

## CRITERIA FOR REMOTE & BLENDED LEARNING : Phase 3 Lockdown January 2021

### COMMON QUESTIONS & CONCERNS:

Following some constructive feedback from parents regarding our remote learning provision during the current lockdown, we have taken some positive steps to hopefully make the work schedule more manageable for all. The table below addresses the most common questions raised and our responses to them. Hopefully this will improve the overall provision, with a timetable and support programme that is easy to follow, diverse and engaging.

Parental Concern:	Response:
I am disappointed that there are not more 'virtual' or 'live' lessons being delivered by the teachers.	This has been a common thread in a lot of the parental feedback. While we understand the expectation, it is a model of learning that lends itself more to the Secondary sector, as they have specialist subject teachers who will only deliver that single topic, affording greater flexibility. Currently, we have <b>four</b> teachers delivering the remote learning programme for all subjects, one assigned to each year group. On average, they are delivering support to two thirds of the year group cohort – so anywhere up to around 70 children in some cases. The current model operates with teachers delivering three separate Teams sessions on a morning to support the daily learning plan, with 'drop-in' sessions later in the day – we have accepted this is probably not the most effective way to offer that face to face support so we have adapted this from Monday 18 <sup>th</sup> January to one we feel parents and children are going to prefer ( <b><i>see the Final Summary for the new plan</i></b> ). This will 'double-up' the face to face teaching so the teacher at home is supported by a colleague in-school. There will be far more focus on the teaching element, giving a clear structure to the day.
I am finding the access to Microsoft Teams frustrating as it relies on my email address and it is conflicting with my own work schedule.	We share this frustration! The technology to facilitate remote learning is extensive. Back in November, the Department for Education encouraged schools to engage in a programme of school support that involved the major internet providers. The scheme was designed to enable the creation of a bespoke remote learning platform if a school did not currently have one in place: the options were either Google Classroom or Microsoft Teach. We opted for the Microsoft platform as the majority of our in-school IT works from their hardware and software. Unfortunately, the 'behind-the-scenes' set up has taken longer than anticipated and we are disappointed that we have not been able to get this in place sooner. However – there is some good news as we believe the introduction of this platform is not too far away now. There are many advantages of having this in place: <ul style="list-style-type: none"><li>• Children will be allocated their own unique log-in so it will take away the reliance on parents emails</li><li>• All children regardless of the technology they have at their disposal will be able to access the support as it is internet based</li></ul>

- It will stop the technical glitches many parents currently experience whereby they cannot connect to a Teams call or join the learning group
- It harnesses the extensive range of the Microsoft suite so documents and information are accessible from one central place; it will also allow teachers to use Teams in a far more diverse way, as some of the tools are currently inaccessible.
- It will allow far more interaction between the pupil and teacher, including ways to submit work for marking, sharing of images etc.

We are exploring other user friendly platforms too that will enhance our support – all of which will be implemented on the basis of making remote connectivity and the sharing of work much more ‘user friendly’ so we will communicate developments on this as and when introduced.

The PowerPoints and volume of work being sent home daily is overwhelming.

We have considered this and devised a far more streamlined learning plan that hopefully will be better for everyone.

Some of the documents are massive and I cannot download them all – or when I do, some parts are missing.

As above – we have agreed with staff that resources should be simple, to the point and content should not be overly complicated. We have agreed to scale down the size of the PowerPoint slides as much as we can and any other document that does not require interaction can be shared as a PDF file, making it far easier to attach to an email.

I am confused as to what work my child HAS to do and what they could just do as extra.

As above – the new weekly timetable is going to be far simpler and easy to follow. We have adopted a traffic light colour code system (commonly known as RAG Rating – Red, Amber, Green).

**RED topics:** They will usually relate to the core subjects of Maths and English and they are the priority teaching and learning focus, so there is an expectation that children will complete all of these tasks as standard. Teachers will use the first part of these sessions to model the learning.

**AMBER topics:** Important. Often, but not always, some teacher input.

**GREEN topics:** A green activity indicates that NO teacher input is required and children should therefore tackle it independently if they want to; it may be a simple instruction video, on-line lesson or PowerPoint usually linked to our foundation curriculum.

I don't have the facility to print all of the worksheets.

We have designed the learning resources to try and ensure they DON'T have to be printed, so please do not do this unnecessarily. Children should be able to work from the screen and record their answers on a pad or book.

My child only has access to a mobile phone for home learning. Can you support?

Any parent who is struggling with the technology can contact us to discuss further. We have an allocation of notebook/laptop devices assigned by the DfE that we can offer families on loan if the situation is particularly problematic and can also look into routers and broadband if you do not currently have access to this at home. Email Mrs Anderson if this is something you feel you need support with.

I prefer the CGP books as my child can work through them methodically and record their answers. Why don't we direct more teaching from them?

The CGP workbooks are a good support resource and we purchased them wholesale for children to work from in the event of a lockdown that affected a whole year group or indeed the whole school. We are waiting for a new batch of books to be delivered for Maths and English. Teachers will refer to the CGP

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books in the weekly lesson plans from time to time, but they should not be the immediate 'go-to' resource, so please don't use them unless you are directed to.

I am struggling with stationery at home – are you providing exercise books?

Again, just contact Mrs Anderson if this is an issue for you. We will happily provide paper/exercise books where requested.

I am trying to juggle/shift work with home learning and often don't get home until late on an evening. How can I support them?

We sympathise with parents in this situation and our advice remains, 'do what you can, when you can'. We have to be clear on the expectations – home learning should take place between the core school hours, so it follows a similar learning plan to what is delivered in school. We cannot expect staff to work beyond that.

The Teams calls are sometimes chaotic and my child struggles to be heard.

We have set out some very clear expectations around pupil behaviour when engaging with the virtual sessions; more of this is detailed in the **Final Summary** but as a rule, children should be behaving as they would at school, taking their turn etc. We also appreciate some children do not want to be seen on screen and that's absolutely fine as long as we know they are there and they can communicate with us by some other medium – many children type responses, so we are happy for them to do whatever they are comfortable with.

I'm concerned that there is no oversight beyond the Teams call – how can teachers assess work properly?

Again, this is something that we are hoping will improve once the Microsoft platform or similar digital provision is up and running. Our Final Summary expands on this a little more.

I am worried that my child is becoming really disengaged with home learning and just doesn't have any enthusiasm to join in.

We agree that it is hard for children to remain focussed and motivated when they don't have that routine of school. To this end, we are going to introduce a '**Star Worker of the Week**' award. Mr Speck and/or Mrs Hill will jump into the Friday morning Teams calls to announce the winners – this will be replicated in school and a small acknowledgement issued to the recipients. See the **Final Summary** for more details. We hope this will be a nice incentive for children to engage with the programme and will hopefully keep them interested in their studies.

My child currently splits time between attending school as I am a Key Worker, and being at home. Should I be doing all the work set?

Please be mindful that it would be a logistical challenge to only email work to the children at home, as some do access school on certain days too. It is much easier to send the information to ALL children. You can then facilitate what works for you on any given day. We only expect children to access the remote learning schedule when they are NOT at school. So if a child currently attends school Monday to Wednesday, they would only need to engage with remote learning on a Thursday/Friday. We are sending the remote learning links to ALL parents in any event so just engage from home on the days you need to.

My child has missed so much school – I am worried they are falling further behind.

We share your anxiety; children need to be in school being taught, that's the bottom line. But until we can move back to whole school integration, there will remain challenges ahead for us all. We will try as much as we can to differentiate work for those children who need that extra support. Teachers may ask individual children to remain on a Teams call so they can offer that extra input as we know how valuable this is.

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## **FINAL SUMMARY : OUR COMMITMENT TO YOU....AND HOW YOU CAN SUPPORT US!**

We understand that Home learning can be stressful, but we have a duty to deliver effective, equitable work schedules for ALL children. All we ask is you do your very best.

### **Key Improvements & Changes from Monday 18<sup>th</sup> January:**

- **An increase of face-to-face teaching:** From Monday your year group teacher will be supported by a colleague in school. See the breakdown below. The children will therefore be split into **two groups**, but the teachers will deliver an identical learning plan at exactly the same time of the day. This removes the necessity for one teacher to deliver the same session repeated three times and enables us to extend the face to face contact.

**Year 3 :** Mrs Bankhead with Miss Whitfield

**Year 4 :** Mrs Haswell with Miss Birch

**Year 5 :** Mrs Dryden with Mrs Roberts

**Year 6 :** Mrs Hands with Mr Peat

\* Please note the 'support teacher' will still have responsibility for a class in school, but will be periodically released to cover.

- **Structured Timetable:** The day will be broken into **THREE** key sessions as per the table below. The teaching input will focus on the **key learning** for that session and should involve some modelling / examples / clear explanation of tasks so that children can go off and work independently for the remainder of the session – this teaching input should last **15 mins**.

The focus of the third session is to take any feedback from the independent afternoon task alongside reviewing the learning in the English / Maths session.

To support parents in knowing which tasks take priority and require teaching input and which are expected to be fully independent, we have RAG rated sessions on the timetable – **RED** indicates that children need to focus / listen and access the 15 min teaching prior to the activity. Where some input may be required, perhaps to introduce or offer additional support to identified pupils before independent work, then these will be coded **AMBER**

**GREEN** indicates that the session requires NO teaching input – children should be able to follow the power point etc. **independently**.

<b>Teaching Session One:</b> Registration and Maths Teaching input	<b>Teaching Session Two:</b> English Teaching input	<b>Teaching Session Three:</b> End of Day Feedback Maths and English Assessment
<b>9.00am-9.30am</b>	<b>10.30am-10.45am</b>	<b>2.30pm-2.50pm</b>

Our key focus for learning is on ensuring that **basics are embedded** and can be built upon. The key elements for teaching input each day will be English and Maths. Other aspects of the curriculum will be delivered in a more 'remote' manner with the expectation that pupils can access the learning for the most part independently.

**Please note :** This timetable is consistent for **ALL** year groups; everyone will have their session at the same time. *If you have children at home across different year groups, and the sharing of technology is going to be an issue, can you please let us know as soon as possible as we will hopefully be able to offer a solution.*

### How we will share the work:

- The new groups will commence from **Monday 18<sup>th</sup> January**; you will therefore receive a new invite to join the new group. We have given the groups fun names just so we can identify them from the standard class groups. So look out for the Hedgehog House, The Lion Kings.....so on and so forth. As a general rule, the teachers have taken ownership of their own NORMAL class, with a split of children from the remaining class. For example, Mrs Bankhead will have ALL of Class 2, plus half of Class 1, with Miss Whitfield taking ALL of Class 3, and the other half of Class 1. Some children have also been placed in a group for consistency of support or where there are more specific learning needs, but we think the groupings will work really well!
- You will receive a TEAMS invitation so your child can engage with the face-to-face sessions. *Engagement with TEAMS is pivotal to the delivery of the home learning plan*, as without this engagement, children will not receive the clarity of direction that effective home learning depends upon. We have had feedback from parents advising they are working through resources, just not joining TEAMS – we really need to ensure your child engages with this part of the process as it is our way of supporting them not only from a teaching and learning perspective but also from a wellbeing point of view.
- The REMOTE teacher (so again, for example, Mrs Bankhead) will email Monday's learning plan on Sunday evening (**not before 5.00pm**) so keep an eye out for that. Thereafter, you will receive a daily email with the next days work. We have tried to make the sharing of the resources simpler and accessible from one communication rather than bombarding parents with email after email. The Remote Teacher will be responsible for sending work to BOTH groups. As a rule, you should expect direction for Math, English, Science, History and Geography.
- There are specific **GREEN** topics linked to independent learning that will be uploaded to the school website : this has been limited to PSHE, RE and French (where applicable) along with 'Faculty Friday' and some PE direction. These resources will be available on the **CHILDREN – Homework & Home Learning Support** link of the site.

- The Remote Teacher will remain the main contact for any learning issues; please don't raise queries with the teacher in-school as they have to then drop back into their school class once the virtual sessions are done.

**Pupil Engagement:** Ofsted have identified that maintaining links with the school community is a key part of ensuring remote learners engage with their learning. We are going to issue weekly virtual rewards to pupils at home. Remote teachers will identify a **Star Worker of the Week** who will be highlighted and receive a 'Celebration Postcard' from school. This will be replicated with pupils in school who will receive a Star Worker certificate. This will be based on the following categories:

- Attendance
- Engagement (readiness, dressed, focused, organised for learning)
- Participation & Contribution (Answering (verbally/ typing, sharing ideas/work etc)

Teachers who are working in school will have an opportunity to catch-up with members of their class through briefly joining at least one Teams session per week.

**Assessment:** Friday mornings will be focused on ensuring that children in both settings have grasped key concepts (English / Maths). This will be done in a variety of ways e.g., quizzes, short tests, classroom discussions, learning software such as Showbie, etc. Simple activities such as asking children to relay something they have learned / improved each week are still relevant.

Pupils will be asked to 'send in' specific pieces of work to be reviewed / evaluated by the Teacher. This can be done through e-mail etc. and will be made clear to the parent.

### ***Now, how you can help us.....***

There is still an expectation for schools to deliver appropriate teaching and learning, despite the split of children between home and school. Children need to approach their home learning engagement much the way they would for attending school. To this end please support us in the following:

- ✓ Ensure your child is dressed, alert and ready to learn by the 9.00am registration
- ✓ Please ensure they have already had their breakfast.
- ✓ Ensure they LISTEN to the teacher; we will introduce a positive enforcement system to reward good learning attitudes.
- ✓ The focus is on learning; we do not want to see children chatting to their friends, discussing topics irrelevant to the teaching plan or being silly in their feedback, particularly when submitting typed answers.
- ✓ Please keep siblings off the lesson calls; after all it is your child's learning time.

- ✓ Children should put their hand up (or virtually) when wanting to ask or answer a question, much the way they would at school.
- ✓ Please ensure requests for support are diverted to the right members of staff; the teacher on live feed will try and troubleshoot but they are ultimately trying to engage the group in the lesson. Technical problems should be raised with Mrs Anderson or Miss Donoghue.
- ✓ Please observe the standard school hours; we appreciate parents may need to contact teachers with queries but if you are communicating beyond 4.00pm or later into the evening, please be mindful the teacher will NOT respond until the following morning. There has to be a sensible cut off.
- ✓ Don't panic if something goes wrong. Technology can be temperamental! We will have occasional screen freezes and sound outages – it is not the end of the world and nobody will be judged just because the laptop has a meltdown! We know exactly what it's like.
- ✓ Don't put pressure on your child or yourself to complete every single task – focus on the RED rated topics as they are the most important. Make it work for your home situation – we know many parents are still trying to work from home themselves, and the timetable has been modified to encourage independent work from your child that can then be discussed with the teacher in the follow-on sessions. We know you cannot all sit and support them side by side every minute of the day, so please don't get anxious about it – we are here to support you.

Remember.....one day this WILL end.....

Until then, let's all try and support each other as best we can!

