# Lady Joanna Thornhill (Endowed) Primary School

Learning for the Head,

Heart and Hand

# Remote Learning Guidance

*We want to ensure your needs are met. If you would like this document in any other format, please contact us:* office@ladyj.kent.sch.uk

Aims

This remote learning policy aims to:

- Provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.
- For details of what to expect where individual pupils are self-isolating, please see the final page of this document.

This guidance should be read in conjunction with Lady Joanna Thornhill (Endowed) Primary School's Acceptable Use Polices for all stakeholders and the Child Protection Policy incorporating Online Safety, including any addendums.

Rationale

The school is committed to providing continuity of education and a broad and balanced curriculum to its learners in the event of a whole school or partial school closure and will do so through a process of remote (online) learning. Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress (DfE).

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

Flexibility of learning

We realise and understand that families and staff will be in different circumstances if we need to close the school, year group or class. We understand that:

- Parents may be trying to work from home so access to technology as a family may be limited.
- Parents may have multiple children at home trying to access technology and may need to prioritise older children who have been studying for GCSEs and A Levels.
- Teachers may be trying to manage their home situation and the learning of their own children
- Technology and wi-fi may not always function in the way we would like

Physical Education

We are committed to encouraging pupils to be active during the school day whilst working remotely and we will build this into the timetable.

Safeguarding

Safeguarding procedures are paramount and when working and learning remotely the Acceptable Use Policy for school and remote learning should be adhered to at all times. This also sits alongside the Child Protection Policy incorporating Online Safety policy for all stakeholders. Any concerns regarding this should be shared with the Designated Safeguarding Lead, Rachael Foster and details can be found on the school website under safeguarding.

Structure of the school day

An important aspect of school life is structure and routine. Therefore, we would like to continue to provide a structured school day in the event of a closure. A typical school day would be a balance of live lessons and independent tasks set by the class teacher. Where live lessons have taken place, the materials e.g. PowerPoints or teaching materials, will be added to the Class Pages on the school website. We want to build in the all-important flexibility, if attending a live timetabled lesson is not possible.

A typical timetable will include two live sessions per day. If it is a single class or year group, then a typical timetable might look like this:

| Typical timetable | |
|---|---|
| Online learning via Zoom | |
| Time | Activity |
| 9.30-10.00 | Morning register and live session via Zoom |
| 10.00-10.30 | Independent learning task |
| 10.30-10.45 | Active break |
| 10.45-11.15 | Live session via Zoom |
| 11.15-12.00 | Independent learning task |
| 12.00-1.00 | Active lunch break |
| 1.00 -2.00 | Independent learning |
| 2.00-2.30 | Live meeting of the day using Zoom |
| 2.30-3.40 | Independent learning task |

If it is the whole school, then we will strive to stagger live sessions so that we support families where there is limited access to technology. Planned activities may also include a recording from the Class Teacher to support the learning process. Typically, it would look something like this:

| EYFS timetable | |
|---|---|
| Online learning via Zoom live sessions | |
| Time | Activity |
| 8.45-9.15 | Live session via Zoom |
| 9.15-10.00 | Planned learning activities |
| 10.00-10.30 | Active Break |
| 10.30-12.00 | Planned learning activities |
| 12.00-1.00 | Lunch |
| 1.00-2.00 | Planned learning activities |
| 2.00-2.30 | Active Break |
| 2.30-3.00 | Live session / story |
| Year 1-2 timetable | |
| Online learning via Zoom | |
| Time | Activity |
| 8.45-9.15 | Planned learning activities |
| 9.15-9.45 | Live session |
| 9.45-10.15 | Active Break |
| 10.15-11.15 | Planned learning activities |
| 11.15-11.45 | Live session |
| 11.45-12.45 | Lunch |
| 12.45-1.45 | Planned learning activities |
| 1.45-2.15 | Active Break |
| 2.15-2.45 | Planned learning activities |
| 2.45-3.10 | Recorded story |

| Year 3-4 timetable | |
|---|---|
| Online learning via Zoom | |
| Time | Activity |
| 8.45-9.45 | Planned learning activities |
| 9.45-10.15 | Live session |
| 10.15-10.45 | Active break |
| 10.45-11.45 | Planned learning activities |
| 11.45-12.15 | Live session |
| 12.15-1.15 | Lunch |
| 1.15-2.15 | Planned learning activities |
| 2.15-2.45 | Active break |
| 2.45-3.10 | Planned learning activities |
| Year 5-6 timetable | |
| Online learning via Zoom | |
| Time | Activity |
| 8.45-9.45 | Planned learning activities |
| 9.45-10.15 | Active break |
| 10.15-11.00 | Live session |
| 11.00-12.00 | Planned learning activities |
| 12.00- 1.00 | Lunch |
| 1.00 – 1.45 | Live session |
| 1.45-2.15 | Planned learning activities |
| 2.15-2.45 | Active Break |
| 2.45-3.10 | Planned Learning activities |

Senior Leaders will:

- Be available on the phone or email to support class teachers and families.
- Evaluate the quality of provision and have access to all Zoom sessions.
- Review the work set from time-to-time as part of monitoring
- Review access arrangements and support families where possible so that learning can be accessed.

Teaching staff will:

- Where possible, take their grab bag which will include:
    1. Manipulatives / dienes
    2. Work phone if it is a single class
    3. Text books to support learning
    4. Visualiser
    5. Whiteboard and pen
- Use Zoom as a platform to deliver live remote learning, through a mixture of live sessions and recorded which will be uploaded to the school website.
- Continue to have the legal requirement of PPA (planning, preparation and assessment) through HLTAs (Higher Level Teaching Assistants), and ECTs (Early Career Teachers) will continue to have their allocated time.
- Continue teaching in line with their extensive planning that is already in place throughout the school, adapting delivery as necessary for remote learning.
- Direct Teaching Assistants to work with smaller groups to support learning, provide smaller steps or to access tasks.
- Follow the AUP (Acceptable Use Policy) for remote learning.

- Reply to messages, set work and provide feedback on activities during Lady Joanna Thornhill (Endowed) Primary hours (8.35-3.30)
- Allow flexibility in the completion of activities, in line with our flexible philosophy to remote learning.
- Take regular breaks away from the computer screen and engage with other professional duties as necessary.
- If unwell, ensure they provide plenty of time using the whole school system so that the sessions can be covered. Weekly Plans and Medium Term Plans must be saved on staff share.
- Where possible, ensure pupils can use home-learning books, whiteboard and whiteboard pen and reading books. This may not always be logistically possible give certain time-frames.

Support staff:

- Teaching Assistants will access Zoom and the class website and be familiar with the technology in order to support groups or individuals under the direction of the Class Teacher or SENCO.
- The Pastoral Support Mentor, where possible, will provide well-being support and have a school phone to contact families as necessary.
- Higher Level Teaching Assistants (HLTA) will continue to cover classes in the event of teacher illness or absence. The HLTA will follow the timetable of the day where possible.
- Extended School staff, if not working as a Teaching Assistant, will be redeployed, in consultation, to support where required.

Pupils will:

- Upload their learning and share it with their class teacher if they are able to do so, photograph any work they have done on home resources or they can also complete their work in their home-learning book if they have it with them.
- Be assured that they need to take regular breaks, get fresh air, exercise and maintain a balance between online activities and offline activities.
- Make sure they keep to the information in the AUP for children
- Read daily, either independently or with an adult with books at home, taken home from school.

Parents will

- Support their child with remote learning where possible and any difficulties should be shared with the class teacher via the class email.
- Make sure they keep to the information in the AUP for parents.

Remote learning in individual cases (self-isolation)

- Where pupils are waiting for test results or are required to self-isolate, the school will send home learning via the class email if they are well enough to complete it.
- Additional online learning through My-Maths will be set.
- Parents should contact the school if they require any additional work / information.

Access arrangements and pupils with SEND – (equality)

- If no technology is available in the home, school are committed to providing work, which can be picked up if the circumstances allow or dropped off in special circumstances.
- Lady Joanna Thornhill (Endowed) Primary School will maintain an up-to-date record of which pupils and families do not have device or internet access.

- For pupils with EHCPs or Higher Needs Funding, bespoke work will be provided in line with their personalised plan.

Educational resource links

In the event of Zoom or the school website not working, please use recommended DfE websites as detailed below:

- Bitesize daily
- Oak National Academy