
REMOTE LEARNING

FACILITATING LEARNING AT HOME

PUPIL INFORMED STRATEGY & PRACTICE



THE WAY WE DO THINGS AT MALVERN

KEY GUIDANCE AND INFORMATION FOR STAKEHOLDERS

FURTHER GUIDANCE LOCATED ON THE SCHOOL WEBSITE UNDER HOME LEARNING INFORMATION TAB

CURRICULUM OFFER

OUR MORAL COMPASS AND **INTENT**



“ At Malvern, our remote learning offer encompasses two key ambitions.

EXCELLENCE - In terms of providing an outstanding support package for **all** pupils regardless of prior attainment and socio-economic backgrounds.

EQUALITY - In terms of ensuring **every** pupil is facilitated a meaningful remote offer that builds upon prior learning and is relevant to the National Curriculum Programme of Study

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Approved by:	Tony James	28.9.20
Last reviewed on:	21.1.2021 / 26.9.2021	
Next review due by:	31.1.2021	

Malvern Philosophy



What do we do? Why do we do it?

At Malvern, we strive to ensure that learning at home blends purposefully with learning that occurs in school. When setting work to be undertaken at home, colleagues are mindful of ensuring pupils are able to access work and experience success. Teachers recognise the value of consolidating prior learning through fluency tasks and this is integral to our model. Teachers make dynamic use of diagnostic assessment to plan the sequence of learning to best meet the needs of learners. When working remotely, our pupils continue to access an age appropriate programme of study. Wherever practicable, learning continues as anticipated and replicates the work being undertaken by pupils working in school.

We recognise the importance of teacher instruction when pupils are grappling with new concepts and skills. As such, we ensure that, when tackling new learning, bespoke teacher led instruction is provided. Our approach balances two types of learning online.- **asynchronous** (at different times and in different places, usually via SeeSaw / Tapestry) and **synchronous** (at the same time, usually via Zoom). As a school, we believe that these approaches can be balanced so that children continue to learn effectively whilst offering the flexibility required by our families. We understand that each mode of facilitation has unique strengths and weaknesses, and we consider these carefully when planning the sequence of teaching.

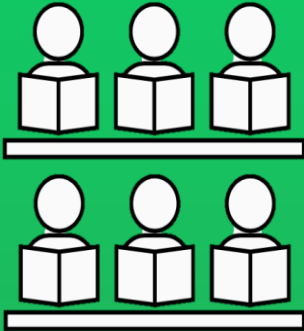
As a school, we understand ourselves to be learners in this unprecedented situation. As such, we will continue to strive for improvement by reflecting on impact, reformulating ideas (based on current best thinking) and innovating for improvement.

First and foremost, we understand that our relationships with children and families is what matters most. Therefore, maintaining our connectedness and our sense of community, shared ambition and collective good will remain at the core of all we do at Malvern.

Malvern Context



What do we know about our pupils?



In our most recent audit, 89.7% of our pupils are able to access remote learning at home using a suitable device connected to the internet. (117 responses received)



Approximately one quarter of our school population responded to the survey.



Of the 10.3% of pupils unable to access remote learning, one child was eligible for pupil premium funding.



Families who do not engage with remote learning are contacted via telephone, home visit or letter and bespoke support offered to support continuity of learning.



Internet ready devices have been distributed to pupils experiencing difficulty accessing remote technologies from home due to technological issues.

OUR APPROACH



Who is this policy applicable to?

A child attending Malvern Primary School is absent because they have tested positive for Covid-19 OR are shielding due to medical advice. The remainder of their bubble are attending school and being taught as usual.

Group
A



A child's entire bubble is not permitted to attend school due to implications resulting from Covid-19.

Group
B



A child is not permitted to attend school because of national or localised lockdown procedures. School is maintaining an emergency offer for groups of pupils whilst other pupils are learning from home.

Group
C



In contingency planning, we have prepared for the three scenarios described above. In each situation, our response will differ to best meet the needs of learners working from home whilst also supporting the wellbeing and workload of colleagues in school. In planning, we have been mindful of ensuring that, wherever possible, our remote offer is able to run alongside classroom teaching without unnecessary additionality. At Malvern, we recognise that there is a requirement to respond dynamically to situations as they evolve. As such, we will review this policy dynamically throughout the academic year, making amendments as necessary.

REMOTE LEARNING

THE IMPLEMENTATION OF OUR PROVISION



The cycle below details our response to a Covid-19 related absence in school and the blended approach we will use to support pupils accessing learning materials at home, often using remote digital technologies.



Typical Day



What will a typical day in Groups B and C look like?

Nursery (minimum 3hrs)

- Daily synchronous session via Zoom. Focus may include: storytime, 'squiggle while you wiggle', counting / nursery rhymes, celebration of excellent work, news, whole cohort feedback and feedforward etc
- Daily asynchronous provision shared via Tapestry linked to PSED, CL and PD

Reception (minimum 3hrs)

- Daily synchronous session via Zoom. Focus may include: storytime, play-doh disco, number songs, counting / nursery rhymes, celebration of excellent work, news, whole cohort feedback and feedforward etc.
- Daily, colleague led, RWI session matched explicitly to current ability and in line with teaching in school. If necessary, RWI 1:1 session
- Daily, colleague led, Power Maths session
- Wider Curriculum provision
- Non- screen time- including craft ideas, outdoor opportunities, games etc.

Key Stage One (minimum 3hrs)

- Daily synchronous session via Zoom. Focus may include: storytime, coaching drop-ins, celebration of excellent work, news, whole cohort feedback and feedforward PHSE, etc..
- Daily, colleague led, RWI session (if appropriate) matched explicitly to current ability and in line with teaching in school and, if necessary, RWI 1:1 session **OR** daily English lesson in line with anticipated curriculum (including spelling)
- Daily, colleague led, Power Maths session
- Expeditionary learning, in line with current academic year PoS
- Daily arithmetic / TTRS provision

Key Stage Two (minimum 4hrs)

- Daily synchronous session via Zoom. Focus may include: storytime, coaching drop-ins, celebration of excellent work, news, whole cohort feedback and feedforward PHSE, etc.
- Daily English lesson, in line with anticipated curriculum., including grammar, punctuation, spelling, reading and writing.
- Daily, colleague led, Power Maths session.
- Expeditionary learning, in line with current academic year PoS.
- Daily arithmetic / TTRS / SATS companion provision.
- Weekly spellings

TOOLS AND RESOURCES

What will we use? When will we use it?



WHAT WILL A MALVERN TEACHER USE?

- IN EYFS, our primary driver for asynchronous remote learning is 'Tapestry'. We have chosen this platform because our families and colleagues are accustomed to using this well established technology with confidence. This will streamline the transition to a remote offer.
- In KS1 /KS2, our primary driver for asynchronous remote learning will be 'SeeSaw'. Again, this is an established platform that will provide instant access to a remote offer, as and when need arises.
- Use of teacher led and Oak Academy video lessons will be used when appropriate. We understand that this offers our families the flexibility they require to assimilate home learning within their own routines and requirements. This form of asynchronous learning offers teachers more control over delivery and children more control over when and where they learn. However, we understand that this limits our ability to maintain our connectedness and engagement. We understand that being seen, understood and celebrated is of immense value to our learners. As such, children will be provided daily verbal and / or written feedback via Seesaw / Tapestry in order to celebrate excellent work and move learning forward.
- Zoom will be used daily as an appropriate platform to bring learners together to collaborate, receive teacher instruction and check the wellbeing of pupils and maintain connection. In addition, Zoom is used to provide coaching drop-ins for learners who require additional scaffolds to access learning. Although logistically complex, we understand that this synchronous methodology allows us to get closer to the dynamic of our classrooms, albeit from a distance.
- Teachers will make telephone calls to ascertain the wellbeing of pupils they are unable to contact via Zoom and to ascertain their current access to remote technologies. Home visits and follow up letters will follow phone calls.
- When a pupil is unable to access a remote learning offer, school will offer bespoke support based upon individual requirements.
- Teachers will use their expertise to utilise resources such as Oak Academy, BBC Bitesize, Times Table Rockstars, Oxford Owl and SATS Companion as appropriate.



RESPONSIBILITIES

What do we expect from stakeholders?



WHAT WILL A TEACHER DO ?

- **For group A**, teachers will upload Oak Academy / Power Maths / Spelling Frame materials to Seesaw / Tapestry on their designated PPA day each week. This work will be aligned with the learning intentions within the classroom for the same week. If a child is required to isolate, a remote offer, aligned with current curriculum intentions, is immediately available. This will mean pupils can continue learning on the first day of any absence.
- **For group B**, teachers will become responsible for providing remote learning for the bubble that they routinely teach within. This will include:
 - uploaded video instruction
 - live sessions facilitated via Zoom
 - tasks shared via SeeSaw / Tapestry
 - use of the school website
 - signposting to other quality assured remote platforms
 - providing daily feedback /feedforward to learners and coaching drop-ins
 - log any concerns arising using CPOMS
- **For group C**, teachers will work under the direction of SLT to provide remote learning for a designated group of pupils. These decisions will be based upon ongoing and dynamic risk assessment and strategic oversight of school. This will include:
 - uploaded video instruction
 - live sessions facilitated via Zoom
 - tasks shared via SeeSaw / Tapestry
 - use of the school website
 - signposting to other quality assured remote platforms
 - providing daily feedback /feedforward to learners
 - log any concerns arising using CPOMS

Teachers must remain available for work during their allocated working hours. If, for any reason, they are unable to work during this time, they should report this using the normal absence procedure. Such occasions may include when they are unwell or when they are caring for a dependant.



RESPONSIBILITIES

What do we expect from stakeholders?



WHAT WILL A TEACHING ASSISTANT DO ?

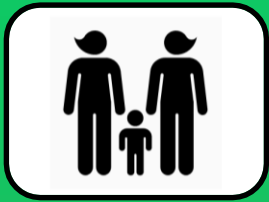
- **For group A**, teaching assistants will support teachers in providing feedback to pupils via Seesaw / Tapestry.
- **For group B**, teaching assistants will partake in relevant Zoom sessions, as requested by the teacher. This may include facilitating 1:1 or small group interventions for designated learners. Teaching assistants will undertake wellbeing phone calls with pupils and log details of these calls with class teachers. Teaching assistants will strive to make contact with students once per week wherever practicable. Teaching Assistants will undertake any additional tasks as directed by SLT.
- **For group C**, teaching assistants will partake in relevant Zoom sessions, as requested by SLT. This may include facilitating 1:1 or small group interventions for designated learners. Teaching assistants will undertake wellbeing phone calls with pupils and log details of these calls with the learning mentor. Teaching assistants will strive to make contact with students once per week wherever practicable. Teaching Assistants will undertake any additional tasks as directed by SLT.

Teaching assistants must remain available for work during their allocated working hours. If, for any reason, they are unable to work during this time, they should report this using the normal absence procedure. Such occasions may include when they are unwell or when they are caring for a dependant.



RESPONSIBILITIES

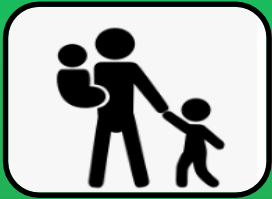
What do we expect from stakeholders?



WHAT WILL CHILDREN AND FAMILIES DO?

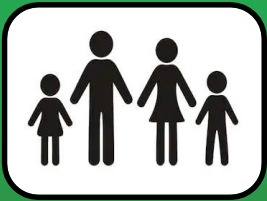
A Malvern pupil will:

- Complete work set by their teacher to the best of their ability, respecting any deadlines that are set
- Seek help from an adult at home or a teacher in school if needed, including attending daily Zoom sessions
- Complete work at home to a high standard, ensuring work is presented to the same high standard as in school



Our Families will:

- Alert teachers if a child is unable to complete work remotely
- Maintain contact with school throughout any period of isolation
- Make school aware when a child is unwell and therefore unable to complete work
- Express concerns respectfully, and directly, with class teachers or senior leaders
- Seek support from school to support remote learning when needed.



RESPONSIBILITIES

What do we expect from stakeholders?



WHAT WILL LEADERS DO?



- **The Safeguarding Lead** will maintain oversight of any safeguarding concerns using CPOMS. For further information, please see the Safeguarding and Child Protection policy.
- **The SENDCO** will ensure that pupils with EHC plans continue to have their needs met while learning remotely. Quality assure the learning of SEND pupils, including that appropriate scaffolds are in place to support learning at home.
- **The Learning Mentor** will be a point of contact for families requiring bespoke assistance and support. Ensure that contact is maintained with most vulnerable pupils and advise SLT and teachers of additional support required
- **The Senior Leadership Team** will coordinate the remote learning approach across school. Through conversation and professional discourse with wider stakeholders, ensure that the remote learning offer is of high quality and of educational value to pupils working remotely.
- **The Governing Board** will monitor the schools approach to remote learning to ensure that education remains high-quality.
- Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

