AMCPS – Blue Kite Trust

Remote Education Strategy

During lockdown, schools quickly developed different online and remote strategies for learning. This meant our schools rapidly developing a range of solutions ranging from online learning platforms and developing the use of their websites, to creating deliverable packs of activities and delivering live and recorded video lessons. We had to relearn how to teach through this new medium. Upon returning to school we are now faced with the more complex challenge of delivering high quality remote learning, alongside 'in-school' learning for different groups of pupils.

The main scenarios we are faced with are:

- Pupils off school awaiting a test
- Pupils suddenly having to self-isolate for 7 to 10 days
- Individual school closures
- Local lockdowns
- Country wide lockdown

If pupils are off school and are ill they are not expected to engage in home learning until they are recovered. Most of the guidance here applies to the first 3 scenarios above. The last two will relate to a school's approach and risk assessment for Lockdown school closures.

Research

In creating this guidance we have followed the EEF's rapid evidence assessment which has examined the existing research (from 60 systematic reviews and meta-analyses) for approaches that schools could use, or are already using, to support the learning of pupils while schools are closed due to Covid-19.

When implementing strategies to support pupils' remote learning, or supporting parents to do this, the EEF research suggested 5 key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation 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

The research summary findings can be found here:

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf

DfE guidance on remote education support:

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. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:
- 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
- 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

When teaching pupils remotely, we expect schools to:

- 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

We expect schools to consider these expectations in relation to the pupils' ages, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

Lessons from lockdown:

Recorded lessons versus live streamed lessons:
- Live online lessons present safeguarding challenges and open teachers up to direct scrutiny from parents.
- Live lessons can be missed and will have to fit a specific time of day. Pre-recorded lessons can be watched anytime, which is especially useful if a family share the laptop.
- The lesson can be re-watched as often as is needed to help the pupil and parents understand the skill being taught.
- Recorded lessons can be 'perfected' before being uploaded.

Be mindful of home technology:
- Some families will not have access to a laptop
- Some families, although they do have technology they will be sharing with siblings and possibly their parents who would also be at home isolating.
- Do not provide work that requires them to print off sheets as many don't have access to a printer or enough paper.

Disadvantaged and vulnerable pupils:
- Pupils in these groups were less likely to engage with or have access to online learning. Strategies must be devised to help mitigate this. Nuffield research shows that: *'The most disadvantaged pupils are less likely to be engaged in remote learning'*

Their research goes on to say that:
Schools delivering learning content to pupils through online conversations (as part of a range of measures), have higher general pupil engagement levels (five percentage points) and an increased probability of having highly engaged disadvantaged pupils (eight percentage points).

- Schools using a virtual learning environment (VLE) to inform pupils about learning activities have a higher general pupil engagement level than schools not using VLEs.
- Schools using a VLE increase in the probability of having highly engaged disadvantaged pupils. <u>Families use Purple Mash to access links to Remote Education.</u>
- Schools using telephone or video calls to inform pupils about learning activities have three percentage point higher levels of pupil engagement, relative to schools that do not use these methods.
- Teachers who set activities that involve consolidating previous learning or revising have a higher level of engagement. These types of learning activity also increase the likelihood of disadvantaged pupils being highly engaged.

Remote Education Strategy

School: Abbey Meads Community Primary

Remote Education Strategy:

Teachers in each Year Group have been asked to provide differentiated packs of work, which are stored electronically on the server ready to allocate at short notice.

Packs will have a balance of work which might require online activities, with others taking place away from screens. They are a short term support for children isolating for no more than 10 school days, with generic tasks in each pack supplemented by differentiated activities, depending on the child needing to isolate.

In the first instance of a Year Group Closure – these packs will be used initially whilst pre-recorded lessons can be created ready for any necessary extension. Pre-recorded lessons will not be prepared too far in advance as can become very quickly out of date/ not relevant to the topic.

Teachers will maintain email contact with those absent to support learning as required and in the case of a class closure continue to set and feedback on work in the packs.

Packs will be available both as electronic and paper copy depending on the technological access of the family concerned. It is expected that children are likely to be at home when isolation is initiated and the handing over of a physical pack less likely than an email with all the tasks attached.

Where a teacher is isolating but the class are in school – live online lessons may take place as this can be controlled between two school computers and staff.

Maths:

- Activities based on 4 rules of number – so children can practise and consolidate this key aspect.
- Problem solving word problems linked to topics
- Additional Online Access to:
- Purple Mash Activities
- Times Table Rockstars
- Mathletics

Reading and Writing:

- Reading books incl. Accelerated Reader links online for Years 3&4
- Comprehension activities
- Phonics/Grammar activities
- Literacy tasks linked to topic and writing skills (success criteria sheets)
- Bug Club- KS1
- Purple Mash activities.

Other Subjects:

Creative boards will provide a balance of other activities to be set over the week to ensure curriculum coverage and to promote enjoyment.

These activities are typically completed away from the computer and engage the children in self-expression and physical activities.

Where possible other subjects may lead the English activities above – *e.g. writing about a period of history or geological feature. Comprehension about a world religion etc.*

SEND

- Differentiated packs set up.
- Specific activities pertinent to the child can then be added as required.
- Where the child is required to isolate but the parent isn't (and access to ICT is not an advantage) – contact can continue with parent to support the learning process and replenish practical activities.

See Lockdown section for prolonged absence.

Disadvantaged and Vulnerable Pupils:

- A parent questionnaire is being sent out so we can be aware of who is unable to access work electronically.
- We are able to loan some laptops, and will use the audit to inform us of numbers needed to order/claim from the government. *(Absence of or shared ICT!)*
- Paper packs can be sent out as required.

See Lockdown section for prolonged absence.

Plans to mitigate identified barriers E.g. parental engagement, limited access to tablet/laptop:

- We will apply for additional laptops where we feel able to justify the action based on disadvantage / vulnerability.
- Teachers will monitor access as it is restricted through PM Blog and also through feedback emails.
- Those not engaging will be supported, over telephone initially, by SMT to make sure parents are aware that learning (Remote Education) continues and we need to know they are continuing to access our support.

Laptops, tablets and 4G wireless routers
Laptops will be ordered as above for disadvantaged pupils in years 3 to 6 and clinically extremely vulnerable children from all year groups unable to attend school.
These devices will be owned by the school.
Additional laptops are being acquired for teaching staff, with their current machines recycling into pupil use; becoming available for families in need of ICT support but who do not qualify as 'disadvantaged'.

Measures to minimise safeguarding risks:

- We will continue to liaise with families and other agencies.
- All relevant agencies will be informed if a vulnerable person is sent home for isolation by the school or if the parent informs the school of a decision to self-isolate.
- Where we feel there is a family at risk we will have daily contact to ensure parents and children are coping – we will be interested in the child's voice.
  Special dispensation is given for use of ZOOM by SMT whilst in AMCPS - with witnesses in case needed.

Measures to balance teachers workload:
• Packs are made up as a year group, utilising time that would have been used for teacher led clubs (currently not running)   • Future packs will be completed in allocated staff meeting time   • When teachers are also excluded to self-isolate – production of up to date material will take place through working from home.

Staff CPD:
• In the first instance packs will be used in a generic way, supplemented by additional differentiated activities.   • Should the isolation be for a whole age group teachers will move to the Lockdown procedures and CPD will be provided for teaching staff on learning how to pre-record lessons and store lessons online.

Welfare checks:
SMT (BB/MC) /Pastoral Support (JH/FP) / Lighthouse (MG) will maintain contact with any family about which we are concerned.   *See Lockdown section for prolonged absence.*

Lockdown response:
During a Lockdown response, it is expected that the school move to a totally remote learning model (Remote Education). Even those in school will follow this model.   • Staff able to work from home will be allowed to do so.   Those unable to work from home because of their role will be asked to work in school.   Those staff who can work either at home or work will be allowed to work at home where appropriate, but to come into school where essential.   *(EG teachers can teach from home – TAs can't do their work from home, cleaners need to be in school to clean, office staff could be either and placed on a rota depending on the need for a presence in the school office.)*   • Teachers will work from home and provide pre-recorded lessons, online / email support, live class meetings and feedback on work.   *We use our own teaching flipcharts within Active Inspire and professional software to create learning as experienced in the classroom. (Voice only)*   *One Drive / SharePoint data storage per Year Group is allocated.*   From the start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being in developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum. **We will refer to these** where they match the requirements of the relevant needs of those being taught by our staff.   • Teaching assistants will remain in school, supporting children of key workers and vulnerable children to access the work set by teachers, using school equipment.   • Sunshine Club may be asked to extend the school day for those prepared to pay for the care.

- SMT will remain in school to manage Teaching Assistants, FSM allocations and liaison with agencies, vulnerable families not attending school and those not engaging with their learning at home.
- All teaching staff have received training in pre-recording lessons – all are proficient at communicating and feeding back remotely.
- All TAs have received training on ICTs for the supporting of children in class (although they are already skilled at this) following the same work set for those at home. Members of SLT also remain in school to support this.

Maths:

- Daily Pre-recorded Lessons in Maths
- Activities based on 4 rules of number – so children can practise and consolidate this key aspect.
- Problem solving word problems linked to topics
- Additional Online Access to:
- Purple Mash Activities
- Times Table Rockstars
- Mathletics

Reading and Writing:

- Daily Pre-recorded Lessons in Reading, Writing
- Reading books incl. Accelerator Reader links online for Years 3&4
- Comprehension activities
- Phonics/Grammar activities
- Literacy tasks linked to topic and writing skills (success criteria sheets)
- Bug Club- KS1
- Purple Mash activities.

Other Subjects:

- Daily Pre-recorded Lessons in Science and/or a foundation subject
- Creative boards will provide a balance of other activities to be set over the week to ensure curriculum coverage and to promote enjoyment.
  These activities are typically completed away from the computer and engage the children in self-expression and physical activities.
- Where possible other subjects may lead the English activities above – *e.g. writing about a period of history or geological feature. Comprehension about a world religion etc.*

SEND

- Differentiated activities planned by Class Teacher are included in online provision.
- If appropriate Class Teacher may signpost some children to specific activities more suited to their needs - Specific activities pertinent to the child can then be added as required.

- Where the child is required to isolate but the parent isn't (and access to ICT is not an advantage) – contact can continue with parent to support the learning process and replenish practical activities.

During Lockdown it is expected that children with SEND will be supported as above, but those with EHCP would be expected to attend school unless shielding.

Where it is felt children with SEND with no EHCP are at risk of safeguarding concerns or non-engagement, they will be considered vulnerable (regardless of government criteria) and be invited to attend school.

Disadvantaged and Vulnerable Pupils:

During Lockdown it is expected that other children considered disadvantaged or vulnerable will be supported by:
- SMT keeping in contact with families and liaising with other involved agencies.
- School referrals to Lighthouse for additional engagement with some families.
- Access to school

Where it is felt children considered to be disadvantaged or vulnerable are at risk of safeguarding concern or non-engagement, they will be invited to remain in school in the key worker group at the discretion of the SMT.

Plans to mitigate identified barriers E.g. parental engagement, limited access to tablet/laptop:

- We will apply for additional laptops where we feel able to justify the action based on disadvantage / vulnerability.
- Teachers will monitor access as it is restricted through PM Blog and also through feedback emails.
- Those not engaging will be supported, over telephone initially, by SMT to make sure parents are aware that learning continues and we need to know they are continuing to access our support.

Laptops, tablets and 4G wireless routers
Laptops will be ordered as above for disadvantaged pupils and clinically extremely vulnerable children unable to attend school.
These devices will be owned by the school.

Measures to minimise safeguarding risks:

- DSL's will be working in school throughout Lockdown
- We will continue to liaise with families and other agencies.
- We will continue to contribute reports for, and participate in, Child Protection Procedures.
- Contact numbers for organisations such as Childline, NSPCC and MASH will continue to be displayed prominently on or school website and on our social communication pages.

• Where we feel there is a family in real need, we encourage the family to allow the child to attend school daily. Where there is a family at risk but unable or unwilling to come to school, we will have daily contact to ensure parents are coping and where possible attempt to see the child and acquire child's voice.

Measures to balance teachers workload:
• Teachers to work from home to plan and record lessons and respond to work/queries.
• Teachers with families may work at a time that suits them, so long as pre-recorded lessons are available at 9am each Monday.
• TAs to be working with Key worker children and those deemed vulnerable.
• Teaching Assistants with families will be allowed to bring their children to a new secure bubble at AMCPS, if not allowed at their current setting as children of a Key Worker.
• SMT will audit workload to ensure staff with IT capability issues are supported and if communication with families becomes overwhelming to manage the expectation of parents regarding feedback and response rates.

Staff CPD:
• CPD was provided for teaching staff on learning how to pre-record lessons and store lessons online.
• Training was provided for staff on identifying signs of anxiety and how to consider children's well-being.

Welfare checks:
• SMT (BB/MC) /Pastoral Support (JH/FP) / Lighthouse (MG) will maintain contact with any family about which we are concerned.
• Where families are considered a welfare risk - children may be offered the opportunity to return to school as part of our Key worker groups.

Additional items
Support on delivering remote education safely is available from
- Safe remote learning, published by SWGfL
- Online safety and safeguarding, published by LGfL, which covers safe remote learning
- The National Cyber Security Centre, which includes using video conferencing services securely
- Safeguarding and remote education during coronavirus (COVID-19), published by DfE
- annex C of keeping children safe in education