

## Principles for Remote Learning – ECM Trust

Updated January 2021

**The platform used for the remote learning offer at High View PLC school is Seesaw**

### Remote learning will not be offered

- During school holidays
- During a term time holiday
- Where a child is ill and the illness is unrelated to C19
- Where a child is being kept at home but is not shielding as a result of clinical vulnerability.

Although the guidance says pupils should be given access to high quality remote education resources, schools must make it clear to children and parents that the engagement in learning is non-negotiable.

### During remote learning schools will:

- 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

Situation	DESCRIPTION OF WHAT OFFER WILL BE / WHAT WILL HAPPEN	Implications for Schools – Questions to ask
<p>Child shielding due to clinical vulnerability</p> <p>and</p> <p>Child not in school because of family self-isolation</p>	<p>*School will ascertain accessibility to virtual learning and act accordingly</p> <p>*Children will be directed to the Learning on <a href="#">Seesaw</a> – <i>staff will upload learning to match the learning of children remaining in school. This may be achieved through uploading of slides, notebooks, videos or resources to online learning platform</i></p> <p>*Regular virtual check in will take place with staff from school this will be arranged depending on the individual circumstances and <a href="#">school's attendance policy</a></p> <p>*Applicable resources will be uploaded to the virtual platform</p> <p>*Online learning platform to be used for pupils to upload work</p> <p>*Class teacher and Teaching Assistant will be responsible for checking work daily</p>	<p>Beginning of September be clear on which children are shielding and their access to the online platform for learning.</p> <p>Refresh work completed during lockdown to ensure all pupils have access to the internet and a tablet or similar?</p> <p>Does your online platform enable two-way communication, uploading of work, inclusion of videos and modelling?</p> <p>Does your online platform enable two-way communication, uploading of work, inclusion of videos and modelling?</p> <p>Risk assess the appropriate use of the virtual platform to ensure it is secure for children. Do teachers have the facility to achieve this on the laptop? Do we need to risk assess virtual learning?</p> <p>In September pupils and families (particularly of younger children) are taught how to access their online learning platform and virtual classroom.</p>

Bubble Closures (Staff member well)	<p>*School will ascertain accessibility to virtual learning and act accordingly</p> <p>* From day one children will receive a remote learning pack with essential supplies and resources to ensure they are able to work effectively at home.</p> <p>*Children will join whole class virtually twice a day as per timetable opposite; this will happen through Microsoft Teams. Staff will deliver this from home, following risk assessment. <i>This may happen through uploading of videos, models, explanations depending on the year group or content to be delivered – see separate risk assessment</i></p> <p>*Applicable resources will be uploaded to the virtual platform</p> <p>*Online learning platform to be used for pupils to upload work</p> <p>*Class teacher and Teaching Assistant will be responsible for checking work daily</p>	<p>As above</p> <p>Resources provided for children and staff to work effectively at home e.g. whiteboard, pencils, exercise book for all learning</p> <ul style="list-style-type: none"> <li>• 9.30 – Registration and well being task.</li> <li>• Share timetable and give any necessary instructions teaching point. Complete register.</li> <li>• Feedback and address teaching points of online learning, prepare subsequent lessons, provide one to one support for individuals where necessary</li> <li>• 10.30 inform AO of pupils with no contact to follow attendance procedures.</li> <li>• Children should have pre-planned break and lunch times</li> <li>• Continue to mark, feedback, live small group work, plan.</li> <li>• 2.30 – Team face to face contact, share a story, successes, praise and tomorrows next steps.</li> </ul>
Bubble closure (Staff member unwell)	<p>*School will ascertain accessibility to virtual learning and act accordingly</p> <p>*Within 36 hours, virtual learning will be provided and facilitator of learning will be identified</p> <p>*The role of the facilitator is to direct children and families to online learning resources that have been identified for the appropriate year group (see appendix)</p> <p>*The facilitator will ensure children engage with the daily planned program of work and provide appropriate feedback</p> <p>* The facilitator will be responsible for the updated points as identified in row above</p>	<p>As above</p> <p>Additional points to consider:</p> <p>Each teacher needs to have prepared :</p> <ul style="list-style-type: none"> <li>*a weekly timetable (of which facilitators need to be aware)</li> <li>*electronic links to online resources - which will be used in the event they become unwell (see appendix for example)</li> </ul> <p>Schools will need to have planned facilitators who are trained and ready to go in the event of a bubble closure</p> <p>Teachers to be organised will any resource sheets prior to the learning being delivered</p>
School Closure (open to KW and Vulnerable)	<p>*Schools will follow virtual plans as per Lockdown and staff allocated roles as required through risk assessment</p> <p>*See points for structure and organisation of the day as detailed below:</p> <ul style="list-style-type: none"> <li>• 9.00 Registration and well being task.</li> <li>• Share timetable and give any necessary instructions teaching point. Complete register.</li> <li>• Feedback and address teaching points of online learning, prepare subsequent lessons, provide one to one support for individuals where necessary</li> <li>• 10.30 inform AO of pupils with no contact to follow attendance procedures.</li> <li>• Children should have pre-planned break and lunch times</li> </ul>	<p>How are you going to ensure access and participation for ALL pupils? Risk assess live teaching from home. Risk assess children access to zoom</p> <p>Staff rota planned for this eventuality. Staff clear on their responsibilities and expectations for remote learning?</p>

	<ul style="list-style-type: none"> <li>• Continue to mark, feedback, live small group work, plan.</li> <li>• 3.00 – Team face to face contact, share a story, successes, praise and tomorrows next steps.</li> </ul> <p>** times for logging in may vary but should equate to 25 hours</p>	
School Closure complete shutdown	<p>*School will ascertain accessibility to virtual learning and act accordingly</p> <p>*Children will access class lessons virtually; this may happen through Microsoft teams or Zoom. Staff will deliver this from home, following risk assessment</p> <p>*Applicable resources will be uploaded to the virtual platform</p> <p>*Online learning platform to be used for pupils to upload work</p> <p>*Class teacher and Teaching Assistant will be responsible for checking work daily</p> <ul style="list-style-type: none"> <li>• 9.00 Registration and well being task.</li> <li>• Share timetable and give any necessary instructions teaching point. Complete register.</li> <li>• Feedback and address teaching points of online learning, prepare subsequent lessons, provide one to one support for individuals where necessary</li> <li>• 10.30 inform AO of pupils with no contact to follow attendance procedures.</li> <li>• Continue to mark, feedback, live small group work, plan.</li> <li>• 3.00 – Team face to face contact, share a story, successes, praise and tomorrows next steps.</li> </ul> <p>** times for logging in may vary but should equate to 25 hours</p>	<p>Beginning of September be clear on which children are shielding and their access to the online platform for learning.</p> <p>Refresh work completed during lockdown to ensure all pupils have access to the internet and a tablet or similar?</p> <p>Does your online platform enable two-way communication, uploading of work, inclusion of videos and modelling?</p> <p>Does your online platform enable two-way communication, uploading of work, inclusion of videos and modelling?</p> <p>Risk assess the appropriate use of the virtual platform to ensure it is secure for children. Ensure teachers are trained to use zoom or Microsoft teams? Do teachers have the facility to achieve this on the laptop? Do we need to risk assess virtual learning?</p> <p>In September pupils and families (particularly of younger children) are taught how to access their online learning platform and virtual classroom.</p>

## Appendix 1 – Example timetable

When planning your timetable and links, think about which curriculum aspect are taught more than once or fit in well with curriculum content. The unit of work planned could be used at any moment in time for literacy and the wider curriculum. Facilitators need to be aware of where to find the appropriate lessons for maths (maths leaders can support with this).

### Week 1

Year 3		
9-9.30	Reading	Setting Descriptions <a href="https://classroom.thenational.academy/subjects-by-year/year-3/subjects/english">https://classroom.thenational.academy/subjects-by-year/year-3/subjects/english</a>
9.30- 10.30	Writing	
10.30-10.45	Break	
10.45 – 11.45	Maths	Age appropriate content from white rose and maths hubs
11.45 – 1.00	Lunch	
1-2	Curriculum	Science – Plants

		<a href="https://classroom.thenational.academy/subjects-by-year/year-3/subjects/foundation">https://classroom.thenational.academy/subjects-by-year/year-3/subjects/foundation</a>
2-3	PHSE /PE	<a href="https://classroom.thenational.academy/pe">https://classroom.thenational.academy/pe</a> <a href="https://classroom.thenational.academy/subjects-by-year/year-3/subjects/pshe">https://classroom.thenational.academy/subjects-by-year/year-3/subjects/pshe</a>

## Week 2

Year 3		
9-9.30	Reading	Setting Descriptions
9.30- 10.30	Writing	<a href="https://classroom.thenational.academy/subjects-by-year/year-3/subjects/english">https://classroom.thenational.academy/subjects-by-year/year-3/subjects/english</a>
10.30-10.45	Break	
10.45 – 11.45	Maths	Age appropriate content from white rose and maths hubs
11.45 – 1.00	Lunch	
1-2	Curriculum	Science – Water <a href="https://classroom.thenational.academy/subjects-by-year/year-3/subjects/foundation">https://classroom.thenational.academy/subjects-by-year/year-3/subjects/foundation</a>
2-3	PHSE/PE	<a href="https://classroom.thenational.academy/pe">https://classroom.thenational.academy/pe</a>  <a href="https://classroom.thenational.academy/subjects-by-year/year-3/subjects/pshe">https://classroom.thenational.academy/subjects-by-year/year-3/subjects/pshe</a>