading groups, maths groups, writing support, team project.

STAFF – TEACHER/TA

Staff will still be expected to work from home and support the continued learning, progress and assessment of their class.

- Liaise with the other adult/s working in class bubble, to plan for learning during the period of self-isolation.
- Lead on some groups and/or class teaching via Zoom. For example, the teacher could lead a whole class introduction and/or plenary via Zoom; maths, writing, book study. A Teaching Assistant could still lead their Phonics intervention group in class, in the same way they would if the class bubble were self-isolating. (This may need an additional adult to support the group whilst the TA leads the learning) and/or do a class story time, RHSE or MFL lesson
- Teacher to end their week with a whole class assembly or catch up session.
- Consideration will be given to adding additional adult support in the class during the period of absence.

MONITORING & EVALUATION

SLT will continue to monitor the quality and effectiveness of learning during an isolation period.

- Planning will follow the given framework and will be saved in Staff Share (****Curriculum – 2021 – Covid Recovery Plans – Remote Learning – Planning & Recorded Lessons***)
- Zoom lessons where new learning is being delivered or clarity of expectations, guidance and/or support are shared will be recorded, sent to families and saved in Staff Share. *
- SLT will review learning for a sample of children in groups 1 & 2 in week one and groups 3 & 4 in week two. This will include planning and feedback to individual children.
- LH has administration access to Reading Eggs and will be able to remote monitor each week to ensure that children are receiving and accessing appropriate learning.
- SLT will keep in touch with staff on a regular basis (twice a week minimum), to offer support, monitor well-being and ensure appropriate learning is being maintained.

This Protocol may be amended in light of good practice and to respond to particular need.