Remote Learning – considering your long-term strategy

Completed Jan 2021

Evidence is now available to schools to inform the design, provision and evaluation of the remote education offer.

This guidance from Education Durham reflects local questions, effective practice and support links. Schools are at different stages in their work on this area and serve widely differing communities and age groups. Some sections may be more applicable than others to your school/ phase. Bespoke support can be arranged via your Account Manager or School Leadership Adviser.

Links to advice

1. **DfE**
   https://www.gov.uk/government/publications/whats-working-well-in-remote-education
2. **OSTED**
   https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education
3. **EEF**
   https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning/

---

1. **Have you a remote learning strategy in place?** Does it include:

   - Arrangements around access to a digital platform
   - Details of immediate provision if child is sent home/in case of national lockdown
   - Details of how pupils will be welcomed and supported to the remote provision and made to feel part of the school
   - Details of the planned remote curriculum including how many hours of study will be needed each day (DfE Restricting Attendance Jan. 2021 - KS1 3 hrs average (less for younger), KS2 4hrs KS3/4 5 hrs. *Note this is the total time for work not the time spent in a live meeting)*
   - Details on what online resources are available and how they will be used
   - Details on what paper-based resources are available and how they will be used
   - Information about how pupils without access to a device will be taught
   - Information on how pupils receive feedback on their work
   - The school's expectations of pupils during remote provision e.g. behaviour during live sessions

- <mark>School's guidance to parents/ carers about their role and support available for thi</mark>s

<mark>YES - Is this information published in an accessible form on your school website?</mark> (https://www.gov.uk/guidance/what-maintained-schools-must-publish-online) NO – Action this with your school website provider

NO - Put In a contract request for 2 hours for ED support *Devising a Remote Learning Strategy*

NO – Use the Education Durham templates for Remote Learning guidelines / information for parents (see appendix)

2. **How do you expect your remote provision to evolve over the next few weeks? months?**

We have bought into DB Primary platform so online learning will be on one child friendly platform rather than using website, email and uploading recordings of teaching on You Tube

3. **Have you completed a survey to inform you which children have internet access and appropriate equipment?** (Latest guidance suggests the optimum device is a laptop). What actions have you taken as a result of your findings?

Survey has been completed and additional mobile data has been applied for those who are eligible and laptops have been supplied to those who need for remote learning

4. **Have you discussed the remote learning strategy with Governors? Are quality assurance processes in place and a link governor allocated**?

NO – discuss with your Leadership Adviser and or EDGS clerk. If further training needed for Governors contact EDGS Governor Training.

Remote Learning strategy has been shared with Governors and Link Governor Mr Graham will monitor.

ACCESS

5. **How does your strategy support your children to access these learning opportunities?**

School can provide children with paper copies of their learning and resources, stationary, work books if needed. Home learning is shared on website so children can see each other and success is shared. Weekly telephone calls to children and contact via daily emails check children are accessing our remote learning.

6. **How are you considering different home contexts like limited or shared equipment? Parental work schedules? Poor internet connections? The timetable of day with breaks, lunch breaks long enough to allow food preparation, time away from the screen, opportunity for physical activity during daylight hours**. *Consider daily timetables and trying to make the school day different from the weekends, using recorded content that would allow children to access the learning at different times, range of learning materials e.g. Workbooks, BBC, Oak Academy, live lessons, recorded lessons, assignments, pictures of tasks completed or set etc.*

We are using a blended approach so that children/parents can access our remote learning. Independent CGP workbook bundles have been provided to every child in addition to daily learning provided by class teacher.

7. **Do all your pupils have adequate equipment and connectivity to benefit from the full range of learning opportunities offered by the school?**

NO

- Lack of equipment - Obtain additional equipment from the DfE (https://www.gov.uk/guidance/get-help-with-remote-education)
- Lack of equipment – Loan some existing school equipment to parents (See form in appendix)
- Lack of equipment consider advising parents on how to use games consoles to access learning tasks? (See Appendix)
- Lack of equipment – Ensure some tasks can be completed asynchronously to suit family timetables
- Lack of equipment – Consider the use of donated equipment that has been suitably wiped and rebuilt. Work with your technical provider to ensure all donated equipment is safe.
- Lack of connectivity – Consider obtaining 4G routers from the DfE

Yes-Please see remote learning survey- those that needed additional mobile data has been applied for.

8. Have you considered how risks of children accessing inappropriate content have been reduced on equipment provided by the school?

NO

- Consider using loan equipment template (Appendix)
- Consider setting up filtering on loaned equipment. *This can be technically difficult and will depend on the equipment used. Contact your technical support team.*

Secured laptops were ordered from the DFE and the parental agreement signed states inappropriate content and not to be used for personal use.

9. What are the enablers? Things that are working with your offer

Parents are very positive about the blended learning approach. They also like printable packs of weekly learning and feedback from teachers. Children/parents like the weekly calls and Virtual Head Teacher Award Assemblies. Weekly story time recordings from teachers are enjoyed as well as recorded phonic and ten town lessons provided by EYFS teacher. Class teachers are providing links to live stream teaching recordings from Oak Academy, PE Coaches and using power points,

ACTION

Share good practice with Leadership Advisor

videos etc to scaffold lessons. Children enjoy seeing shared home learning on school website so that children can see each others work.

10. What are the blockers? Things that are not working

Children being able to talk to each other-live streaming may be necessary

More recorded lessons from other class teachers.

ACTION:

- Discuss this with Leadership Advisor, additional hours can be requested via your SLA.
- Discuss this with your Account Manager - Consider putting in a contract request
  Engaging all children in remote learning (3 hours)

---

11. Have you considered staff workload / timetabling, when teaching in school and remotely at the same time?

Each class teacher is supported by a teaching assistant so staff can prepare remote learning and make well-being calls

IMPLEMENTION

12. Has your school team got the skills to implement your chosen strategy? Have you planned for ongoing staff development?

NO – Adapt Education Durham Remote Learning Guidelines document.

NO – Discuss this with your Account Manager. Request contract to support individual or groups of staff – *Creating and delivering on-line learning experiences (3 hours)*

Staff have had training on use of school website. Mr Graham attended training on using TEAMS. Class Teacher support for maternity cover teacher using school website. Training using DB Primary platform will be given to staff.

13. Is your strategy coherent in terms of routines, expectations, range of learning opportunities across the school?

Remote Learning Policy and Guidance has been shared with staff prior to lockdown and reviewed in lockdown. Senior Leaders are monitoring home learning and registers

---

NO – Discuss this with your School Leadership Advisors or Account manager to request a contract for – *Developing a Coherent Approach to Remote Learning (2 hours)*

NO – Adapt the Education Durham Remote Learning Guidelines document. (See Appendix)

---

14. Has planning considered the need to avoid delivering too much new subject matter at once? Does teaching still ensure that key building blocks of knowledge have been understood fully?

Class Teachers are following planning and responding to feedback from parents/children. Class Teachers are skilfully differentiating and individualising learning as prepared children before lockdown so that they know their groups of learning.

15. Does your planning consider how teachers will check that pupils have understood and gained the knowledge intended in each segment of learning?

Children are still encouraged to self assess their learning and correspondence via email and telephone calls are checking understanding daily and weekly.

16. Have you considered how you will continue to support reading at different levels remotely?

No – request a support contract for *Subject specific planning and progress/ Planning for learning/ Retrieval practice / Support for Reading through remote learning (each 3 hours)*

Love to read is promoted through weekly class teachers virtual story time. KS1 children loan reading books and online library platforms are promoted through school website. Reading Comprehension activities are also given as tasks so class teachers can assess learning.

17. Have you considered including the following in your offer?

- 'Live' lessons/ learning (See guidance document from Education Durham)
- Videos of input and explanation
- Pre-recorded teaching sessions
- Links to resources such as Oak Academy and BBC offer
- Learning apps e.g. Timetables Rockstars
- Flipped learning approaches
- The role of and approach to facilitating peer interaction
- Work packs
- Activity suggestions

NO – Discuss this with your Account manager - Request contract request – *Enhancing your Remote Learning offer (3 hours)*

Peer interaction could be promoted via Times Table Rock Star Competitions. Class Competitions, continue to share out of school achievements, lockdown galleries etc

18. Is there appropriate and sufficient support for pupils with SEND throughout the offer?

Most of our SEND children have places at school-if at home, individualised remote learning is given and regular contact with parents. Children are also still accessing support from professionals

No – Discuss this with your School Leadership Advisor, Account Manager or the SEND and Inclusion Team

involved eg Sensory Worx

19. Have you considered how pupils will receive feedback on their work? Individual? Group? Frequency?

Education Durham

Children are receiving feedback via email and Virtual Head Teacher Awards are given weekly. TT Rockstar and LEXIA success also needs to be shared.

20. Have you considered how and when you will assess pupil learning? What evidence will you be collecting? e.g. Work handed in to school, photos, on-line quizzes, summary reports from apps used

> No – Discuss this with your School Leadership Advisor or request a contract

Work that is emailed or handed in is put into school workbooks and assessed accordingly. Summary Reports are used via LEXIA and TT Rockstars

21. Have you considered involving other areas of school life in your remote provision, such as assemblies, behaviour system, extra- curricular activity opportunity etc?

Regular links to competitions, virtual shows etc are added to school website. Virtual Head Teacher Assembly is added weekly and PE videos are added as additional learning. Please can class teachers add additional activities to latest news or class activity page. Subject leaders to promote activities via their subject on latest news.

Safety and Safeguarding

22. Has the school obtained the appropriate consent for participation in online activities?

Consent has been given for access to school website

23. Are appropriate systems in place to protect both staff and pupils as they access this remote learning offer? Have you considered GDPR implications re. staff and pupil personal data?

> NO – Request contract request to review systems – *Reviewing safety of systems with the Remote Learning offer (3 hours)*

Appropriate systems in place. School emails are used- no personal emails are used. School website is used as platform

IMPACT

24. What is working well in terms of children's engagement, learning and progress?

> YES – Please can you share this with your School Leadership Advisor and other schools

Children enjoy completing workbooks and printable home learning. Children are enjoying recorded lessons and story time from class teachers.

25.Do you have appropriate systems in place to monitor the engagement of pupils in remote learning?

Class Teachers are keeping registers of engagement and who is accessing online, paper copies etc

26. Do you have a graduated response to those pupils who are not engaging?

Regular contact via telephone to encourage engagement

27. What issues are you experiencing in terms of engagement, learning and progress?

Most children are engaging, problems are regarding behaviour of children not completing or parents with SEND not understanding or able to support child.

> NO – Discuss this with your School Leadership Advisors Account Manager or other professionals or request a contract for – *Engaging Children in Remote Learning (3 hours)*

28. **Are you gathering this intelligence and data?**

Class Teachers add notes to register

> NO – Discuss this with your School Leadership Advisors or Account Manager. Request a contract for – *Evaluating your Remote Learning* (2 hours)

29. **Are you using this data to modify your strategy and provide a more coherent offer?**

Individualised learning is offered and expectations are lowered

> NO – Discuss this with your School Leadership Advisors, Account Manager or request a contract for – *Enhancing your Remote Learning offer (3 hours)*

29. **Are you ensuring that the children's well-being and welfare is at the heart of your offer?**

Yes, demands are based on individual needs and regular calls are made to check well being from different staff

> No – Liaise with your School Leadership Advisor, other professionals and the Safeguarding team

30. **Are Governors monitoring the quality and impact of the offer for different groups of pupils? Is this clear in minutes of governor meetings?**

This will be discussed in next Governor meeting 2.2.21

> No – discuss with Chair of Governors. If Governors need training, contact your EDGS clerk or the Training Team.
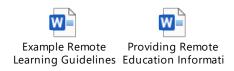
<u>Appendix</u>

    a.   Loan Equipment form

        Loan Form Oct
           20.docx

    b.   Remote Learning Offer

      Example Remote   Providing Remote
    Learning Guidelines Education Informati

    c.   Template for informing parents, DfE
        https://www.gov.uk/government/publications/providing-remote-education-information-to-parents-template

    d.   Livestreaming Advice

       Live Meetings -
    Advice for school le

    e.   Using Games Consoles

       Both an X Box and a Playstation can be used to access web based remote learning offers. Children may need a USB keyboard (These can be obtained cheaply) to enter anything above a small amount of text. Functionality will vary with different learning environments and hardware. Further advice on this may be published later.

    f.   Other review documents - DfE Review your Rem Education Provision, published 13.01.21
       https://www.gov.uk/government/publications/review-your-remote-education-provision?utm_medium=email&utm_campaign=govuk-notifications&utm_source=53522a25-c275-4777-996d-ade6d8f11bd5&utm_content=daily

Education
Durham