Remote Learning

ASH CROFT PRIMARY ACADEMY

BELIEVE · ACHIEVE · SUCCEED

#Discover YOUR Incredible

Adopted	Sep 2020
Lead	LT & TS
Reviewed	Jan 2021

Contents

Research

The EEF published a report into remote learning[1]. 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.

[1]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 home learning pack with learning linked to the core subjects that will last them 2 weeks. This will be shared with the families via the office, within the first two days of the child needing to isolate.
- Pupils will be signposted to Times Table Rockstars & Myon and parents encouraged to get their children to access these resources daily (from October half-term, families who need them, will be provided with devices where possible)
- The class teacher will ring the pupil 1x per week to check in on their home learning and keep in regular contact via Dojo/School Spider. The phone call will be logged on the class record sheet.
- If the child is on our vulnerable register, they will also receive a call from a member of the inclusion team. The regularity of the calls will depend on individual risk assessments.

Strategy – bubble closure

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.

Year 1 – Year 6

Daily	**Reading** ### Lessons ○ KS1 (part from Yr 2s who have progressed on) – phonics (use the letters & sounds videos) & link to a phonics play game ○ KS2 (+Yr 2s who are ready) – pre-record a reading lesson using zoom technology to create a narrated PowerPoint (CM training to follow) ### Independent Reading ○ KS1 & SEND - Oxford Owl E books that link to Phonics (teachers needs to signpost parents to the correct stage of books) ○ KS2 - MYON (Accelerated Reader) **Writing** ○ Deliver skills-based lessons that connect to the everyday & effects toolkits. Try and find an Oak National Academy video to support the learning **Maths** ○ Follow the Can-Do Maths planning and create a zoom video to support ○ Use Padlet for submitting work ○ Set one Maths game a day from Purple Mash ○ Signpost Times Table Rockstars/ Numberbots
Weekly	**Project (optional)** ○ Purple Mash Activity related to current project

EYFS

Daily	**Reading** - MYON (Accelerated Reader) - Phonics (Phonics Play) – KS1 & SEND - Oxford Owl E books that link to Phonics – KS1 & SEND **Communication & Language** - Suggested continuous provision like activity for parents to lead - Oxford University Press Parents Tab **Maths** - Number bots - Number or calculation activity
Weekly	**Project** - Purple Mash Activity related to current project

Video Content

To support the learning of the children and to help them be more independent, teachers will record two 5-minutes videos per day. 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 addition 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	- Check in with the children - Explain and motivate pupils to complete the daily tasks
PM	- Check in with the children - Praise for pupils who have completed learning - Story time

Devices

In order for pupils to access the home learning, they will need access to at least one device. The school will invest £1000 to provide devices. 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

<u>Contact</u>

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
- 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.