Remote   Teaching
                                  and Learning Appendix

Review Date: January 2021

Date Ratified: _____   **Signature_____**

Much of our normal teaching and learning appendix is still relevant to our remote learning appendix. Below sets out our intent and implementation of the remote teaching and learning, during periods of lockdown and where children are accessing remote learning due to isolation.

Every child deserves a high quality and appropriate education. Twydall Primary School provides a curriculum which is balanced, broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Our curriculum is based upon our school values of Care, Courtesy consideration and commitment by demonstrating these values and through our teaching of PSHE and we promote British values within our curriculum.

Our remote learning curriculum is designed to ensure that children receive over and above the statutory requirements set out by the DFE, during periods of lockdown. We deliver this through a mixture of live lessons and pre-recorded. There is continuity and progression of skills, knowledge and understanding in our core and foundation subjects.

Our curriculum intent is to increase each child's cultural capital through:

In our community our children will develop interpersonal skills, resilience and intellectual curiosity to develop a thirst for new experiences, skills and knowledge. We inspire children to become confident decision makers, who reflect upon their choices and become valued global citizens. Our curriculum intent is to increase each child's cultural capital

Nurturing of our children is paramount; childhood should be a safe, happy, and inquisitive time with opportunities to develop a thirst for new experiences, skills and knowledge. We inspire children to become confident decision makers, who reflect upon their choices and become valued global citizens.

The **Curriculum map** ensures the progression of skills and knowledge across the school and identifies cross curricular links and opportunities for enrichment activities such as trips and guest speakers. During remote learning, these opportunities will be provided virtually.

The **curricula overviews** provide a framework for planning.

PPA is collective on Friday afternoons

Planning is stored in the One Drive @Teachers at Twydall >Planning 2020-2021

Timetables are available on SIMS.

Curriculum Implementation

In line with DFE guidelines during the period of remote learning our curricular offer is slimmed down. This also takes into consideration the challenges faced for stakeholders, teachers, children and families, adjusting to and accessing on line learning. Each year group follows a daily timetable for learning. There is a suggested timetable for KS1 and reception where learning is non-synchronous. Children at home, are encouraged to undertake physical and other activities, which are posted on Facebook and the website by the school.

Whilst there are different challenges to remote learning, and in line with Ofsted research findings, expectations of teaching and learning are still high. Across all keystages:
- children and staff are to follow the 4Cs
- learning is designed to be engaging
- learning is differentiated, scaffolded and pitched correctly to allow for maximum progress
- whenever live learning occurs there are two adults present, for support and for safeguarding reasons.
- assessment tasks are designed to inform teaching and learning

Assemblies

Live assemblies take place daily in all keystages. The purpose of these is:
- to bring the school together as a community and foster that sense of unity
- to maintain a sense of routine
- to develop children's social, moral, culture and spiritual education
- to deliver any messages to the year groups
- to support any issues with access to technology

In Key Stage 2 we are continuing specialised teaching and deliver daily live lessons synchronously in **Reading, Writing and Maths** and the foundation subjects of **Humanities, Art and Science through teams.** We deliver PSHE to classes once per week. Pupils can then be set according to ability and assessments. We maintain our teams/departments of teachers who work together to plan and develop pedagogical skills. This also ensures a development of skills and progression at the same time as developing a consistent approach which is of paramount importance.

Children are set assignments linked to the live lessons. The teachers and adults within the year group provide feedback on the assignments and assess the work on a weekly basis.

One live lesson a week is given to reflection upon feedback so that children can improve their learning.

In Key Stage 1 and **EYFS** - pupils are set daily differentiated lessons, non-synchronously in phonics, maths, writing and topic based subjects to cover the foundation subject teaching, through Tapestry.

Parents upload observations to tapestry, including evidence of learning of the child. Teachers and adults, in the year group comment on all observations throughout the week. If it is appropriate feedback is given on the observations to facilitate further learning.

Remote Learning for Crucial Workers and Vulnerable Children in School

In Year 5 and 6, the children in school access remote learning through the computing suite in the same way as they would if they were at home.

In Year 3 and 4, the children access remote learning as a group together in class. They join the live lessons and the adults in school help the children to complete the assignments in books or on paper.

In Year 2, 1 and EYFS, the children access the lessons on Tapestry as a year group together, supported by the adults in school. Lessons work in response to lessons is interspersed with child initiated play through continuous provision.

Engaging Families and Children to Access Remote Learning

The engagement in online learning in every year group is assessed by teachers and adults. admin staff, and teaching staff, access this data on a weekly basis and telephone non – engaging families to facilitate access to remote learning. This can be in the form of technology support, advice or accessing other forms of learning such as paper packs as a last resort.

Our Principles of Assessment

We have created a remote feedback policy which details how online learning is assessed across the Keystages. Remote work is assessed to ascertain:
- engagement
- outcomes of learning in relation to national expectations
- to inform next step in teaching and learning

Appendix 1.

Live Lessons on Teams

1. Progress through skills and teaching is slower than in class face to face teaching, be prepared for this to avoid frustration.
2. Teach the specialised teaching groups RWM everyday, and the specialised foundation subjects each week. This would leave one afternoon free for PSHE – see attached timetable.
3. Have a timetable simple and clear and give 15 minutes in between lessons.
4. Have an assembly every morning. At the beginning this is very useful for helping to reinforce messages about online learning and to help children to get to the right places.
5. Set your live lessons as meetings on the general page. Make sure that you physically schedule the lessons, 5 minutes before the time they are supposed to start each day. If you schedule them in advance, they will be difficult to find on the general page (they need to be close to the bottom of the chat page).
6. Label the lessons clearly with group A/B/C or class expected to attend, the subject and the teacher.
7. Cancel the lessons when they have finished so that they turn grey and children know that they are expired.
8. Make it clear to pupils that there is the same expectation of focus in the live lessons as in class – and off task chat during live lessons makes it difficult for teachers to teach and pupils too learn. The second adult can monitor this and remind children in the chat. Children that persistently do this need to have a phone call home, make this clear to the children.
9. Schedule two adults for each lesson, to ensure safeguarding requirements are maintained.
10. The second adult needs to have the resources open, in case there are any technical difficulties while teaching.
11. When you are presenting a power point, it is difficult to see the answers that children are giving in the chat. The second adult can see the chat and can relay the answers. You could have your phone open on teams and manage the chat and teaching that way, if you can manage this.
12. It is more difficult to ask questions and get responses in live lessons, and it is also necessary to ensure the children are engaged. Stick to open ended questions that all children can answer. Children respond in the chat – remember that you have to leave think time and time to type so it takes slightly longer to get feedback.
13. Plan to let children go and complete assignments when they are ready and stay on call to support other children and children that have questions and want to come back.
14. Know that some children will not be able to access until later that day, so assignments need to be easy to be accessed without live teaching input.

15. Maths could be using technology for their answers (asking siri) - think about asking questions and setting assignment which have elements of children explaining their understanding.
16. Maths answers appearance on the computer – particularly divide need to be explained as do the keyboard symbols for mathematical operations.
17. Writing – modelling writing using word and have the resources, words banks open so that you can model your thinking. This takes some getting used to, you need to use split screen.
18. Videos are unreliable in share screen, sometimes they work and sometimes they do not, there is no rhyme or reason– can be used independently later.
19. Ask the children to use the hand icon to ask questions.
20. Give feedback on the assignments.