Remote Education – Sheen Mount Primary School 2020 2021

Informed by the DfE guidance for remote education, and the good practices that we have developed since 23rd March 2020, this document sets out the rationale for our Sheen Mount remote education offer and the principles we will undertake to provide an effective and consistent remote education that can be accessed by all children.

DfE requirements for schools to provide remote education

Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, the DfE expects schools to be able to immediately offer them access to remote education. The Secretary of State has given a temporary continuity direction in order to require schools to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This came into effect on Thursday 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in the guidance for schools published in June, which was:
Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of local restrictions.

Our Sheen Mount commitment is that our remote education provision will:

- be high quality and safe
- align as closely as possible with in-school provision
- engage the children in their learning
- ensure the curriculum offer remains broad and ambitious
- be integrated into school curriculum planning
- be carefully sequenced
- provide timely feedback
- be adapted where it is not possible to fully follow the in-school provision

Replicating the classroom remotely

Evidence from the Education Endowment Foundation (EEF) has shown that the effectiveness of remote teaching is determined by the same factors as those of teaching in a live classroom. Therefore, our remote education offer will replicate these factors as closely as possible by:

- ensuring children receive clear explanations
- scaffolding the practice of new material to support confidence
- enabling important interaction between teachers and children e.g. questioning/reflective discussion
- providing opportunities to apply new knowledge and skills
- supporting the motivation of all children, including those with SEND
- providing feedback on how to progress
- tailoring approaches to the needs of all children

The EEF also states that these characteristics of good teaching are far more important that the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is pre-recorded or live). The most important thing is that schools consider how to transfer into remote education what we already know about effective teaching in the live classroom.

<u>Access to Technology</u>

Securing access to technology for all children (and staff) can be a challenge. However, in order to ensure the essential access to appropriate devices and connectivity for our remote education provision we are currently:

- updating our records of children and families who do not have devices or internet access (or who have limited devices that need to be shared)
- updating our records of staff members who do not have devices or internet access (or who have limited devices that need to be shared)
- considering how we can use our school technology resources to support children (and staff) with remote facilities
- using the DfE funding programme to enhance the remote classroom infrastructure

<u>Developing effective remote teaching provision</u>

Since the national lockdown on 23rd March 2020, we, like all schools, have been developing our approach to effective remote teaching. We learnt a lot from our experiences between March and July, we have listened to what the children and their parents have told us about their experiences, we have discussed this with the extended leadership team (ELT), staff and the governing body and we are now in a position to implement a high-quality remote education which enables us to provide a relatively normal programme of teaching across the curriculum.

Using Google Classroom as our single, interactive platform, we have created virtual classrooms enabling a single point of access for all lessons and resources and allowing teachers to host both live and recorded explanations, tutorials and lessons. We are currently working to provide effective CPD, using the experiences and expertise of current staff, which will enable all teachers to be confident in using:

- video recordings to provide schedules of work and a welcome to each day
- tests and quizzes to precede or follow teaching sequences
- rapid feedback and live marking
- Google Meets to hold small group tutorial sessions
- Screencastify to record, edit and share videos for teaching, explaining and questioning
- other learning platforms that we currently have in school

Where lessons are recorded, they can be accessed later by children, making flexible use possible when there is limited or shared device access. We also have a range of online resources that we are already using and which are effective in the creation of the virtual classroom, making it easier to carry over what we know about live teaching into the virtual environment.

We know that continuing to teach all, or most, of the normal planned curriculum in the remote environment is important. However, some subjects which require a significant element of practical work – science, art, design technology, music, PE for example – can be more challenging to deliver. Subject leads will be looking into ready-made examples (or making their own) of video demonstrations, to enable these subjects to be accessed by children at home and allow them to take part in practical activities.

<u>Maintaining aspects of school life online</u>

Throughout lockdown, we developed our ability to hold assemblies via the Google Classroom. Assemblies are still provided using this platform since we cannot have assemblies in large groups. Living Values

assemblies (for Years 1 - 3 and Years 4 – 6) have been running since April, phase assemblies and whole school assemblies have been running since September. These will continue for as long as necessary so that these important aspects of school life are maintained.

Keeping children motivated and engaged

As we found out in the first national lockdown, keeping children motivated and engaged at all times can be a challenge. Therefore, we have developed several strategies to ensure all children are engaging with the online provision:

- the logging of participation
- personal feedback via Google Classroom
- telephone calls for those children not engaging
- telephone/calls or Google Meets, with teaching assistants, for individual children who need extra support (particularly SEND children)
- Google Meets with the whole class
- Google Meets in small tutorial groups
- whole class online activities e.g. Ancient Egypt

Structured remote teaching suitable for very young children

We know that very young children may not be able to access online learning in the same way as older children. For them, the priority will be progress in early reading – ensuring continued access to appropriate reading books and resources. For these very young children, it is really important to enable the parents, carers or other adults in the home to be able to support this early reading. At Sheen Mount we have provided videos and instruction documents to help them to do this. The EYFS parents have also had a curriculum evening based on phonics, early reading and writing (mark making).

Principles for effective remote education at Sheen Mount

Taking all of this into account, we have come up with a set of principles, for all teachers, to ensure that there is consistency and best practice across the school, whilst understanding that there are differences between the different phases within the school (Reception, Key Stage 1, Lower Key Stage 2, Upper Key Stage 2).

These principles will be applied when a class bubble has to isolate but the teacher and children are well.

1. A daily video message to introduce the content for the lessons ahead.
2. Some form of daily registration – an online question, morning challenge etc.
3. A minimum of 3 daily lessons provided in maths, English and a wider curriculum subject.
4. Lesson presentations, which can include a recorded commentary or video that can be accessed at any time.
5. An activity to keep children motivated and engaged e.g. 1 x per week tutorial group activity (maybe 6 children at a time)
6. A range of optional website links, videos or activities to support learning in e.g. languages, PE, design technology.
7. Regular feedback - work expected to be handed in and acknowledged and responded to.
8. The offer of a daily telephone call or virtual support, where a child has SEND and a 1:1 teaching assistant. This would be to go through the work set (if the TA is healthy and well).
9. Where possible, differentiated work to enable all children to access the learning
10. Access to the current regular assemblies.

11. A weekly overview to be shared at the start of the week.
12. Further support for children who are not engaging e.g. a call to the parents to see if we can help e.g. access to technology - ongoing monitoring and oversight.

Where individual children are isolating, we already provide activities to enable them to access the work their class is doing.

Where a class is isolating because their teacher is ill, there will be a different offer, based on the availability of the Senior Leadership Team, but including as many of our principles of effective remote education as possible.

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