



Remote education at Lansdowne: a de Ferrers Trust Academy and Eton Park Junior: a de Ferrers Trust Academy

At Lansdowne and Eton Park Junior we understand that Government Guidance on the re-opening of Schools states that:

- Remote learning must be integrated into school curriculum planning
- Schools have to offer **immediate remote education** to individual pupils or groups of pupils that have to self-isolate
- We must 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
- We must select the online tools that will be **consistently** used across the school in order to allow **interaction, assessment and feedback**
- We must provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so we will work with families to deliver a broad and ambitious curriculum
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- 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

Strategies for home/blended learning approaches:

It is likely that individual pupils or groups of pupils will have to isolate at times during the school year. These pupils have already missed time in school and so it is crucial that we make any further remote learning as effective as possible.

What can make remote learning more effective?

The following strategies have been recommended to make learning as effective as possible:

1. **Clear explanations:**
2. **Scaffolding:**
3. **Timely feedback:**
4. **Assessment:**

1. **Clear explanations:** Clear explanations are crucial to enable pupils to understand new content and the instructions for tasks. Tips for making sure that explanations are clear include:

- Deliberate practice of and planning of explanations in advance



- Making sure explanations are clear and concise and that new information is introduced in small chunks.
 - Checks for understanding are timely and acted on appropriately.
 - Support explanations with concise supporting resources
 - If remote-learning is asynchronous – where possible support with high-quality pre-recorded videos (possibly externally produced) to support the introduction of new content.
2. **Scaffolding:** Scaffolding is crucial to give additional guidance and support to ensure that all pupils can access tasks. Strategies can include:
- Worked examples: Modelling and exploring the full process that students will need to undertake to solve a problem. This must be demonstrated regularly though: 'I do, We do, You do.'
 - Ensure pupils know how to 'aim for excellence' by providing high-quality successful examples.
 - Ensure pupils know what is required of them and what they should include in each task.
 - Support pupils where necessary through additional scaffolding such as key phrases/ words etc.
3. **Timely Feedback:**
- Where possible, feedback should still be given on work which has been completed remotely. This could be through whole-class feedback or deconstruction of a completed model prior to pupils re-drafting work that they have submitted.
 - Feedback on knowledge checks/ retrieval practice should be undertaken regularly and as a matter of course.
4. **Assessment:** It is still crucial to assess learning and the progress made by pupils. This should drive future instruction and form part of our responsive teaching, for example through the re-teaching of any topics that pupils have struggled with or when assessment demonstrates considerable gaps in learning. This may include:
1. Knowledge checks
 2. Retrieval practice
 3. Written work
 4. Use of online quizzes such as Google Forms or externally provided quizzes

Effective blended-learning:

There are other aspects and strategies of remote/blended learning that can also be effective when pupils are not learning remotely. These include:

1. **Online quizzing:** make use of existing self-marking online platforms such as Oak Academy, SENECA, Quizlet, Kahoot , White Rose, etc. (Where online quizzing platforms are not used, pupils can complete learning and then complete a corresponding GoogleForm quiz to track attainment and engagement.)
2. **Effective use of Knowledge Organisers:** train pupils for remote learning technologies in the classroom, including how to self-quiz using Knowledge Organisers. These will form part of the “do now” activities which we will expect to see taking place during lessons.



3. [Digital textbooks/ textbooks/ workbooks](#): These can be used to give pupils access to textbooks easily at home and in school. They are vital for pupils to be able to self-check their work.
4. [Pre-recorded explanations of content and/or videos](#): Encourage/increase the use of a range of recorded video lessons for asynchronous learning in both the classroom and/or remote learning with student tasks. They can also be used to model how to approach a task or answer a question; this can include live writing and deconstructing model answers.

[The setting of remote education at Lansdowne and Eton Park Junior School:](#)

[Home and blended learning resources](#) There are resources for English and Maths for 14 days, with some year groups also having additional subjects already planned and uploaded.

In addition to these resources, the curriculum can be bolstered with video lessons from [Oak National Academy](#) and students can report their scores for these quizzes **weekly** via ClassDojo to allow for tracking of engagement and attainment.

It would be useful for teachers to share [Seneca Learning](#) with their pupils and create their own 'classrooms' virtually. Seneca allows for tracking of engagement, attainment and uses its own algorithm to change the format of questions to ensure that pupils are not left with misconceptions. Teachers can set assignments by date and can minimise workload by scheduling these to be set at a later date.

[CGP Workbooks](#) have been purchased for all students in school to access. All pupils have access to a Mental Maths workbook and a Reading Comprehension workbook.

There is a 3 tier approach to the remote education offer at both schools:

Tier one – child isolating for 14 days or until negative test received

Tier two – bubble isolating for 14 days

Tier three – whole school lockdown

See appendix one for details of the remote education offer at each stage.



APPENDIX 1 Remote Education 3 Tier Response

A tiered approach is needed for the different scenarios that are presented in the current pandemic and to meet the Government guidelines for remote learning.

Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision.

Please see the table below for the staged approach at each tier. This information supersedes any communication previously relayed.

Which Tier?	Circumstance	Provision	Rationale	Feedback to learning
Tier 1	Child is self – isolating up to 14 days	Child to be given the work from the Tier 1 folder for their appropriate year group.	This is a provision of English/Maths for up to 2 weeks. Cross curricular work will be accessible on the homework web activities.	Children to upload evidence onto class dojo for T or TA response.
Tier 2	Bubble closed	CPG book for Arithmetic and Comprehension lessons to be taken home. Oak Academy units: History of Science, Sustainability, Migration	This is a combination of online and paper copies to ensure all children can access learning. English and math skills are being targeted by the CPG books and the bubble teacher will provide a weekly timetable that directs the children to the pages required on that day. A hyper link on the class dojo for the Oak Academy Unit to be followed and a timescale for its completion will also be provided. The Oak Academy units are curriculum standalone units part of the National Curriculum.	Children to upload evidence onto class dojo for T or TA response. Oak Academy provides quizzes with feedback and scores that can be shared via Class Dojo. Screen shot or message.



Which Tier?	Circumstance	Provision	Rationale	Feedback to learning
Tier 3	Complete lockdown, all children out	<p>Oak Academy: each child to follow the English and maths for their year group and weekly schedule at the time.</p> <p>Oak Academy: each class to be directed to the topic that they are currently studying.</p> <p>Back-up plan for any children having issues with server access to Oak Academy, or their site goes down, will be the old resources from lockdown 1 (March 2020) that will be uploaded weekly onto the school website as before. This content will not have been used by the current year group.</p>	<p>The Oak Academy is the most accessible free online provision closely aligned to our English and maths curriculum. It supports learning with demonstration and quizzing for instant feedback.</p> <p>The class teacher will be responsible for providing Oak Academy hyperlinks to lessons aligned to their current topic at that time, these will be timetabled weekly and communicated via Class Dojo.</p> <p>This provision worked during lockdown 1 and was accessed by many parents. This will be a familiar location if needed as a back-up plan. The decision to not use this provision in the first instance is that it will not be comprehensively aligned to current learning as we cannot predict when a full lockdown will occur. However, in the event of Oak Academy website not running, this will be accessed and replenished weekly.</p>	<p>Children to upload evidence onto class dojo for T or TA response</p> <p>Oak Academy provides quizzes with feedback and scores that can be shared via class dojo. Screen shot or message.</p>
<p>PASTORAL and ACHIEVEMENT Weekly overview will be provided by class teacher for uptake and access to remote learning. This is reported weekly. Pastoral communication will be supported by TA. SLT, SENCo and DSLs will monitor uptake of vulnerable children and SEND.</p>				

