



Archibald First School

Remote and Blended Learning Protocol

Rationale

The purpose of this protocol is to support school staff and leaders so that planning is in place to ensure high quality educational delivery during the academic year 2020-21 and beyond. Blended learning is defined as: ‘a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.’

DFE guidance published July 2020 highlights an expectation that schools ‘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 a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.’

When planning for remote and blended learning approaches to curriculum delivery, an understanding of the impact on workload must always be considered. There are particular risks around blended learning with teaching staff and classroom-based support staff delivering both face to face learning and planning for remote learning packages for students who aren’t able to physically attend school.

At Archibald First School we will use SeeSaw to support children throughout Year 1-4 (Tapestry for EYFS), and their families, during a period of blended learning. Existing curriculum plans and resources will be expected to be delivered. Activities will be shared electronically which are matched to the age range and learning objectives from the National Curriculum. Where possible activities and learning will mirror what work would have been done had the child been in school. There will be an expectation that children will complete this work, paper copies will be provided for families who do not have the internet or feel confident using the SeeSaw App.

The DFE has outlined the following key principles for curriculum planning:

- education is **not** optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Five issues we face

Environment: Home school is not the same as ordinary school, and we will struggle if we try to replicate it, not least because the pupils that we teach will have a range of home contexts.

Structure: We will try to maintain a degree of consistency and routine by encouraging children to follow the timings of a normal school day. This will not be possible for all pupils, particularly the most vulnerable.

Access to technology: Some households will have limited internet access or will have fewer devices than number of children.

Planning and teaching: If we are to keep both pupils and parents motivated to engage with work we set, it is important that it feels meaningful and manageable. With limited time and resources, we need to ensure that this work is as impactful as possible.

Self-regulation: Metacognition and self-regulation (Click for link to EFF resources) will be particularly important when we are not physically with pupils, especially for the most vulnerable. Some children will have very good support at home, and well-developed self-regulation strategies, but others will find it more difficult to adjust to the 'new normal,' and they will need support.

Five principles to support home learning (Five Principles behind all our teaching!)

Activate: What we learn depends on what we know already, and it's important to get children thinking about prior knowledge that will help them with their next steps. This could be as straightforward as reminding them of relevant vocabulary, or you might want to prompt them to remember as much as they can about a previous topic. You could point them to a relevant video or ask them to complete a short quiz.

Explain: An integral aspect of any learning sequence will be explanations. A powerful way of doing this is to model your thinking, by focusing on the thought processes behind decisions you make, as well as teaching the strategy itself. Broadly, try to keep the amount of new information in each session to a minimum, progressing through explanations using small steps. When making your own videos, emphasise explanations for each step in a process, whilst providing additional prompts or scaffolds for online resources.

Practice: Our ultimate aim is that our children will be able to work independently, but they will need sufficient scaffolding and guidance to get there. As you plan any learning sequence, keep in mind how children will progress from being fully supported to being fully independent, bearing in mind that this is unlikely to occur within a single session.

Reflect: An important aspect of self-regulation is reflecting on what you have done and using this to inform what you will do in future. Encourage pupils to do this with targeted questions and prompts. When children submit work try to provide timely feedback, picking up on key learning points that arose, and including prompts for self-evaluation throughout.

Review: Reviewing previous work, and retrieving key ideas from memory, aids long-term retention, particularly if this happens once you have started to forget what you have learned. You could use short online quizzes for this, incorporating questions from previous topics, as well as more recent ideas. Or, ask children to write everything they can remember about a previous topic, with a follow-up activity to correct anything that was wrong. The important thing here is that this is done from memory in the first instance, with resources used afterwards, as it is the retrieval process itself that strengthens long-term memory.

Motivation is an important aspect of self-regulation so, once you have set tasks, try and show children why they matter. Where do they fit with what they have done before and what is coming up? How will today's work help them? Set concrete goals with clear success criteria, so they know what they are doing is worth it.

We must accept that home school is not school, and some children will find it much harder to learn at home than others. But if we follow some key principles for teaching and learning, using these as we adapt to our 'new normal,' we can be more hopeful that the work we set can support them more effectively.

See EEF guidance on *Metacognition and Self-Regulated Learning*

Key Principles: In-school

- All teachers will have a responsibility for planning blended/remote learning however overarching principles and implementation lie with the senior leadership team.
- The in-school face to face learning offer must be mapped against the planned on-line/remote offer.
- All staff should consider what steps will be taken to limit widening of educational gaps between those who are learning in-school and those who are accessing remote learning.
- Leaders and teachers should consider how children can access remote learning resources, which is both on and off-line, and receive feedback.
- When considering the three stages of school access (fully open/ partially open/closed) staff workload must be considered by all leaders and steps should be taken to reduce any burden derived from the different stage of school access. This should include not asking teaching staff to produce 'new' resources when they are predominately delivering face-to-face learning in the classroom.
- We will use SeeSaw or Tapestry when offering blended learning with delivery options such as recorded sessions and school developed resources.
- When allocating resources, we will consider the needs of SEND learners. Our SENCO and SENTAs will support teachers and other staff to ensure work set is appropriate.
- The teaching of phonics is likely to prove challenging in all situations where remote/blended learning is the predominant form of learning however this is an essential part of our Early Reading Curriculum and opportunities will be planned for in any period of blended learning. Staff will use materials from Letters and Sounds and Phonics Play to support the teaching and learning of phonics while at home.
- In our monitoring of engagement with and completion of remote learning, we will pay particular attention to any widening learning gaps. We will proactively look at strategies to help address learning gaps, particularly for students who are disadvantaged, SEND and vulnerable pupils.

Key Principles: Working with Home

- We will circulate information to parents in the Autumn Term which will help to build familiarity and confidence with on-line and remote learning options as part of the normal partnership with home. For example, we will set some initial 'homework' tasks on SeeSaw to ensure system is up and running thus allowing swift interaction with home in the event of blended learning. This will reduce any lost learning time. Staff will monitor engagement in these initial tasks and contact parents who are yet to log in to the system.

Underpinning DFE Expectations:

- Guidance from the DFE outlines the expectation that all children who are working from home for any reason related to Covid-19 who are well enough to do so should be provided with work which is mapped to the in school curriculum.
- The guidance document outlines the expectation that the number of hours learning provided should be equal to the in-school deliver hours of the curriculum. At Archibald First School we accept that, due to the age of our children, this is significantly reliant on adults in the family home supporting learning.

The DFE guidance document (July 2020) states:

'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect 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. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- 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
- give access to high quality remote education resources
- 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
- provide printed resources, such as textbooks and workbooks, for pupils who do not have online access
- 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.

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- 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
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- 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
- 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
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the age of the pupils, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

Scenario Overview

School Fully Open

- For the majority of children, the main form of education will be face-to-face teaching in the classroom.
- If a child/ group of children has to work remotely from home and is well enough to do so, they should be assigned work which matches the curriculum in-school and their engagement and completion of work should be monitored.
- Pre-prepared resources should be shared via SeeSaw (Year 1 -4) and Tapestry (EYFS). These should be mapped to the main school curriculum. Unless whole class bubbles are closed, staff will not deliver additional live teaching on-line/pre-recorded videos because the main form of delivery for the majority of children will be face-to-face delivery.
- Children who are accessing the remote learning offer should typically be assigned the same learning objectives, number of hours learning and quality of resources as those working in school to ensure full curriculum coverage. In order to reduce the impact on workload, we will primarily use existing resources made by teachers; these will be supplemented by additional resources that are mapped to the school curriculum.
- Maths lessons will be based on content from White Rose Maths which will match the learning objectives being covered in class.
- Teachers should consider how children will receive resources allocated without the supportive atmosphere of the classroom and teacher explanations. Not all resources and objectives will be appropriate for remote or blended learning experiences. Therefore, teaching teams should make time to discuss these challenges as part of their wider curriculum planning.
- Existing resources should be used or adapted, rather than additional resources being produced. SEND needs should be considered if relevant when assigning work.
- Resources for remote learning can be either online or paper based. Teachers will need to monitor which families do not engage in online learning and offer paper-based versions of work.
- The learning of those working at home must be monitored via SeeSaw (Year 1-4) or Tapestry (EYFS) by the class teacher through daily interactions. However, the outcome of monitoring will be recorded and reviewed during weekly phase meetings.
- Feedback will be given to children working remotely. This may take a different form but will be in-line with the feedback given to those children in the classroom.

School Partially Open

- Depending on year group and specific reasons why the school is partially open, learning for many children is likely to be remote.
- If a child/group of children has to complete school work from home, and they are well enough to do so, they should be assigned work which matches the curriculum in school. Their engagement and completion of work should be monitored.
- Pre-prepared resources should be shared via SeeSaw (Year 1-4) and Tapestry (EYFS). These should be mapped to the main school curriculum. Where whole 'bubbles' (year group/ class) are accessing learning remotely the option to deliver 'live teaching' or 'prerecorded lessons' for part of the curriculum time is encouraged. The nature of home learning expectation will vary greatly between a child in Nursery and that in Year 4. Maths lessons will be based on content from White Rose Maths.
- children who are accessing the remote learning offer should typically be assigned the same learning objectives, number of hours learning and quality of resources as those working in school to ensure full curriculum coverage. In order to reduce the impact on workload, we will primarily use existing resources made by teachers; these will be supplemented by additional resources that are mapped to the school curriculum.
- Teachers should consider how children will receive resources allocated without the supportive atmosphere of the classroom and teacher explanation. It must be remembered that parents are not teachers and may also have their own time constraints if having to work from home. Not all resources and objectives will be appropriate for remote or blended learning experiences. Teaching teams should make time to discuss these challenges as part of their wider curriculum planning.
- Existing resources should be used or adapted where appropriate. SEND needs should be considered if relevant when assigning work.
- Resources for remote learning can be either online or paper based. Teachers will need to carefully monitor who doesn't not access their online learning and provide alternative copies.
- The learning of those working at home must be monitored by the class teacher. However, the outcome of monitoring will be recorded and reviewed during weekly phase meetings.
- Feedback will be given to children working remotely. This make take a different form but will be in-line with the feedback given to those children in the classroom.

School Closed

- Learning for the majority of children will be remote. Vulnerable children and children whose parents/guardians are key workers may continue to attend school premises depending on government and Public Health guidelines.
- If a child/group of children has to work from remotely from home and is well enough to do so they should be assigned work which matches the curriculum in school and their engagement and completion of work should be monitored.
- Pre-prepared resources should be shared via SeeSaw (Year 1- 4) and Tapestry (EYFS). These should be mapped to the school curriculum. Where whole 'bubbles' (year group/class) are accessing learning remotely the option to deliver 'live teaching' or 'pre-recorded lessons' for part of the curriculum time is encouraged. The nature of home learning expectation will vary greatly between a child in Nursery and that in Year 4. Maths lessons will be based on content from White Rose Maths.
- Children who are accessing the remote learning offer should typically be assigned the same learning objectives, number of hours learning and quality of resources as those working in school to ensure full curriculum coverage. In order to reduce the impact on workload, we will primarily use existing resources made by teachers; these will be supplemented by additional resources that are mapped to the school curriculum.
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- Existing resources should be used or adapted where appropriate. SEND needs should be considered if relevant when assigning work.
- Resources for remote learning can be either online or paper based. Teachers will need to carefully monitor who doesn't not access their online learning and provide alternative copies.
- The learning of those working at home must be monitored by the class teacher through SeeSaw (Year 1-4) and Tapestry (EYFS). However, the outcome of monitoring will be recorded and reviewed during weekly phase meetings.
- Where engagement with work is a concern, contact will be made by the class teacher; if this continues a member of the Senior Leadership Team will make contact. We will work to ascertain the barriers to accessing the work and to provide support where feasible.
- Feedback will be given to children working remotely. This may take a different form but will be in-line with the feedback given to those children in the classroom.

How will Children be taught remotely?

Examples of remote teaching approaches we will use:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)
- reading books pupils have at home

Teachers

When providing remote learning, teachers are responsible for:

Set work for their class/year group alongside their teaching partner. These tasks will mirror the timetable of the school day and be tailored to the needs of the children. These should include:

- A daily literacy and numeracy task
- A daily 5-10-minute wellbeing task: yoga, breathing, mindfulness colouring, talking to a friend, writing a card/letter to stay in touch.
- Two to three topic sessions per week
- One to two science tasks per week
- Two PE tasks per week

Work will be set daily and uploaded by 9am using SeeSaw (Year 1-4) or Tapestry (EYFS). For parents who have not engaged with this work, offline weekly paper copies of tasks will be provided where necessary. Contact SLT if children do not interact after two days.

Staff will need to co-ordinate with other teachers, especially those in their year group, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.

Staff will also need to interact with pupils and their families by providing feedback on work using SeeSaw (Year 1-4) or Tapestry (EYFS). This feedback should be in line with policies in school, identifying strengths and areas for development/challenge.

Staff may keep in touch with pupils who are not in school and their parents depending on the amount of time out of the school building. This could include emails or weekly telephone calls. Contact should take place during a teachers usual working hours. If a member of staff is unwell and not able to work they are not expected to complete these roles.

Teachers should continue to monitor safeguarding of children and report any concerns to a DSL (Mrs Rebecca Turner and Mr Chris Bourke). Any complaints or concerns shared by parents and pupils must also be shared with a member of SLT.

Teaching Assistants

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who are not in school with learning remotely. This could be by continuing intervention groups, hearing readers remotely, sending supplementary work home or supporting well-being. The support could be provided via online videos, activities, telephone calls and SeeSaw/Tapestry.
- Teaching Assistants may need to attend virtual meetings with teachers, parents and pupils. Technical support and CPD can be provided.
- Teaching assistants who remain working in school during a partial closure, or are supporting vulnerable/key worker children in the event of full closure, are not required to also complete the roles above. They will continue to support children's learning, well-being and interventions following teaching staff direction where appropriate.

Subject Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning and alerting teachers to resources they can use to teach their subject remotely.
- Working with teachers to help delivery of their subject remotely to make sure all work set is appropriate and consistent. This could be via online meetings using Zoom or Teams, email or telephone.
- Working with other subject leads within the school (and Gosforth Schools' Trust) to make sure work set remotely across all subjects is appropriate and consistent, and appropriate to age expectations.

- Monitoring the remote work set by teachers in their subject through meetings, monitoring overviews, planning opportunities, coverage and progression.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school and ensuring staff and families are engaging with protocol and systems.
- Monitoring the effectiveness of remote learning, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Pupils and Parents

Staff can expect pupils learning remotely to:

- Complete work where possible to the daily deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.

Staff can expect parents with children learning remotely to:

- Set routines to support their child's learning.
- Support their child's learning to the best of their ability.
- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it.

Governors

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.
- Holding regular committee meetings to monitor the impact of any periods of blended learning.

Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead or Chris Bourke
- Issues with behaviour – talk to a member of SLT
- Issues with IT – talk to IT Assist, GEM education or Carolyn Jones.
- Issues with their own workload or wellbeing – talk to a member of SLT
- Concerns about data protection – talk to Chris Bourke
- Concerns about safeguarding – talk to the DSLs (Mrs Rebecca Turner and Mr Chris Bourke)

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).
- If transporting laptops with personal data relating to school, ensure the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

Digital and Online Access at Home

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

School have a number of devices which will be loaned to families on request. The document Remote Learning Equipment Policy must be read and signed by families.

School will follow DfE advice and initiatives which seek to provide all children with an internet connection, sufficient data and / or equipment.

In addition, school are able to email work to families as all families at Archibald First School have an email contact. All children have been provided with home learning books to record work in.

Where none of the above can be facilitated, a paper pack will be prepared for the parent to collect from school. Work can be returned to school in a sealed envelop for the attention of the class teacher. The class teacher will then mark the work and return it with the next pack of work for the following week.

Links with other protocols and policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Recovery Curriculum Policy
- Working from Home policy