

# LORDSHIP LANE PRIMARY SCHOOL



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PRIMARY SCHOOL

## Remote Learning Policy

Reviewed: Spring 2021

**Date of next review: Spring 2024**



## **Remote Learning at Lordship Lane**

In order to ensure that children's learning continues in the case of self-isolation or a full or partial school closure, Lordship Lane has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to educational resources and internet-enabled devices. It should be noted that there are slightly different contingencies for two main situations:

1. Full or partial school closure. This is when either the entire school is closed or when a whole class or year group is closed.
2. Individual isolation. This is when a child or small group are self-isolating but their class is still in school.

We have aimed to ensure that children continue to benefit from a broad curriculum, access to new learning and interaction with their teachers. As such, this plan complies with the expectations and principles outlined in the DfE document [Guidance for the Full Opening of Schools](#). Furthermore, we have taken into account advice from the DfE regarding [Remote education good practice](#). In addition, we have sought to make the workload manageable for teachers so that they can focus on key priority areas which will have the biggest impact on the children in their class.

It should be noted that, where children are self-isolating or their class is closed, engagement with home learning is compulsory unless the child is too unwell to do it.

### **Summary**

- We will use *Seesaw* for key stages 1 and 2 and *Tapestry* for EYFS.
- Most lessons will have a pre-recorded video and an independent activity, some made by school staff and others from *Oak National Academy*.
- We have a system in place to support children without internet access by loaning necessary devices. If parents feel they need one, they should email [admin@lordship.haringey.sch.uk](mailto:admin@lordship.haringey.sch.uk).
- Children will have maths, reading (including phonics) and writing (including spelling) lessons every school day. They will have humanities twice a week, science twice a week, RE once a week and Spanish once a week.
- Children will receive feedback on work submitted on Seesaw in a number of ways.
- Each class will have a daily *Zoom* catch up to maintain social connections and to give children the chance to ask questions about their learning.
- Families can expect a phone call once a week to discuss their child's learning and engagement.
- Work submitted after 12.00 on Fridays will not be marked in the usual way. This is to give our teachers dedicated time to plan and prepare remote learning activities and to give children a break from their screen.

## **Platforms**

Our remote learning for key stages 1 and 2 will be delivered using *Seesaw*. Children will need to login at [www.seesaw.me](http://www.seesaw.me) or download the *Seesaw Class* app to access the videos and tasks set by their teachers.

In EYFS, remote learning will be delivered using *Tapestry*, which is used in EYFS throughout the year.

In addition, for our live sessions we will be using *Zoom*, a free video calling app.

## **Internet Access**

The remote learning that Lordship Lane will be offering requires access to the internet. However, we are aware that some children do not have reliable access to the internet for a wide variety of reasons. As such, we will be able to loan laptops to families to support remote learning, some of which have come from the government and many of which the school has purchased for the purpose. The school may also be able to support families who may benefit from extra mobile data, a 4G router or printed work.

If you feel that your child would benefit from any additional support, please contact [admin@lordship.haringey.sch.uk](mailto:admin@lordship.haringey.sch.uk). Naturally, we will be prioritizing families who do not have any other devices to access the internet. However, we do not deem a smart phone to be an appropriate device for remote learning, so please do contact the school using the email address above if your child is reliant on a smart phone to complete their learning activities.

## **1. FULL OR PARTIAL SCHOOL CLOSURE**

### **Contact with Teachers**

It is important for children to continue to benefit from contact with their teacher if they are learning from home. As such, class teachers will:

- Contact all families on the first day of any closure to clarify the duration of the closure, how children can access school work and take questions from parents etc.
- Subsequently contact each family once a week for the duration of any closure. The conversations with children should both be a general check in and offer feedback and motivation with their learning.
- Upload a short video every morning to maintain contact with the children. This could include a summary of the day's learning, praising children who have done well previously, suggest offline (non-school related) activities etc.
- Offer a daily *Zoom* session for their class so that the children can have some live contact with their teacher and their peers (further details on this aspect of our provision are given below).

### **Timetable**

Children are not required to complete their school work at a specific time to enable home learning to fit flexibly with parents' own work commitments and because internet enabled devices are often shared between a number of children. However, home learning lessons will be set in the following way:

- Reading, writing, maths and spelling/phonics will be set every week day by 7am.
- Humanities will be set twice a week at 7am on the days they are set.
- Science will be set twice a week at 7am on the days it is set
- RE and Spanish will be set once a week at 7am on the days they are set.

We believe this offers a sufficiently broad curriculum and should meet or exceed the specified number of hours' learning expected by the DfE for each phase. We have asked teachers to ensure learning activities are ready for 7am following feedback from parents who wished to support children with school work before beginning their own working day. As activities can be scheduled in advance, there is no expectation that teachers will be online at 7am.

### **Asynchronous Learning**

At Lordship Lane, we have taken the decision that the majority of our provision will be asynchronous, taking the form of pre-recorded videos. This is for a number of reasons:

- Many of our families, even though they have access to the internet, have a limited number of devices, meaning not all children would be able to access live sessions. Using 'live' sessions would thus raise concerns around equity of provision.
- Many of our families need to fit home learning around their own timetables of working from home. 'Live' teaching would not allow for this.
- Some of our teachers have their own caring responsibilities, which would make 'live' teaching especially challenging.
- Asynchronous learning gives children the opportunity to learn at their own pace.

In addition to the reasons given above, the [EEF's review](#) of the evidence base for remote learning concluded that there is little or no difference in outcomes between 'live' and asynchronous learning. As such, asynchronous learning is the right approach for our school community.

However, we do understand the need to use videos in this provision as they allow for clearer explanations and modeling, while also not relying on children's reading comprehension of written instructions. As such, we will make use of pre-recorded videos. Some of these will be made by third parties, most notably *Oak National Academy*, while others will be made by our own school staff, especially where the *Oak National Academy* provision does not overlap with our own curriculum. In particular, this is likely to be the case in writing, maths and humanities.

### **Zoom Sessions**

All classes in the school will have a daily *Zoom* session with their teacher or, where their teacher is working with children in school, another teacher from their year group. These are timetabled so that, in the event of a full school closure, no two year groups have them at the same time. These sessions are not the main vehicle of our teaching, as explained above, but have a range of other functions:

- They offer children the possibility to maintain contact with their teachers and their classmates, thereby helping to support children's wellbeing.

- They give children the opportunity to ask questions and clarify aspects of their learning, while also offering teachers the chance to check children's understanding through quizzing and other methods.

We expect children to treat these *Zoom* sessions as time in school. As such, they must be appropriately dressed, in a suitable location and follow all the usual school rules, including showing respect to adults and their peers who are attending. If a teacher is concerned about a child's behaviour in a *Zoom* session and they have already given the child a warning, they will remove them from the *Zoom* meeting and subsequently contact the child's parents.

### **Remote Learning Curriculum**

Our remote learning curriculum is mostly the same as the curriculum we offer to children in school. Children will continue to benefit from our regular curriculum in all the following subjects: reading (including phonics), writing (including spelling), maths, geography, history, science, RE and Spanish. Naturally, small adaptations will need to be made, particularly in how the subjects are taught, in order to make our curriculum appropriate for remote learning.

These adaptations include:

- Using different texts for reading and writing from those outlined in our text map.
- Teaching new material at a slightly slower pace to ensure children do not pick up new misconceptions.
- The temporary removal of some subjects from our curriculum. For example, we will not routinely teach computing, art, music, DT or PE remotely. However, we will provide ideas to stay active in place of the latter.

### **Remote Teaching**

At Lordship Lane, we will make use of a number of teaching strategies in order to provide the best possible experience for the children in our community:

- **Pre-recorded lessons.** Many of our lessons will consist of pre-recorded lessons made by school staff for children to watch and learn from before completing an independent activity. We have chosen not to conduct these lessons 'live' to offer flexibility to families where devices are being shared between siblings and where parents need to support their children around their own work schedules. Research has shown that 'live' lessons offer little educational benefit over pre-recorded videos.
- **Oak National Academy.** For some lessons, we will make use of *Oak National Academy* resources. These are video lessons created by expert teachers across the country. Children will be able to send their work from these lessons to their teachers via *Seesaw*.
- **Independent Activities.** Children will be set a range of activities to practise and learn independently. This will include maths problems, reading comprehension, writing and grammar activities, humanities quizzes, comparing and matching activities and more besides.
- **Zoom Sessions with teachers.** Though these are not the main vehicle for our teaching, they will give children the opportunity to ask questions and teachers the opportunity to assess children's understanding through quizzing etc.

### **Engagement**

We expect children to engage with their learning activities every day. By doing so, they will be able to keep up with their learning and avoid the potential detriment of being away from

school. As such, just as we record and analyse children's attendance in school, we will record and analyse children's engagement with remote learning activities.

Where teachers have a concern about a child's lack of engagement, they will reach out to the child's parents to discuss potential barriers to the child's engagement and ways to overcome them. Particularly for younger children, who are more likely to rely on adults' time for their learning, teachers will also be able to advise parents on which areas to focus on if the entire remote learning curriculum is not manageable. If teachers concerns about engagement persist, the matter will be referred to a member of the school's senior leadership team.

Parents can support children to engage with their remote learning by helping to establish a regular routine for school work and, where possible, being able to support. If children do not understand their school work and parents are, for whatever reason, unable to support, children will also be able to ask their questions at the regular *Zoom* session.

### **Feedback to children**

As in all learning, feedback for remote learning is essential. Children can expect to receive feedback from school staff in a number of ways:

- Comments on their work (written or verbal) through *Seesaw*.
- Discussions either during *Zoom* sessions or on the phone.
- Whole class feedback as part of pre-recorded videos.

Teachers will not necessarily give the same amount of feedback to all tasks. Just like in school, feedback will be given where it can have maximal impact. In addition, in order to give our teachers protected time to plan and prepare remote learning activities, work received after 12.00 on Friday may not be marked in the usual depth. This is to give our teachers dedicated time to plan and prepare remote learning activities and to give children a break from their screen.

### **Additional SEN support**

Children who require extra support will receive this in a number of ways:

- Teachers will differentiate their remote learning activities as they would in school in order to provide children with SEND the support they need.
- Some children with SEND will receive additional 1:1 support from our SEN team in order to ensure they are learning at the same rate they would in school.
- Where possible, children who benefit from therapy interventions will continue to benefit from this online.

## **2. SELF-ISOLATION OF A SINGLE CHILD OR A SMALL GROUP**

All children who are self-isolating should receive a phone call from their class teacher as soon as possible (i) to check in with them, (ii) to advise the children and families about the work that will be provided on *Seesaw* (see below for details).

By necessity, our provision for children who are isolating will be more limited than in the event of a full or partial closure. This is because teachers will still be in class with the children who are not self-isolating and it would not be reasonable to facilitate home learning

in the way described above whilst also teaching full time in school. As such, activities will be provided for children self-isolating on a weekly basis. Each week, self-isolating children will receive:

- 5 writing activities (one for each working day). The aim here is to keep the children in the habit of writing: pictures and videos can be used as stimuli where appropriate.
- 5 maths activities (one for each working day). This will mirror the work that children are doing in school so that isolating children do not fall behind.
- In key stage 2: A summary of what parts of the knowledge builder are being covered in humanities and science so that the child can learn these at home.
- In key stage 1: A summary of what sounds have been learnt in phonics along with examples of words that contain the sound.