

**Oxon CE Primary School**  
**Remote Learning Strategy Spring 2021**

**DfE Guidance as from 7th January 2021**  
**Remote education expectations**

*(DfE Document Restricting attendance during the nation lockdown: schools January 2021)*

*The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.*

*The amount of remote education provided should be, as a minimum:*

- *Key Stage 1: 3 hours a day on average across the cohort, with less for younger children*
- *Key Stage 2: 4 hours a day*

*In developing their remote education, we expect schools to:*

- *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 so that pupils can progress through the school's curriculum*

*When teaching pupils remotely, we expect schools to:*

- *set meaningful and ambitious work each day in an appropriate range of subjects*

**Oxon arrangements:**

**Class teachers must set one English, one maths lesson and two lessons from other curriculum areas on a daily basis. Lessons must be a similar length to what we would normally provide at school and should generally mirror the medium-term planning. These arrangements will meet all national expectations.**

*(DfE Document Restricting attendance during the nation lockdown: schools January 2021)*

*In developing their remote education, we expect schools to:*

- *select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.*

*Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of schooled video content.*

- *consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example: providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources*
- *providing opportunities for interactivity, including questioning, eliciting and reflective discussion*
- *providing scaffolded practice and opportunities to apply new knowledge*
- *enabling pupils to receive timely and frequent feedback on how to progress,*
- *using digitally-facilitated or whole-class feedback where appropriate*

## **Oxon arrangements:**

**In March 2020 lockdown, we successfully used the remote learning app Seesaw to deliver lessons across the school. The Seesaw platform allows the teacher to engage with the students. Within the app you can create, reflect, share, and collaborate. Students can demonstrate their learning by uploading photos, videos, drawings, text, PDFs, and links. Teachers are able to provide pre-recorded lessons which scaffold and provide support for remote learners. Seesaw also allows teachers to provide both verbal and written feedback.**

**Microsoft Teams is a collaboration app that helps an organisation have virtual conversations all in one place. Microsoft Teams is used across the school to provide a blended learning approach which enhances the use of Seesaw. The Microsoft Teams sessions give the opportunity for the student to see and chat to their teacher, access live teaching, receive feedback, ask questions about the work they have been doing and gain face-to-face interaction.**

*(DfE Document Restricting attendance during the nation lockdown: schools January 2021)*

- *overcome barriers to digital access for pupils by:*
  - *distributing school-owned laptops accompanied by a user agreement or contract*
  - *providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.*
- *have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern*

## **Oxon arrangements:**

**Pupil engagement registers are completed on a daily by each class teacher. Where there is little or no engagement class teachers will speak directly to families to offer support and offer laptops (if available) or printed resources where appropriate. Senior school leaders will monitor engagement across the school daily. Registers for Microsoft Teams attendance are also kept.**

*(DfE Document Restricting attendance during the nation lockdown: schools January 2021)*

- *identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education*

## **Oxon arrangements:**

**Mark Rogers is responsible for the quality and delivery of remote education in the school.**

## ***Younger children***

*(DfE Document Restricting attendance during the nation lockdown: schools January 2021)*

*We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.*

*Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely.*

*We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.*

**Oxon arrangements:**

**Staff are aware of this DfE Guidance and plan their lessons accordingly.**

***Special educational needs***

*(DfE Document Restricting attendance during the nation lockdown: schools January 2021)*

*For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.*

*Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.*

*Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.*

**Oxon arrangements:**

**The SENDCO works closely alongside families of children to ensure there is regular contact and provision for remote learning if they are not based at school. Daily engagement registers also record engagement from this group of children.**

***Vulnerable children***

*(DfE Document Restricting attendance during the nation lockdown: schools January 2021)*

*Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.*

*When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.*

*Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.*

## Oxon arrangements:

The SENDCO works closely alongside families of vulnerable children to ensure there is regular contact and provision for remote learning if they are not based at school. Daily engagement registers inform engagement from this group of children.

### Delivering remote education safely

*Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online.*

Support on delivering online remote education safely is available from:

- safe remote learning, published by SWGfL
- online safety and safeguarding, published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes which video conference
- service is right for you and using video conferencing services securely
- safeguarding and remote education during coronavirus (COVID-19)
- annex C of keeping children safe in education

## Oxon arrangements:

Please see:

- **E-Safety Policy**
- **Child Protection Policy including Covid-19 Addendum.**

SCENARIOS	TEACHER
<b>Isolating</b>	<p><b>Step 1</b> - Office to inform class teacher that a child is isolating and is well enough to receive work. Confirmation that this step has been completed to be added to the 'Covid absence' spreadsheet by the school office.</p> <p><b>Step 2</b> – Class teacher to set work via Seesaw ready for the next morning.</p> <p><b>Step 3</b> - Class teacher informs the office that the work has been uploaded to Seesaw. The office then notifies the parent by email that the child can access the work.</p> <p><b>Step 4</b> – If there is no access to Seesaw, support materials will be sent home via the office. Instructions would be emailed by the class teacher via the office to direct children what to complete in their packs.</p> <p><b>Step 5</b> – Any additional work to support Seesaw to be sent home if needed during the isolation period via the office.</p> <p><b>See 'Isolation protocol document' for Seesaw/work guidance.</b></p>
<b>Bubble lockdown</b>	<p><b>Step 1</b> - Each class to have photocopied tasks and plastic wallets ready in their class base.</p> <p><b>Step 2</b> – Headteacher to inform class teacher of bubble lockdown.</p> <p><b>Step 3</b> – Headteacher to inform parents about bubble lockdown and provision of work via Seesaw and Microsoft Teams.</p> <p><b>Step 4</b> – Distribution of packs.</p>

SCENARIOS	TEACHER
	<p><b>A – Positive Covid case found out during the school day</b> School are advised of a positive case during the day. Bubble packs are to be given out and sent home with the children. Any outstanding packs to be sent to the office and posted out.</p> <p><b>B - Positive Covid case found during out of school hours (evening, weekend or holiday).</b> Packs are either posted out or there will be a collection point at the front of school. More guidance given if this happens.</p> <p><b>Step 4 –</b> Class Teachers to use Seesaw to set work during the isolation period from the following day.</p> <p><b>Step 5 -</b> Microsoft Teams to be used frequently to give the opportunity for the student to see and chat to their teacher, receive feedback, ask questions about the work they have been doing and gain face-to-face interaction.</p> <p><b>Step 6 -</b> If there is no access to Seesaw or Microsoft Teams, instructions would be emailed by the class teacher via the office to direct children what to complete in their packs</p> <p><b>See ‘Bubble lockdown protocol document’ for Seesaw/work guidance.</b></p>
<b>Full lockdown</b>	<p><b>Step 1-</b> Headteacher to inform school of lockdown and provision of work via Seesaw and Microsoft Teams.</p> <p><b>Step 2 -</b> Class teachers to use Seesaw to set work during the isolation period from the following day.</p> <p><b>Step 3 -</b> Microsoft Teams sessions to be held twice a week for KS2 and once a week for KS1. The sessions give the opportunity for the student to see and chat to their teacher, receive feedback, ask questions about the work they have been doing and gain face-to-face interaction.</p> <p><b>Step 4 –</b> If there is no access to Seesaw or Microsoft Teams, support materials will be sent home via the office. Instructions would be emailed by the class teacher via the office to direct children what to complete in their packs.</p> <p><b>See ‘Full lockdown protocol document’ for Seesaw/work guidance.</b></p>
<b>Isolating – Child has Covid and is poorly</b>	<p>Parents will be alerted through a whole school e-mail that should their child be poorly they should not feel any obligation to undertake work.</p> <p>Staff should be sensitive to any messages sent through Seesaw about the child feeling unwell.</p>

## Isolation Protocol

*Teachers should follow DfE Document Restricting attendance during the nation lockdown: schools January 2021*

1. The office will email the class teacher to inform them that a child is isolating and will require work on Seesaw. Class teachers to set work on Seesaw for the day after they are notified that the child/family is isolating. When the work is ready, the class teacher will email the office. The office will then notify the parent by email that the child can access the work.
2. If there is no access to Seesaw, support materials should be sent home to the child by the class teacher via the office. Instructions would need to be emailed by the class teacher or included in the pack to direct children what to do.
3. Work set during the isolation period must reflect the work that the class teacher is delivering in class and should generally follow the medium-term planning. The work should be tailored towards the learning needs of the child/children that are isolating.
4. Class teachers, supported by teaching assistants, should mark each piece of the child's work and include either audio or written feedback on a daily basis.
5. References to websites that the teacher would usually use in school are acceptable. If the teacher would like to use a new website, it must be fully checked by the teacher such that they are entirely confident it is safe to be used by the children.
6. Class teachers must keep in touch with their year group partner. The expectation is that if one teacher is unable to set work, the other year group teacher will set work for the individual child. If a teacher is ill, a strategy for supporting the marking of work will be established after discussion with the Headteacher/SLT. If both teachers in a year group are ill at the same time, a decision will be taken by the Headteacher/SLT with regards to provision for remote learning.

## Bubble Lockdown Protocol

*Teachers should follow DfE Document Restricting attendance during the nation lockdown: schools January 2021*

1. It is important to maintain aspects of school life online via Seesaw. Teachers will post a daily reassuring contact comment to the class by 9:00am (KS2 classes should use the daily register). Teachers should also consider the role these announcements can have in encouraging children, recognising success and celebrating birthdays.
2. Microsoft Teams to be used frequently to give the opportunity for the student to see and chat to their teacher, receive feedback, ask questions about the work they have been doing and gain face-to-face interaction.
3. Class teachers must set one English and one maths lesson each day. Lessons must be a similar length to what we would normally provide at school – consider setting an extension task for early finishers. If there are children working at significantly below, please consider setting individual tasks if appropriate.
4. In addition to English and maths, work must be set from other curriculum areas. Work set should generally match the medium-term planning and include a focus on children taking regular exercise to maintain fitness. BBC Bitesize and Oak Academy offers daily lessons in other curriculum areas such as music, art, wellbeing and foreign languages. Curriculum content can be timetabled at any point during the week and does not need to mirror in class timetables.
5. If there is no access to Seesaw, instructions should be emailed by the class teacher via the office to direct children what to complete in their packs.
6. Class teachers, supported by teaching assistants, should mark each piece of the child's work and include either audio or written feedback on a daily basis.
7. References to websites that the teacher would usually use in school are acceptable. If the teacher would like to use a new website, it must be fully checked by the teacher such that they are entirely confident it is safe to be used by the children.
8. TAs attached to year group bubbles, who are not in school due to a bubble lockdown and are well, will be asked by class teachers to support specific children via Seesaw.
9. Teachers must keep in touch with their year group partner. The expectation is that if one class teacher is unable to set work, the other year group teacher will set work for the whole year group. If a teacher is ill, a strategy for supporting the marking of work will be established after discussion with the Headteacher/SLT. If both teachers are ill at the same time, a decision will be taken by the Headteacher/SLT with regards to provision for remote learning.

## Full Lockdown Protocol

*Teachers should follow DfE Document Restricting attendance during the nation lockdown: schools January 2021*

1. It is important to maintain aspects of school life online via Seesaw. Teachers will post a daily reassuring contact comment to the class by 9:00am (KS2 classes should use the daily register). Teachers should also consider the role these announcements can have in encouraging children, recognising success and celebrating birthdays.
2. Microsoft Teams sessions to be held twice a week for KS2 and once a week for KS1. The sessions give the opportunity for the student to see and chat to their teacher, receive feedback, ask questions about the work they have been doing and gain face-to-face interaction.
3. Class teachers must set one English and one maths lesson each day. Lessons must be a similar length to what we would normally provide at school – consider setting an extension task for early finishers. If there are children working at significantly below, please consider setting individual tasks if appropriate.
4. In addition to English and maths, work must be set from two other curriculum areas. Work set should generally match the medium-term planning BBC Bitesize and Oak Academy offers daily lessons in other curriculum areas such as music, art, wellbeing and foreign languages. There should also be a focus on children taking regular exercise to maintain fitness. Curriculum content can be timetabled at any point during the week and does not need to mirror in class timetables.
5. If there is no access to Seesaw, support materials should be sent home to the child by the class teacher via the office. Instructions would need to be emailed by the class teacher or included in the pack to direct children what to do.
6. Class teachers, supported by teaching assistants, should mark each piece of the child's work and include either audio or written feedback on a daily basis.
7. References to websites that the teacher would usually use in school are acceptable. If the teacher would like to use a new website, it must be fully checked by the teacher such that they are entirely confident it is safe to be used by the children.
8. TAs attached to year group bubbles, who are not in school due to a full lockdown and are well, will be asked by class teachers to support specific children via Seesaw.
9. Teachers must keep in touch with their year group partner. The expectation is that if one class teacher is unable to set work, the other year group teacher will set work for the whole year group. If a teacher is ill, a strategy for supporting the marking of work will be established after discussion with the Headteacher/SLT. If both teachers are ill at the same time, a decision will be taken by the Headteacher/SLT with regards to provision for remote learning.