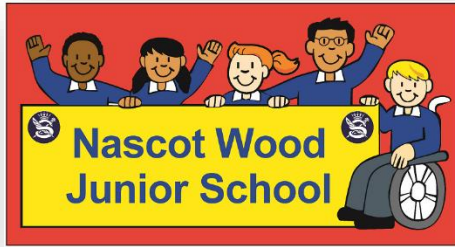


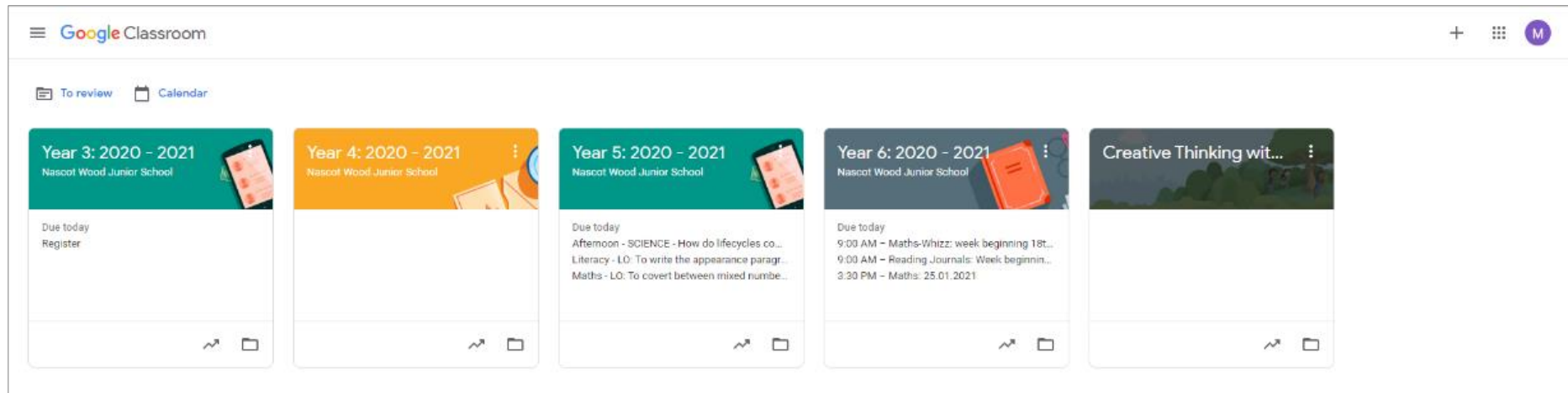
# OUR REMOTE LEARNING OFFER

*Google classroom; diving into a digital experience*



*Our vision is to provide rich learning opportunities  
for our children on a digital platform, and to develop this  
aspect of our practice for the future*

# Replicating the classroom remotely



We recognise the importance of rising to the challenge of replicating our outstanding provision in the remote learning environment.

We are striving to create an online environment that is as similar as possible to the physical learning environment, replicating the opportunities that children have in school. This remote learning offer is available for children in self-isolation as well as when the school is closed due to a national lockdown.

A major consideration when planning for this virtual learning experience, was to maintain the continuity of communication between Teacher and child.

In addition, we considered the best way for teaching staff to provide the children with meaningful and challenging content, ensuring that they have every opportunity to engage and learn whilst working at home.

Prior to the first national lockdown, the school had made a significant investment in chromebooks and had already begun to investigate the opportunities of google classroom.

# Replicating the classroom remotely

Our aim is to make the children's online learning experience as close to that of the classroom as we can.

Therefore, the teaching staff have been following a similar format whilst working remotely as they would if they were in the classroom.

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

In order to meet these requirements, Class Teachers are running daily morning meetings to explain the organisation for the day.

This meeting is followed by live lessons which are carried out just as they would be in school, following the teacher's planning. This involves the teaching of new concepts, recapping prior learning, addressing any misconceptions and setting work for the children to complete individually and/or in groups.

These live lessons are supplemented by recorded lessons, from the Class Teacher or from the Oak Academy, as well as work for the core curricular and foundation subjects which is set for children to complete independently.

All children will have between 4 and 5 hours of work to complete daily and Class Teachers will provide dialogue and feedback to move learning forward.

Below is an example of an online learning day in year 6.

## An example of our online learning timetable

1	8.50am: Work posted to children
2	9.15 am: Registration and administrative meeting (15 minutes in length)
3	9.30am: Guided Reading Lesson (30 minutes in length)
4	10am: Maths lesson (between 15 and 45 minutes in length)
5	15 minute break
6	English lesson (between 15 and 45 minutes in length)
7	Working groups open (an opportunity for the children to work in small groups)
8	Working groups close at 1pm
9	Children meet with their Class Teacher at 1pm (10 – 15 minutes) as a plenary to their morning learning
	Children are tasked to complete any outstanding work
10	Afternoon meeting to give the children another opportunity to ask questions, make comments and provide a social opportunity

# Our expectation of the children

We have the highest expectations of the children at this school, and these expectations remain just as high in the virtual learning environment.

We are aiming to create:

- Aspirational, engaged and informed learners, who value their education and understand its importance and purpose
- Confident, well-balanced individuals, who understand the importance of learning from their mistakes and who show empathy and kindness to others
- Self-assured individuals who believe they can make a difference to society through the positive contribution that they make

To that end, our expectations concerning attendance, behaviour (including learning behaviours) and work ethic are of the highest standard.

Class Teachers, Teaching Assistants and school leaders rigorously monitor each child's attendance, behaviour, engagement and submission of work, and challenges this where necessary.

This high ambition for the children is aided by the quality of the partnership working with families, including those who are hard to reach.

# Ensuring high quality provision for all

We understand that school closure is likely to have a greater detrimental impact on those who are more vulnerable, thus creating a bigger attainment gap between them and their peers. In order to mitigate this risk, we have worked hard to prioritise these children and their families, ensuring that their provision is bespoke and accessible.

## Accessing digital education

- We have gifted a number of chromebooks to our most vulnerable pupils, as identified by us or the parents.
- On a case by case basis we have loaned chromebooks to families who have found it difficult to provide the necessary device.
- We have provided broadband for a pupil who did not have internet access.
- In the case where a parent wanted to limit the quantity of screen time, a bespoke paper-based learning package has been provided.

## Interventions

- Teaching Assistants are providing generic and targeted support to the children in their class each day
- Teaching Assistants are running targeted small group interventions remotely covering areas such as spelling, reading and social stories
- Face to face meetings, in person or virtually, are run by all members of the teaching staff for children who are particularly vulnerable
- Every Friday a counsellor is available to work with identified children

## SEND

- For children who have SEN support, work is differentiated by the Class Teacher. The Class Teacher maintains regular contact with the parent and these children have more opportunities to work with the Class Teacher and Teaching Assistant throughout the school day.
- Bespoke programmes of study have been planned for children with complex needs and regular contact with parents has been maintained.
- Continuity of provision, with regards to external professional advice has been prioritised. For example, the year 5 online curriculum has been produced in braille

## How are we assessing the impact of this provision?

- An pupil engagement survey was completed by Class Teachers in the first week of the Spring Term, showing 97% of pupils engaged in online learning
- In week 3 of the spring term, this rose to 100%, when a family who were marooned overseas, were able to access the internet
- In week 4 of the spring term, all pupils will complete an online pupil voice questionnaire about their experience of the virtual classroom (results will be added to this document in due course)
- Anecdotal feedback from parents and members of the community is overwhelmingly positive