

# Remote Learning



**#Discover YOUR Incredible**

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Lead	TS
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# **Research**

The EEF published a report into remote learning<sup>1</sup>. The key findings were

- There was no clear difference between teaching in real time (“synchronous teaching”) and alternatives (“asynchronous teaching”).
- Ensuring access to technology is key.
- Peer interactions can motivate and improve learning outcomes.
- Supporting pupils to work independently can improve learning outcomes.
- Different approaches to remote learning suit different types of content and pupils.

<sup>1</sup>[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Remote\\_learning\\_evidence\\_review/Rapid\\_Evidence\\_Assessment\\_summary.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf)

General good teaching relies on Rosenshine’s Principles of Instruction being in place. These principles are very difficult to have in place in the context of remote learning. In addition, Vygotsky’s research on the zone of proximal development suggests pupil’s won’t be successful in new learning unless they have sufficient scaffolds to support this learning. Again, these scaffolds are much more difficult to put in place when pupils are learning remotely.

The Academy has also conducted its own research amongst key stakeholders. The findings are as follows

## **Parents**

- Were happy with the level of contact during the last lockdown
- Found lack of time and devices were a barrier to home learning
- Felt the tasks set by teachers were sometimes too hard to complete independently
- Wanted an element of “live teaching” built into any future remote learning

## **Pupils**

- Enjoyed doing work online
- Wanted more interaction with their peers and teachers during any remote learning

## **Teachers**

- Wanted to do as much as possible for their children
- Were happy to have an element of live teaching in the remote learning strategy

## Conclusions from the research

- Remote learning should focus on pupil's consolidating existing learning in core subjects due to the issues with ensuring high quality instruction when doing remote learning. This learning will ensure pupil's translate existing knowledge into their long-term memory and that we "interrupt the cycle of forgetting".
- Teachers should not do live teaching but instead record short teaching episodes to support with the home learning tasks.
- A strategy for allowing teachers to support pupils to work independently must be put in place.
- A strategy for allowing interactions between pupils must be put in place.
- Ensuring access to technology is key.

## Strategy – preparation

We need pupils to be prepared to work independently in the event of having to self-isolate or their bubble closing. To make this possible in school we will be

- Familiarising pupils with the online resources we will be using (Purple Mash, NumberBots, Times Table Rockstars, Phonics Play and Myon).
- Setting home learning on Purple Mash for PPA afternoons.
- Training teachers in using online learning platforms.

## Strategy – self-isolation

Where pupils are having to self-isolate, the following strategy will be put in place. The strategy seeks to balance the need to continue to education the pupil with the workload of the teacher of the bubble (who will still be teaching fulltime).

Pupils will receive a Purple Mash email once a week. This email will outline the learning the pupil is expected to complete that week. The learning will include

- MYON
- Times Tables Rockstars/ Numberbots
- Links to phonics videos (Letters & Sounds)
- Oak National Academy links (choosing appropriate lessons to link with school curriculum)

Teachers are not expected to prepare their own videos due to needing to concentrate on teaching the pupils in school.

Using the above resources, the following should be provided

- 5 Maths lessons
- 5 Writing lessons
- 5 Phonics lessons/ Reading opportunities on MYON
- Daily TT Rockstars/ Numberbots practise

In addition, pupils should be provided with a link to be able to join the rest of the class for storytime

## Strategy – Bubble Closure/ National Lockdown

In the event of a bubble closure, the following strategy will be in place.

### Home Learning Tasks

The expectation will be that the following tasks are set and completed. The teacher will make every effort to enable the pupils to be independent by providing scaffolds. These may include but are not limited to video clips, word banks, toolkits, sentence starters or modelled examples.

In all year groups, teachers will email pupils on a daily basis to outline the learning for the day. Teachers will use the Purple Mash email function to send these emails.

### Year 1 – Year 6

Daily	<ul style="list-style-type: none"><li>● <b>Reading</b><ul style="list-style-type: none"><li>○ <b><u>Lessons</u></b><ul style="list-style-type: none"><li>○ KS1 (apart from Yr 2s who have progressed on) – phonics (use the letters &amp; sounds/ RWI videos) &amp; link to a phonics play game</li><li>○ KS2 (+Yr 2s who are ready) – pre-record a reading lesson using zoom technology to create a narrated PowerPoint</li><li>○ <b><u>Independent Reading</u></b></li><li>○ KS1 &amp; SEND - Oxford Owl E books that link to Phonics (teachers needs to signpost parents to the correct stage of books)</li><li>○ KS2 - MYON (Accelerated Reader)</li></ul></li></ul></li></ul>
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	<ul style="list-style-type: none"> <li>• <b>Writing</b> <ul style="list-style-type: none"> <li>○ Deliver skills-based lessons that connect to the everyday &amp; effects toolkits. Try and find an Oak National Academy video to support the learning.</li> </ul> </li> <li>• <b>Maths</b> <ul style="list-style-type: none"> <li>○ Follow the Can-Do Maths planning and create a zoom video to support</li> <li>○ Use Padlet for submitting work</li> <li>○ Set one Maths game a day from Purple Mash</li> <li>○ Signpost Times Table Rockstars/ Numberbots</li> </ul> </li> </ul>
Weekly	<ul style="list-style-type: none"> <li>• <b>Project (optional)</b> <ul style="list-style-type: none"> <li>○ Purple Mash Activity related to current project</li> </ul> </li> </ul>

## EYFS

Daily	<ul style="list-style-type: none"> <li>• <b>Reading</b> <ul style="list-style-type: none"> <li>○ MYON (Accelerated Reader)</li> <li>○ Phonics (Phonics Play) – KS1 &amp; SEND</li> <li>○ Oxford Owl E books that link to Phonics – KS1 &amp; SEND</li> </ul> </li> <li>• <b>Communication &amp; Language</b> <ul style="list-style-type: none"> <li>○ Suggested continuous provision like activity for parents to lead</li> <li>○ Oxford University Press Parents Tab</li> </ul> </li> <li>• <b>Maths</b> <ul style="list-style-type: none"> <li>○ Number bots</li> <li>○ Number or calculation activity</li> </ul> </li> </ul>
Weekly	<ul style="list-style-type: none"> <li>• <b>Project</b> <ul style="list-style-type: none"> <li>○ Purple Mash Activity related to current project</li> </ul> </li> </ul>

## Video Content

To support the learning of the children and to help them be more independent, teachers will provide video content to support with each lesson. In the videos, they will model the learning tasks to the pupils. In addition, teachers might use the email function in Purple Mash to signpost to additional video resources such as The Oak National Academy & BBC Bitesize.

## Video Conferencing (from after October half-term)

To support the pupils with their learning and to provide motivating peer interactions, two daily video conferences will take place on Microsoft Teams with the class teacher. The content of the daily video conferences will be as follows

AM	<ul style="list-style-type: none"><li>• Check in with the children</li><li>• Explain and motivate pupils to complete the daily tasks</li><li>• <b>EYFS</b> – phonics quick burst session</li></ul>
PM	<ul style="list-style-type: none"><li>• Check in with the children</li><li>• Praise for pupils who have completed learning</li><li>• Story time</li></ul>

## Feedback

Pupils should receive feedback on the work that they submit. Feedback serves a number of functions in relation to remote learning

- To motivate pupils to continue accessing learning
- To help pupils edit or improve their learning
- To provide valuable assessment information about pupils to inform future learning

Feedback can be provided in the following formats

- Comments posted on Padlets
- Email communication
- Purple Mash Feedback system
- Teams check ins
- Personal phone call (especially to encourage children who are doing well)

## Devices

In order for pupils to access the home learning, they will need access to at least one device. The school will invest utilise the DFE devices for this purpose. 20 devices will be available, and priority will be given to devices in the following order

- Families who do not have sufficient devices AND are subject to social work involvement.
- Families who do not have sufficient devices AND are entitled to free school meals.
- Families who do not have sufficient devices AND are pupil premium.
- Families who do not have sufficient devices

## **Contact**

Contact for most children will take the place of the daily video conferencing. Extra contact will be necessary in the following scenarios

- Children who are not attending daily video conferencing will be called by their class teacher once per week. In addition, the admin team will contact pupils not attending remote learning on a daily basis to ask the reason for their absence.
- Children who are on our vulnerable list will be rang by a member of the inclusion team at a regularity to be determined on an individual basis

## **Evaluation**

The success of the strategy will be evaluated on a regular basis. When a bubble returns to school, a pupil voice survey will take place to find out how the pupils found the learning experience. In addition, a survey will be sent out to parents to ask them about their experience of remote learning.