Online Home Learning Policy

September 2020

1. Rationale

School closures commencing in March 2020 during the Covid-19 pandemic prompted schools to adapt their teaching practice for online education in order to meet the needs of all pupils. It is important to state that pupils who are unwell will not be expected to complete work for the duration of their illness and online home learning should only be used by pupils who are well but unable to attend school. This document states the aims and methods for online teaching and learning at Winton Primary School.

2. Aims of this policy

- Explain how we will provide pupils with access to online learning in the event that they are self-isolating either as an individual, class or year group. The purpose of this is to ensure all pupils are able to access learning across the curriculum which replicates in-school provision.

- Explain how we will teach a planned and well-sequenced curriculum that will ensure pupils catch up missed learning from the previous academic year and gain a good command of the curriculum for the current year

- Plan how teachers will provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos during different types of closure

- Establish how teachers will 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

- Provide guidance to 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

- Show how we will plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including regular contact with teachers

3. Provision of Online Home Learning

Throughout the current academic year, it is likely that at any one time there may be one or more pupils self-isolating due to the Covid-19 pandemic. It is important that no pupil at Winton Primary School be disadvantaged by this and that pupils are able to receive an uninterrupted education.

At the start of each week, each year group will upload the sequence of lessons that would have been taught in school. The work will include teacher notes/explanation of each lesson and work for pupils to complete to enable pupils to have as much continuity as possible with learning that would have taken place in school. Each year group will have two pages where work can be found. One, titled "Isolating at home" will contain all that week's key learning and accompanying resources and will be updated weekly. This will include five Maths lessons, five Spelling and Grammar lessons, five English lessons (including reading comprehension), one Science lesson and a minimum of one other Topic lesson. The other page, titled "Continuous learning", will include a wider variety of learning tasks that pupils can do in addition to the other work and be updated termly.

When using Microsoft Teams, daily timetables, recorded lessons and resources will be saved under "Files" and teachers will use "Assignments" to set pupils work and provide feedback.

The purpose of this is to ensure that pupils will be able to continue with their education despite any situation where they are required to quarantine, self-isolate or cannot come to school because of a school closure.

If individual children are well but isolating in a year group =
Children will be able to access learning from the school website immediately. They will be able to be in contact with their class teacher through Microsoft Teams to get feedback on their work and any additional explanations they require.
Engagement: After 2 days, the class teacher should contact the pupils' parent to ensure the pupil has been completing work.

If one class closed and the teacher is well/
If the year group is closed and the teacher is well =
The teacher will record daily lessons to present teaching and activities in English, Maths and Topic. These videos will be available on teams from the second day of closure to ensure the teacher has the resources at home in order to teach. The lessons will follow the same curriculum as is being taught in school. Each morning, a timetable for the day will be uploaded which shows when the teacher will be meeting students online to discuss the recorded lessons and indicate the other tasks pupils should complete.
Video meetings: The class teacher will meet the class online to introduce each recorded lesson. These will be recorded by the teacher and the recording will be automatically saved in the "Chat" feature. This will mean that pupils can re-watch the introduction and recorded lesson at any time. In addition to this, they will hold two informal "wellbeing" meetings with pupils per week.
Engagement: After 2 days, the class teacher should notify their phase leader of any child who has not submitted work. The number for the child's parent will then be provided for the class teacher to contact the parent and log their communication.

If class closed, and teacher is unwell =
No recorded lessons will be available for the first day of the teacher's illness. The year group leader will meet with the Senior Leadership Team to arrange release for the year group leader to record lessons which will be available to students from the second day of closure. If there are any further closures in that year group, a different teacher will record the lessons. The lessons will follow the same curriculum as is being taught in school.
Video meetings: Either the year leader or phase leader will meet the class online to introduce each recorded lesson. These will be recorded by the year or phase leader and the recording will be automatically saved in the "Chat" feature. This will mean that pupils can re-watch the introduction and recorded lesson at any time. In addition to this, they will hold two informal "wellbeing" meetings with pupils per week.
Engagement: After 2 days, the year leader should notify their phase leader of any child who has not submitted work. The number for the child's parent will then be contacted and the communication logged.

If a class is closed but a family does not have any internet connected devices =

Winton Primary School

A pack of printed information and resources will be sent home by the class teacher or a member of the Senior Leadership Team. Parents should inform the school so that the relevant information can be posted to them.

Every pupil has access to Microsoft Teams, where assignments are set, videos can be watched and completed tasks can be submitted. Teachers also have access so that they can provide lessons in the form of recorded lessons, arrange class meetings, and provide feedback to pupils. There is also space for pupils to chat in typed messages on the Posts.
We choose to use recorded (asynchronous) lessons rather than live (synchronous) lessons. There are advantages and disadvantages to both methods but the advantages of recorded lessons outweigh those for synchronous lessons.

Advantages of recorded lessons:

Flexibility – pupils can access lessons when it is most convenient. Some families need to share devices and if parents have online meetings or siblings (who potentially attend different schools) were to have live lessons or class meets they might be scheduled at times that clash.

Pacing - Recorded lessons give the ability to pause the lesson to provide more time to complete a task or deal with an interruption. Pupils can watch parts of the video again to help them understand.

Fewer technical problems – live lessons can be beset with technical problems from broken sound to intermittent internet connections. These can be reasons for why pupils are unable to participate. Recorded lessons are less likely to be affected by these problems.

Fewer behaviour issues – while live lessons can appear initially to be more engaging, they are more likely to be longer, making it harder to maintain the attention of all pupils, and more likely to tempt pupils into unnecessary interaction that will distract them from the lesson.

Engagement for all – some pupils are naturally not as willing as others to engage online in live lessons due to shyness or embarrassment making it difficult for the lesson to be taught and for teachers to assess understanding.

Quicker to create – Because recorded lessons can be created more quickly, teachers will have more time to create other lessons and to provide feedback to pupils' responses. The pace of online live lessons can often be too fast or too slow as it is very difficult to gauge pupil responses and understanding through live video.

The main advantage of live lessons is that they may reduce the feelings of isolation for pupils.   We will negate this by having teachers meet pupils virtually online to introduce each lesson and provide daily feedback by responding to pupils' verbal or written questions.

4. Continuity with the curriculum

Planning will aim to ensure that pupils at home learn the same material that they would have learnt if they were in school. Teachers will use the medium-term plans to ensure continuity of provision. This is why most lessons will be recorded by the teacher. We choose to use maths lessons from White Rose because the maths lessons are of a high standard for online teaching, closely in line with the school's curriculum and provide effective models.

Winton Primary School

Practise of knowledge and skills is vital to embed learning into children's long-term memory. During the school day, pupils have opportunities to read, practice number fact recall, handwriting and spellings. Practise of these areas will be supported by online resources found in the "Continuous learning" section of the website. This is similar to how homework is currently set for reading, grammar, punctuation and spelling, and number fact recall.

5. Effective teaching and learning

Teachers are aware of the impact of quality teaching and learning on pupil outcomes, ensuring that effective strategies are consistently incorporated into lessons delivered within the classroom setting. However, these teaching and learning practices can be difficult to implement and maintain in an online setting so it is necessary to consider how to adapt and plan so these practices can work successfully.

Lessons in a classroom setting involve opportunities for formative assessment, class discussion, partner talk and different types of questioning. In an online setting, opportunities to assess pupil understanding and engage in meaningful dialogue are limited, so therefore teachers need to plan their explanations of the lesson content thoroughly.

It may be the case that what can be achieved in a classroom lesson may not be the same for an online lesson: teachers need to keep the content simple in order for pupils and parents to be fully aware of what is expected from them in each lesson.

Areas to consider when planning for online learning include, but are not limited to, the following:

• Begin each lesson with a review of previous learning – this can be in the form of a quiz, the answers to which are given after allowing pupils time to respond.

• Present new material in small, simple steps and allow pupils time to practise independently and revise material for as long as they or their parents feel is necessary. The teacher should instruct pupils to pause the video to answer the question or ask for the pupil to say the answer aloud.

• Where possible, provide pupils with models and worked examples to demonstrate what is required of them and how they can achieve it.

• In the absence of verbal questioning, provide regular opportunities for pupils, and possibly their parents to assess understanding through tasks such as incorporating mini plenaries; summarising main ideas in one or two sentences (possibly sharing with an adult), completing a quiz and self-marking; and ordering steps in a procedure.

• When pupils are learning through using a screen, it is easy for them to become overly passive. Teachers should try to engage pupils by getting them to 'do something' in the absence of holding up mini whiteboards, raising hands etc. This could involve the teacher asking a question with two clear options and then asking the pupil to 'tell your screen' – as demonstrated here: https://twitter.com/Layana2406/status/1252942264705392641?s=20

• Provide scaffolds to support and assist pupils such as modelled examples, word banks, templates and checklists.

- Avoid including unnecessary information: online lessons should be simple to follow and shorter than classroom lessons in order to maximize engagement.

- Encourage pupils to exert agency (see below) and direct the pacing of the lesson: emphasise that pupils can pause, revisit and re-watch the lesson in their own time to help them develop and refine their understanding of the lesson content.

Agency
Teachers should improve engagement and take advantage of recorded lessons by signaling that asynchronous lessons can be an active experience. The teacher can instruct pupils to pause the video and complete the questions displayed.

The teacher can also remind pupils that if they are struggling they are in charge. They might request that pupils re-watch an explanation or use different resources or watch a different video for those who are finding it tricky. Pupils should be reminded that they have control over the pace of the lesson.
Similarly, teachers may even recommend that if pupils are finding part of the lesson easy, they can skip ahead to more advanced work.

Agency Phrases for Asynchronous Video
Pause the video now and complete the task on your own. Press play when you're done to check your work.
If you missed some of that, skip back in the video to review the explanation.
If you're feeling confident skip ahead to the next set of questions.
If you want to know a bit more about this, there is a bonus video to watch.
If you want a challenge pause here and try to answer this. At the end of this video I'll share the answer with those of you who gave it a try!

Format
It cannot be assumed that all pupils have access to a laptop or computer. Therefore, lesson slides and the content within them must be presented in a format which can be easily viewed on a number of different devices.

The format of lesson slides will follow those used in a classroom setting, the features of which may include:
- Learning objective at the top of each slide
- Key vocabulary located on each slide
- Dark coloured text written on a soft pastel background (not white) to improve readability for all pupils
- Minimal text per slide in order to avoid cognitive overload

There must be consistency in the presentation of online lessons across all year groups and so it is important to discuss and share with other staff members examples of good practice. Videos will be shared with phase leaders before being uploaded.

6. Assessment

When using asynchronous lessons, checking pupils' work is vital – and will help guide the content of the following lessons. Work submitted through Microsoft Teams' should be checked daily and to avoid feelings of pupil apathy and isolation, pupils should receive a comment from the teacher.

Positive praise acknowledging what a pupil has successfully achieved in the lesson should be written in response to each piece of work and individualised next steps should also be provided when deemed necessary to do so.

It is important to consistently monitor pupil and parent/carer questions and comments on Microsoft Teams. Where questions or misconceptions arise, it is important for teachers to address these using the Microsoft Teams platform or through other channels of communication such as phone calls or emails via the School Office. It is important that teachers acknowledge how different forms of communication can be used effectively so that pupils and their parents/carers feel they are supported and working in collaboration with teachers to deliver effective home learning.

Examples of feedback:
- **Teacher**

Well done, _____. You have used some good examples of fronted adverbials, personification and show not tell throughout your setting description.

- **Teacher**

You have made a good start, _____. Please read through your work and try to add the missing punctuation marks and capital letters.

- **Teacher**

Well done,_____. You have clearly explained how animals adapt to their habitat. How have polar bears adapted to their habitat?

Pupil

Polar bears have lots of fur to protect them from the cold. As well as this, they have thick coats that are waterproof. Their white coat of fur helps them camouflage in these icy parts of the world. They have large feet which help them grip on ice.

- **Teacher**

Well done ____, you have clearly outlined the reasons why Rome was considered a good place to settle. Can you explain what natural materials were available to those who lived in Rome and why they were useful?

Pupil

The materials that were available to those who lived in Rome were wood from the mountains and iron from the Apennine mountains. They were used for weapons and farming equipment. As well as those, the hills and greenery provided food for the animals that supplied food for people.

7. Responsive teaching

Pupils' questions and their completed work will provide information on whether pupils are learning successfully or whether the pace of lessons needs to be adapted or content needs to be re-taught. Teachers should not assume that pupils will learn at the same pace as they would in class. The only evidence a teacher will have of online learning will be the work submitted by the pupil.

If signs show that pupils are not learning effectively, the teacher will need to consider the following strategies:
-   Adapting a whole lesson and re-teaching aspects to address misconceptions
-   Adapting the start of the next lesson to re-teach material
-   Provide further assignments for more practice
-   Provide different models to improve understanding
-   Asking a member of SLT or a subject leader for feedback on their lessons
-   Providing more detailed feedback to individuals or groups, possibly over the phone or a 1:1 video call
-   Arrange a class meeting and ask pupils some questions to assess their understanding.

8. Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. While delivering online learning, staff must follow the 'Safeguarding Policy' as well as the 'Online Safety Policy'. If staff have any concerns about a child's welfare, they should act on them immediately and seek advice from the Designated Safeguarding Lead or Deputy Designated Safeguarding Leads. Concern forms can be emailed to them in the usual way.

9. Provision for pupils with an Education, Health and Care Plan

The SENCO will meet with the class teacher with the aim of creating an individual timetable for the pupil to activities focused on meeting the outcomes in their plan and ensure the greatest continuity of provision possible. This might involve video meetings with the class teacher, support staff and external agencies. Additional resources will be sent to the child's home address.

10. Engagement

Pupil engagement is vital. During any closure, after 2 days, the class teacher or year group leader will contact the parents of any pupils who have not submitted work online. The purpose of the phone call is to identify if they have technical problems or if they are unaware of the expectations for pupil engagement.

11. Behaviour guidance

By using Microsoft Teams, our intention is that pupils will learn to be good digital citizens and engage sensibly with their teachers and peers online. Should any pupils not follow the guidelines set out below, the class teacher will speak to the child through the Microsoft Teams platform. If this continues, then the class teacher will notify the phase leader who will then call parents to share concerns.

Pupils will follow these guidelines:

1. In the Stream, pupils' communication must be friendly. Teasing is not acceptable.

2. All comments and work should be written in full sentences with proper grammar, including correct use of capital letters and punctuation marks. Each pupil's ability will be taken into consideration but comments and work that shows a poor effort should be deleted.

3. Pupil comments should not have over-zealous use of punctuation marks, and, if leaving a Class Comment on Assignment pages, their comments should add a point for discussion or pose a question.

e.g. "Hi !!!!!!! HOW R U DOING? ☺ ☺ ☺" would not be accepted.

4. Pupils should aim to complete all parts of the task. If they need help, they are able to ask a question using the chat feature.

5. Pupils should not join any other classes.

6. Pupils must never share their logins and passwords with other pupils, siblings or children. Children do not know how to "hack" accounts. Other users can only access a child's account if a pupil has shared their login and password. If guidelines are broken, the excuse of 'it wasn't me – my account was hacked' will not be accepted. If a pupil has previously shared their login and password for Times Table Rockstars, parents/carers should contact the school so the password can be changed.

7. If a pupil cannot login or has problems with using Microsoft Teams, their parent should contact the school by email: office@wintonprimary.uk

8. To avoid important information, student questions or instructions from the teacher getting "lost", pupils should only post in the "Stream" when necessary. They should not respond to another's post or question unless asked to do so by the teacher.