

Georgeham C of E Primary School

Small School, Huge Horizons

Remote Learning Plan 2020/2021



Our Remote Learning Plan...

The Department for Education have outlined the following expectations of mainstream primary schools in case of a further Covid-19 outbreak:

Restricting Attendance at Schools: Guidance for the full opening / RES: [Link](#) and Remote Education during Coronavirus: [Link](#)

In April 2020, the DfE also stated:

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, DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision.

In response to DfE guidance, Georgeham C of E Primary School has devised this plan to ensure remote learning opportunities are available to all pupils, when required.

There are two parts to this plan: a **graded response** to the different scenarios that the school and class teachers may face, and also an **Action Plan** specifying what the school has in place according to Gov.Uk guidance and what actions we need to take this term.

This plan has evolved extensively since the initial lockdown in March and it continues to change as we get used to software and resources available to us, as well as any new guidance issued.

Graded Response...

Our school uses the full suite of Google G-suite software and staff will use a variety of other software, apps and websites that will all link through this medium. We have set up login details for all pupils and will communicate this either to pupils directly, or to their parents.

This will provide the main focus point for our remote learning strategy. Where a family do not have the relevant equipment at home to facilitate this, school will either provide a Chromebook or provide a home learning pack of printed resources which are very closely matched to the remote learning offer.

Communication will use Google Classroom, Meet, Email, Chat or phone as appropriate.

[DfE guidance...](#) on Safeguarding and remote education.

[DfE guidance...](#) Good Practice guide on remote education.

[DfE guidance...](#) What's working well in remote education

There's a great YouTube [video here](#) of how United Learning Academy has set up their remote learning, but they've used Microsoft Teams, rather than Classrooms.

Regardless of there being a single pupil absent or a small group of children absent and needing remote provision, what the school would put in place would be very similar.

1. **A pupil, or a group of pupils are away from school** (most probably due to self-isolation or a Lockdown with only Key Critical Workers attending) ...

Strategy

- Class Teachers will make an initial communication to explain the school's remote plan.
- Class teachers will Assign on Classroom (can do so for individuals, groups or whole class) the day's lessons; core of English and Maths, maybe phonics lesson or spellings, as well as afternoon Foundation subjects and topic activities too. We also expect children to read every day.
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we will make some adaptations in some subjects, such as practical subjects like D&T, and Art and PE will have to be adapted to allow for lack of resources at children's homes.
- Google Classroom will be used to Assign the task to the individual (not whole class) and upload suitable Material (resources) to support their learning. Teachers may want to use Email or Google Chat if this is only one specific child.

Depending on many variables in the school day, there will some element of live teaching and some recorded.

Synchronous Learning (learning at the same time) is found to be the most effective (EEF research) and also something that the DfE [recommend](#).

Asynchronous Learning (learning at a different time to the others, through instruction or recordings) may also be used, as we have found that this provides effective support.

- Google Meet will be used through the day to provide instruction and communication, and to support questioning and provide feedback. This also supports everyone's well-being, not just provides purpose and motivation for remote learning.
- Feedback will provide next steps/support as required and will be carried out either through the online tool being used, email, phone call or, preferably and with more effective impact, with the timetabled follow-up meeting using Google Meet, to ensure learning is secure.
- Pupils can complete work independently or alongside others in the class, and can either use a device at home or in books or on paper previously taken home.

Safeguarding / SEND... [DfE guidance](#) on Safeguarding and remote education.

Those not engaging with home learning will receive a phone call from the teacher / TA / Headteacher to discuss any obstacles and to provide support. Those who have difficulties with technology, will also be supported. TAs will be used to support some children with their tasks and could use Google Meet for this.

If a test is needed, we will contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to head@georgeham-primary.devon.sch.uk

If child is entitled to benefit-related FSM, we will provide support.

If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL.

2. A whole class of children (half a bubble) is isolating... due to a child or staff member within the class / bubble developing symptoms of Coronavirus.

Strategy

- Class teachers will schedule a Google Meet meeting with the children and parents for the following day (after the initial isolation communication). In this meeting the teacher will discuss the remote learning arrangements and expectations.
- Teachers will also share a timetable of learning. This will consist of core subject lessons and a whole class reading session per day and they will share ideas for further home learning to cover non-core subjects. Research projects will also be used for the class topic.
- It's the expectation that children will be dressed, ready and present for registration each morning.
- Teachers will create assignments using Google Classroom for pupils to complete each day. There will be some element of live teaching and some recorded (see the section above on *Synchronous and Asynchronous* learning). Assignments and lesson Material may contain links to existing online material. Some groups of children may be asked to work together on a task and they'll use additional Google Meets or shared Docs for this.
- School staff will be accessible to children through Google Meet and Google Chat, so that any issues or re-teaching can be delivered live.
- Marking in-the-moment is recognised to be most effective, but feedback will also be given of any work submitted through the Classroom, or email.
- School staff will review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback, queries and those children needing extra support, will have additional Classroom, Meet or Chat time allocated.
- In the event of teachers becoming ill, other school staff will be required to take control of the Classroom account with resources being identified but also utilising the White Rose and DfE's Oak Academy material too.

Safeguarding/SEND... [DfE guidance](#) on Safeguarding and remote education...

School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to head@georgeham-primary.devon.sch.uk

If required, TA support will use phone contact or Google Meet to help.

If child is entitled to benefit-related FSM ensure food pack-up is offered through our kitchens.

If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL.

Those not engaging with home learning will receive a phone call from the teacher / TA / Headteacher to discuss any obstacles and to provide support.

Action Plan according to the guidance...

| Guidance | In place | Required | Cost and Lead | Monitoring |
|---|--|--|--|---|
| 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. | Email Google Classroom Meet | Loom and Chat software Zoom back up for all staff | JT No cost | Ensure staff have ability and capability to deliver on-line lessons JT Ensure curriculum is clearly available for all staff to access and resources are in place Subject leads |
| Guidance | In place | Required | Cost and Lead | Monitoring |
| 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. | School curriculum followed as normal wherever possible | Adjustments made to long term curriculum plan before the start of each term and agreed by Head. | JT / Subject leads | Full curriculum coverage provided for both school and remote learners JT/ Subject leads |
| Guidance | In place | Required | Cost and Lead | Monitoring |
| Give access to high quality remote education resources. | Use of Oak National Academy, White Rose Maths and other online resources in place. | Staff training on resource availability and integrating with Google Classroom | JT / Subject leads | Range of resources available and being provided Governors/JT |
| Guidance | In place | Required | Cost and Lead | Monitoring |
| 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. | Email with parents so far. Google's G-suite | Google Chat training Meet and Loom training too... including for TA staff. Increased use of OAK online lessons and BBC resources to support Parent survey on device | JT / Subject leads No cost | Online/remote learning accessible to all pupils and families Governors |

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| | | availability to ascertain how this can be accessed by pupils | | |
| Guidance | In place | Required | Cost and Lead | Monitoring |
| Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access. | Currently given to children who can't access remote learning online | To be determined if this is still an option that can be/should be needed | Teachers / TAs | Is paper based option needed if remote online learning is accessible to all Governors |
| Guidance | In place | Required | Cost and Lead | Monitoring |
| 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. | 1:1 provision given by allocated TA several times a week when not accessing school. Paper based and online resources given | Further develop understanding of TA expectation around support. Agree EHCP provision that can be provided remotely. Use of Oak SEND resources and online lessons given | SEND/CO/TA/teachers Remote learning technology to ensure access to all – Cost £? JT / Governors. | Legal requirements of EHCP provision being met. Children able to make relative progress with remote support JT/SEND/CO |
| Guidance | In place | Required | Cost and Lead | Monitoring |
| Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. | School curriculum followed wherever possible. | A range of subjects are provided for remote learners each day in line with timetable for school based learners. | Teachers and Subject Leads | High quality learning expectations for remote learners in line with school based learning JT/Subject Leads |
| Guidance | In place | Required | Cost and Lead | Monitoring |
| 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. | School curriculum followed wherever possible. | A range of subjects are provided for remote learners each day in line with timetable for school based learners. | Subject leads | High quality learning expectations for remote learners in line with school based learning JT/Subject Leads |
| Guidance | In place | Required | Cost and Lead | Monitoring |
| Provide frequent, clear explanations of new content, delivered by a teacher in the school | Teachers are available through messaging. | Increased use of Google Meet and/or Loom to show live lessons | Lenovo laptops are still up to this job, but may need to audit ALL staff. | To ensure remote learners have access to teachers for |

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| or through high quality curriculum resources and/or videos. | White Rose Maths | and/or additional face to face input. OAK academy utilised by teachers to support remote learning across wider subjects. | Chromebooks? JT | explanation of new content JT/Govs |
| Guidance | In place | Required | Cost and Lead | Monitoring |
| 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. | Pastoral call for those children not engaged in remote learning. | Daily contact with those pupils that are remote learning to check work. | Teachers | Check teacher contact is daily and lessons are modified where needed. JT |
| Guidance | In place | Required | Cost and Lead | Monitoring |
| 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. | Curriculum planning in place. | Use a daily check and quick fire questions to adapt provision if necessary. | Teachers | Check teacher contact is daily and that lessons are adapted where necessary. JT/Govs |
| Guidance | In place | Required | Cost and Lead | Monitoring |
| Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers. | Provision is currently aimed to be 3 hours per day | Work set in line with timetable for in-school learners | Teachers | Ensure remote learners are provided with same timetable provision as in school learners. JT/Govs |