MARAZION SCHOOL

PLANNING FOR REMOTE (HOME) /BLENDED EDUCATION

Blue highlighting shows further actions

We find ourselves in the process of *connecting to learn, learning to connect* (Harris And Jones 2012) – this includes planning for remote (home) learning should a class, group or cluster of children need to self-isolate, or there is a local partial or full lockdown.

Our main points:
- ✓ Teaching quality is more important than how lessons are delivered
- ✓ Effective elements of teaching are: clear explanations; support and scaffolding; reflection and feedback
- ✓ Teaching must build on children's prior learning
- ✓ Pupils' understanding needs to be assessed
- ✓ The 'remote school day' needs to be consistent across the school (see 'Appendix A')

Therefore, we need **straightforward**, **dedicated** remote learning solutions that are **easy to use**.

We also need:
- ✓ A clear and consistent rationale for the use of technology
- ✓ Technology that enhances and compliments quality teaching and learning
- ✓ CPD opportunities for staff; pupils and parents
- ✓ Effective, clear and consistent guidance for children and parents
- ✓ Access to technology for all
- ✓ High expectations for independent learning

Engagement during lockdown: paper 26% (only18% actually used paper copies); 60% online; overall engagement 78%

EXPLORE

There must be a clear and consistent structure to planning and resources
- ✓ Sessions need to look and sound similar with a shared, common language that includes scope for individuality around what the children are doing
- ✓ Predictable lesson structures provide children with the opportunity to devote more time/resources to thinking hard about what they are being asked to do: creativity, curiosity and investigation can flourish
- ✓ Intent of curriculum must be broad, balanced and ambitious – including PE; sport; art; music; DT and featuring virtual days for example, Sports Day; Super Learning Day; Marazion Book Day etc
- ✓ Focus on being active
- ✓ Clear, consistent expectations for school work communicated to home
- ✓ Pastoral support system led by senior leaders, including weekly phone calls; liaison with external agencies; support for emotional wellbeing; advice on transitions back to school

DfE *Guidance for Full Opening* ***Section 5: Contingency Planning for Outbreaks***	**Areas to consider** Plan for different possible scenarios: ▪ National or local lockdown; ▪ Closure of identified bubbles; and ▪ Families needing to self-isolate.	**Comments**
'Give access to high quality remote education resources.' *'Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.'*	Ensure all stakeholders understand the latest expectations for remote education. **How was learning organised when the school was partially open?** ▪ What platform(s) were used? ▪ How was learning monitored? ▪ How did the chosen approach and platform enable teachers to allocate work, assess pupil understanding and provide feedback? ▪ Hardware and internet access – how did we ensure that technological barriers to accessing remote/blended learning were overcome for **all** pupils?	➢ Learning was organised online via SEESAW (SS) and through posted paper copies sent weekly ➢ Resources packs/ipads or laptops provided by school for some families ➢ Teachers followed their usual topic-based planning, following the Marazion broad, balanced and ambitious curriculum ➢ Planning/sessions had a strong focus on outdoor learning/emotional wellbeing ➢ EYFS curriculum was creative and play-based, ensuring there was access for all children ➢ SLT Planning scrutiny continued

	Evaluate the impact of those systems:	
	Evaluate the impact of those systems: ▪ Collect feedback from all local stakeholders. ▪ Consider wider local and national evidence based on research into the impact of remote education/blended learning. What does the current evidence suggest has consistently worked well and what hasn't across a wider range of settings? ▪ Was the approach appropriate for EYFS/SEND/targeted groups of children? ▪ Did the approach used mirror the school's Intent for the curriculum? ▪ What helped your remote learning that you do not normally have access to in class? (Think about what you did indoors/outside, resources and websites you used, people who you talked to at home and online, online chat and video communication, organising and pacing activities yourself).	➢ Monday morning PSHE continued weekly led by HT ➢ Thursday assembly linked to emotional wellbeing led by AHT ➢ Weekly 'Rainbow Ideas' from HT ➢ TAs monitored learning and gave feedback, including to focus pupils/groups ➢ TAs provided specific support for individual children, including pastoral support ➢ Teachers followed the structure of the usual school day to provide familiar routine and structure ➢ Teachers used Zoom and SS videos so that children saw them in real time EVERY day ➢ SS provides opportunities to set appropriate differentiated work and to provide feedback for individual children as well as groups/whole class ➢ Staff contactable by email EVERY day ➢ School Office was open for telephone calls at least 2 days a week ➢ Marazion Book Days/Marazion Super Learning Days carried on as usual ➢ Virtual Sports Day ➢ Virtual Cornwall Games ➢ Transition Days for 2020-21 classes ➢ Year 6 Leavers' Assembly via Zoom ➢ Year 6 Leavers' 'Times Like These' video ➢ Governors carried out remote monitoring of Quality of Education – see GMDF

		- Parents/children provided feedback throughout lockdown for things that we didn't get quite right so that we could make improvements straight away - Higher engagement via Zoom - Higher engagement during virtual theme days - Zoom/Teams calls; online assemblies posted (parents could view them as well)
	What needs to be done as a result of this evaluation? • Does the school need to research alternative strategies/platforms (Website? VLE (Virtual Learning Environment)? BLE (Blended Learning Environment)? Synchronous or asynchronous teaching? Texts and e-mails?) • If necessary, explore available remote education platforms and resources to support plans. • Do we need to plan to upscale our existing provision of hardware/devices? What are the cost implications of this?	- Purchased subscription to Zoom - Upgrade for SS package - Have laptops/i-pads available for some families - Make sure that paper packs are being used - Not all areas could be covered in EYFS, for example continuous provision due to limited access to play resources at home – Covid-19 safe resources/toys/equipment libraries to be provided
	National Tutoring Programme • Can this be used to support the school's remote learning offer? • When planning for tuition delivery, have we ensured that the tutoring organisation we want to work with has tutors with the necessary expertise in the key areas that our pupils are struggling with and that their model of delivery (online/face-to-face/**blended**) is appropriate for our	- Bespoke one to one tuition programme in place organised and managed by SENCO - Other usual intervention programmes organised and managed by SENCO - Most programmes carried out within class bubbles

	timetabling, facilities and the pupils who will receive the tuition?	➤ Intervention programmes can continue virtually
PREPARE **Develop an online learning culture, setting expectation and behaviour for learning** ✓ Children must be clear about the boundaries and expectation of the online setting – keep the same classroom culture as much as possible ✓ Develop good online learning habits ✓ Teacher must be visible and reachable – a sense of connection is important for children's continued motivation and engagement ✓ Use 'live' sessions; use audio instructions and feedback; read the class novel daily; post videos to explain particular concepts, in particular those that are difficult to teach, difficult to learn; ✓ Send reminders that parents and teachers can initiate contact with staff – interaction is important		
'Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations.' *'Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.'* *'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.'* *'Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.'*	**Ensure all plans are considered as part of the school's risk assessment. Look at curriculum plans for the year ahead.** ▪ How can these be supported by or adapted for remote learning opportunities? ▪ How will the school's approach take into account the different ages and needs of the pupils? Consider how technology will improve teaching and learning before introducing it? ▪ What specific support and training will we need to give our pupils in school to develop the necessary skills required for learning remotely? E.g. Do we need to deliver more teaching and learning around independent learning skills, reflection, metacognition, self-regulation and growth mindset to ensure pupils are better prepared for the levels of resilience, resourcefulness, perseverance and proactivity required to be a remote learner? **Communication** ▪ Share planned approach with all stakeholders and NTP partners.	➤ Remote learning follows our usual curriculum planning ➤ Programme of skills for children using SS organised in classes across the school ➤ Programme of skills for adults using SS organised via Zoom ➤ Open honest communication is a strength of the school

'Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.'	▪ Give regular curriculum updates to parents/carers throughout the term. ▪ Collect a list of families who may qualify for access to relevant technology support so that this can be acted on as needed. ▪ Spread the word about where those with school devices can go to access free internet connectivity safely (libraries, community centres etc) ▪ Consider the need to pre-load content onto devices to enable students to continue to learn offline, ▪ Consider who may need printed resources- who will prepare these; how will families receive them?	➢ Paper packs ➢ List of families who may need technology ➢ List of places that offer free internet connectivity safely ➢ Consider how we can pre-load content for some children ➢ Weekly newsletter to be sent out as usual
	CPD	
	▪ What training or support is needed for the plans to be carried out effectively and which groups does this need to be delivered to? [For example: how to operate the chosen platform; and effective assessment.]. ▪ How can we help create more space for teachers to focus on this more intricate mode of lesson planning and delivery by adopting straightforward, dedicated remote learning solutions that are easy to use, rather than complicated technology that could be a source of stress or distraction? ▪ Are parents and pupils aware of health and safety considerations around online learning including the effects of screen exhaustion, the importance of taking regular breaks, the physical set up of the workstation (desk height, chair height, access to light, etc).	➢ Teachers are confident using SS – this worked well during partial opening ➢ Teachers already using SS for children who are in isolation ➢ Teacher that has just joined us may need more SS training

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Online safety:
- How are we considering the safe use of devices such as devising age-appropriate internet controls, filtering and context-based keyword monitoring to keep students safe online?
- Do we have the right technology in place on school devices to enable students to use them safely at home?
- How do we work with and learn from young people about what they are doing online?
- Do we have appropriate routes to support and report?

> Regular online safety updates in the school newsletter
> Online risk assessment/policy for remote (home) learning
> Online safety training for staff/parents/pupils moved online

National or local lockdown/closure of identified bubbles
- Establish a timeline of agreed actions and staff responsibilities in preparation for a bubble closure or lockdown (eg preparation of resources, distributing usernames).
- Create timetable to identify when and how teacher input will take place.
- Match available resources to support and enhance school curriculum plans including the use of NTP tutors.
- Based on the school's context, consider the balance of on/offline activities.
- Agree how the school will check in on pupil wellbeing and progress.

Families needing to isolate
- How will in-school lessons and resources be shared with pupils who need to stay at home?

> SS remote offer is ready to go – staff are confident organising and managing this offer
> Senior leaders carried out pastoral phone calls at least weekly
> Senior leaders did 'doorstep drops' for vulnerable families and were able to meet families in person
> All staff were contactable EVERY SCHOOL DAY
> Staff know that will they continue to work during a full lockdown offering remote (home) learning
> Normal hours may need to be adjusted in order to deliver curriculum
> Developing and improving Marazion's remote (home)/blended offer is part of staff's PM objectives for 2020-21

| | [For example: recordings/live lessons for pupils to access from home; and photographs of notes made during lessons for pupils to refer to.]

Helpful Links:
Oak National Academy Curriculum Plans

Online education resources for home learning (DfE, updated 24.06.20)

Laptops and tablets for children who cannot attend school due to COVID-19 (DfE, 07.08.20)

Increasing internet access for vulnerable and disadvantaged children (GOV.UK)

EdTech Demonstrator Programme Demonstrator schools/colleges (including Balcarras School) provide professional development, initially focused on supporting delivery of remote teaching.

Checklist to use when designing ways for parents/carers to access and support their child's home learning (EEF, May 2020)

CPD: Remote learning: programmes and webinars offering additional support (The Key, updated 26.06.20)

Safeguarding advice for remote learning (GSCE)

Safe remote learning (SWGFL)

Online safety and safeguarding (LGfL)

Which video conference service is right for you and using video conferencing services securely (The National Cyber Security Centre) | |

	[Safeguarding and remote education during COVID-19](#) (DfE, updated 21.05.20) [Keeping children safe in education](#): Annex C (DfE, updated 01.09.20)	

DELIVER

Chunking
- ✓ Skills, knowledge and concepts need to be broken down into smaller chunks
- ✓ Children need to be successful early – make the first step accessible
- ✓ Smaller chunks; practising each chunk; building ideas from prior learning – increases pupil motivation
- ✓ Use 'Pit Stops' – these offer a time which is devoted to thinking about previous explanations

Modelling and explanations
- ✓ Make the learning accessible
- ✓ Use a range of teaching strategies – live sessions; links to websites; collaborative workspaces (Teams/Zoom); audio links; photographs; videos etc
- ✓ Plan regular time for practise – base practise tasks on prior learning

Peer to Peer
- ✓ Make provision for pupils to interact with their peers – this is vital and supports sustained engagement
- ✓ Peer to peer interaction provides support as well as connections with friends and classmates
- ✓ Include discussions; collaboration; sharing; giving feedback; guided tasks; times tables battles

Build independent learning skills
- ✓ Develop a programme to provide opportunities for children and parents to gain the independent skills they will need for remote learning, now and in the future
- ✓ Technology used to improve communication with home – involving parents and carers more easily
- ✓ Teachers can model: use of calendars/schedulers/reminders/messaging and chat features to ask questions and share ideas; use of daily plans/checklists
- ✓ Promote resilience and perseverance – students develop the skills to help themselves
- ✓ Use of learning logs (similar to progress books)

'Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.'	**How will you evaluate the effectiveness of the school's remote learning systems?**	➢ Open Door ethos ➢ Listening ➢ Open honest communication

'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.'*	▪ Ongoing, clear communication between all stakeholders. ▪ Look at how effective the approach is for different groups, including SEND, disadvantaged. ▪ Regular virtual meetings to share successes and areas for development eg assessment and feedback strategies. ▪ Monitor numbers of pupils accessing lessons and tasks; follow up any absences ▪ How can information about pupils be effectively shared between teachers and NTP tutors? Draw on colleagues and/or other schools to share good practice. If school remains open, consider how aspects of planned remote education opportunities could be used to continue home links and parental engagement. Ensure approach is aligned with the latest guidance from the DfE and outcomes from local and national research-based evidence. Is there a logical and well-sequenced plan to support and sustain high quality teaching? **Parent / carer engagement** ▪ Are our school staff sufficiently skilled in engaging in sustained parental communications? If not, does our planning contain the right blend of ▪ Are there barriers for parents that need to be recognised and supported, e.g. limited	➢ Senior leaders and teachers available every day 'in the fresh air' @ start/end of school – no appointment needed ➢ Appointments available via Zoom/Teams ➢ Weekly emails track engagement of children ➢ Staff meetings via Zoom/Teams ➢ CPD continues remotely – webinars; Zoom calls; some face to face ➢ Bespoke sessions for individual children, for example children with a EHC Plan, including Zoom one to one sessions ➢ Aim for outstanding relationships at all levels ➢ Open, honest conversations ➢ Marazion ethos; vision; aims integral to all we do, include Marazion Manners ➢ Listen

	time due to work commitments, or low literacy levels? professional development activities? ▪ Can new or existing technologies sustain a manageable and meaningful plan to communicate with and support parents? **Helpful Links:** Remote learning: 5 ways schools are giving pupils feedback now (The Key, updated 25.08.20) Questions for senior leaders to reflect on when schools set home learning to ensure the needs of disadvantaged pupils are taken into account (EEF, April 2020)	➢ Support
SUSTAIN		
✓ Remote (home) blended learning offer linked to performance management objectives for teaching staff ✓ Remote/blended (RB) learning offer for Marazion School is a working document ✓ Termly staff meeting with a focus on development of RB offer		
'We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.'	**How is the agreed approach being used and adapted to suit the age and needs of the pupils at the school?** **Is the agreed approach manageable and reasonable? How much can we ask of our staff and how will we balance the provision of online learning with classroom-based lesson planning and teaching?** **How does the approach allow for peer interaction?**	➢ SS/Zoom/Teams offer a range of platforms to communicate with staff / children / parents, including children communicating with children ➢ Curriculum planning is the same for classroom/remote learning ➢ SS allows for providing bespoke support for individual children ➢ Use Zoom/Teams more in the blended offer ➢ Teachers and TAs to deliver one to one sessions for individual children/small groups via Zoom/Teams ➢ Ensure staff are aware of amount of safe screen time

	How does the approach support pupils to develop their independence and reflect on their learning? **Ensure there is flexibility and capacity to adapt in response to feedback from staff and families?** **What aspects of remote learning provision will be integrated in school policies attending homework, feedback, teaching and learning?** **How well do school practices align with the best available evidence on remote learning?** **Helpful Links:** Self-regulation at a distance (Research Schools Network, 01.06.20)	➤ Blended learning section/appendix in Quality of Education policy

USEFUL RESOURCES (Further resources can be found on GCC Schoolsnet)

For parents
Department for Education (DfE)
Range of resources referenced in DfE Guidance for Full Opening, including Online Education Resources for Home Learning and The Oak National Academy.
10 top tips for parents to support children to read
Supporting your children's education during COVID-19
- aged 2-4;
- at primary school;
- at secondary school; and
- with SEND.

For schools
The Key: COVID-19 resource hub: leading your school during coronavirus. Includes support with setting up your digital platform, and advice on delivering remote learning.
EdTech Demonstrator Programme: Helping schools and colleges with support for remote learning
EEF COVID-19 Support Guide for Schools: The EEF is publishing this guide to help teachers and school leaders support their pupils following the COVID-19 closures. It offers an overview of relevant evidence and links to key resources. It is designed in particular to support and inform schools' decisions about how to use catch-up funding announced in June 2020.

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Examples of teaching practice during Coronavirus (DfE): An opportunity for schools to learn from each other's emerging practice as they develop their approaches to providing remote education.
Teaching during Coronavirus (DfE): Information, guidance and support for teachers and leaders on educating children during the coronavirus outbreak.
National Tutoring Programme
Ofsted: Education plans from September 2020. Information on Ofsted visits from September 2020

Appendix A

Marazion Remote Learning School Day (for child in self-isolation)
AM:

- ✓ At least one video from teacher explaining input / introducing the school day
- ✓ Maths session (daily)
- ✓ Writing session (literacy sessions may be over several days)
- ✓ Guided Reading

PM:

- ✓ Topic session
- ✓ PE session
- ✓ Class novel

Marazion Remote Learning School Day (during full lockdown)
AM:

- ✓ Morning video to introduce the school day @ staggered times for each class
- ✓ Maths/literacy session (daily)
- ✓ Guided Reading
- ✓ Video @ lunchtime to 'round up' the morning's learning and talk about the afternoon
- ✓ Daily intervention sessions via Zoom with individual children/small groups led by teacher/additional adults

PM:
- ✓ Topic session
- ✓ PE session
- ✓ Video to 'round up' the afternoon's learning and look forward to the learning for the next day
- ✓ Video of adult reading class novel (can be as part of video 'round up')

WEEKLY:
- ✓ Whole class sessions via Zoom – guided reading
- ✓ Use of Zoom breakout rooms managed by CTs and TAs to support group work/interventions
- ✓ 2 x assemblies (HT and AHT)
- ✓ Visitor assemblies x 1
- ✓ Rainbow Ideas (HT)

ALSO: Theme Days, for example Marazion Book Day; Super Learning Day; Big Dig;

<u>Marazion Remote Learning School Day (during closure of class bubble)</u>
<u>AM:</u>

- ✓ Morning video to introduce the school day @ staggered times for each class
- ✓ Maths/literacy session (daily)
- ✓ Guided Reading
- ✓ Video @ lunchtime to 'round up' the morning's learning and talk about the afternoon
- ✓ Daily intervention sessions via Zoom with individual children/small groups led by teacher/additional adults

<u>PM:</u>
- ✓ Topic session
- ✓ PE session
- ✓ Video to 'round up' the afternoon's learning and look forward to the learning for the next day
- ✓ Video of adult reading class novel (can be as part of video 'round up')

<u>WEEKLY:</u>
- ✓ Whole class sessions via Zoom
- ✓ Use of Zoom breakout rooms managed by CTs and TAs to support group work/interventions
- ✓ Monday morning assembly via Seesaw
- ✓ Tuesday visitor assembly via Seesaw

<u>ALSO</u>:
- ✓ Take part in any theme days
- ✓ Other staff can deliver any resources/equipment/devices (doorstep drop) to staff
- ✓ Adjust learning to take into account that no-one can leave their house (and that some children may not have a garden) – still be creative!
- ✓ Consider planning a 2 week project as part of BP/MTP cycle and then teach this at the end of the term if you don't use it during self-isolation