

St Martha's Remote Teaching and Learning Strategy

Self-Isolation & Bubble Closure Home Learning

Aims of this guidance:

- To ensure consistency across the school in regards to home learning in the event of disrupted learning,
- To ensure that children continue to receive high-quality education.

When may pupils need remote learning?

There is a very high likelihood that children will face disruption to their education over the coming months. It is crucially important that we are all continually prepared for the possibility of remote learning. This could be for individual pupils, whole classes or the entire school.

Children should be provided with remote education if:

- They are self-isolating
- Their class bubble is closed
- There is a local or national lockdown

Principles of effective remote education

In order to have a positive impact on pupils' learning, technology must be used in a way that is informed by effective pedagogy. The question of how to best use online technology and learning platforms must take account of what we know about how to teach effectively and how children learn.

- Establish clear online behaviour norms and expectations with pupils. Make goals and expectations clear from the outset.

The EEF (Education Endowment Foundation) reports that 'teaching **quality** is more important than **how** lessons are delivered, and should include: **clear explanations,**

scaffolding and feedback.

- Provide children with clear learning goals and success criteria; model and scaffold learning (e.g. knowledge organisers, checklists, stem sentences, writing frames etc)
- Consider your expectations in relation to the pupils age, stage of development or SEND and whether it would place significant demands on parents who need help or support.
- Plan and share a scheduled sequence of work. Lists of suggested learning, links and resources tend to grow and become unwieldy. Teachers should plan a scheduled sequence of work and share with parents and pupils, so that knowledge and skills are built incrementally and there is a good level of clarity about what is intended to be taught.

- Peer interactions can provide motivation and improve learning outcomes, for example sharing models of good work with the whole class and peer feedback. (Research from the EEF)
- Clear explanations. Teachers might explain new ideas in a pre-recorded video. What matters most is whether the explanation is clear and builds on pupils' prior learning or links to subsequent assessment. In the normal classroom environment, there is constant dialogue, questioning and feedback, so in the virtual environment teachers should identify possible misconceptions and plan clear explanations in advance.

Guidance for home learning

- **In most year groups, work should be set via Google Classroom. Spoken feedback can be given on this via the 'Mote' voice note. In EYFS, work will be shared with parents on Class Dojo alongside pre-recorded videos.**
- In all year groups, children should have some live teaching via Google Meet. In Years 1, 2 and 3 children should receive one daily meet. In Years 4, 5 and 6 children should have two live sessions. The purpose of these sessions is to outline the learning for the day, answer children's questions, give whole class feedback, celebrate the children's work and address misconceptions that have arisen. Attendance at these sessions should be monitored, and any frequent unexplained absences should be followed up. In EYFS, children will have a daily live story time with their teachers. All these sessions have been timetabled so siblings can all attend their sessions.
- Work set for home learning should follow your current plans and schemes of work as opposed to revision or recapping on previous content.
- Teachers should be encouraging children to send their completed assignments, and follow up on incomplete assignments as much as possible.
- Feedback is **essential**. For example, you could start the week with verbal whole class feedback, sprinkle some individual feedback throughout the week, celebrate individual work through a celebration board at the end of the week and on Google classrooms you can stamp work with a digital stamp.
- Teachers should regularly assess pupil's learning. This can be done through looking at pupil's work, questioning in live sessions and mini-quizzes at the end of topics. Teachers should use these assessments to plan subsequent work.
- Children should have at least one maths, one English and one other subject to complete each day. Key Stage 1 children should receive approximately 3 hours worth of learning (age dependent); Key Stage 2 children should receive 4 hours worth of learning (age dependent)
This can include:
 - Live Google Meet sessions,
 - independent directed tasks,
 - Reading,
 - Practising spellings
 - Time on educational websites such as Times Table Rockstars or Spelling Shed.
Teachers may use providers such as Oak National Academy or BBC Bitesize to set work.
- Encourage pupils to reflect on their work or consider the strategies they will use if they get stuck. It would be a good idea to integrate these into your home learning now so that the children know which strategies to use. Use a range of techniques to enable pupils to reflect on their learning and demonstrate their understanding, including revisiting or retrieving later on, such as:

- End of lesson quizzes,
 - Children presenting their learning in different ways (PowerPoint presentations; designing own knowledge organisers; posters; pamphlets; films; animations).
 - Teachers talking to pupils and asking them questions about what they have been learning;
 - Teachers providing feedback on uploaded work.
 - As much as possible, match online work to physical home learning packs.
- Teachers should be aware of which pupils do not have access to technology and/or broadband internet at home. We may be able to access laptops from the government for some disadvantaged pupils. However, these will take time to arrive and the children still may not be able to access the internet using them. Therefore work for these pupils should be printed and ready at all times, which could also include textbooks and workbooks.
 - In the event of a local or national lockdown, pupils will be given the opportunity for collective worship through pre-recorded videos from the RE lead. Teachers may also incorporate opportunities for collective worship in their weekly timetables or live sessions.
 - LSAs should make welfare calls to families who are self-isolating *at least* once per week, and feed back to teachers. In the event of school closures, LSAs should also be present for live Google Meet sessions wherever possible.
 - It is important to remember that younger pupils and some pupils with SEND may not be able to access remote education without adult support and teachers will need to work with families to deliver a broad and ambitious curriculum.

Oak National Academy has lessons ready to go across the curriculum, so when you are planning your home learning check to see which of their lessons link to your current learning.

They have also launched a new dedicated teacher hub where schools can access 10,000 lessons and resources. You can map your curriculum against Oaks and instantly roll out their remote lessons. Their downloadable and editable resources also mean that you can adapt the materials to suit your needs.

BBC Bitesize is also doing something similar, although they do not have all lessons up ready yet.

If you have any questions please get in touch with Mairead or Hayley.