



# Duncombe Primary School

## Online Teaching and Learning Strategy

At Duncombe Primary School, we provide a broad and balanced curriculum that is both exciting and engaging. In the event of a partial or full closure we are committed to the continuation of this learning via the Google Classroom platform.

Our main aims of our remote learning strategy will be to:

- Maintain a broad and balanced curriculum as much as is possible while ensuring consistency in the approach to remote learning for all pupils (including SEND) through the use of quality online and offline resources and teaching videos.
- To ensure our pupils' minds remain engaged in learning and there is a seamless shift between school-based learning and online learning.
- Ensure regular contact with all children and families to continue the sense of belonging and community
- Consider continued training to support remote learning for staff.

We recognise that there are a number of possibilities that we need to plan for:

- Individuals from a year group self-isolating
- Whole class lockdowns
- Whole key stage bubble lockdowns
- Whole school lockdowns
- Teachers self-isolating linked to their own children's school advice or teachers with sick children

### Getting ready for home learning

1. Staff training on Google Classroom (GC)
2. All children issued a Gmail address which will be used to attend online teaching sessions – children to be logged in and added to classes by AHT
3. Teachers will receive training on the use of Google Classroom
4. In the Autumn term, IT lessons will focus on learning how to get online and navigate and use the google classroom platform
5. A parental guidance sheet will be sent to all parents along with a video tutorial on how to access GC and turn in assignments. These are available on the school website for reference. More videos to be made as areas of support arise.
6. A google form to be sent to all parents will assess the needs of the school in regard to access issues to IT equipment and internet e.g. laptops etc.
7. SLT to monitor use of Google Classroom by staff supporting as needed.
8. SLT to monitor use of Google Classroom by Pupils to assess who not able to access
9. An Online Users agreement form must be signed by every child and parent/carer.

### What will remote learning look like?

Key worker pupils will continue to come to school and children from a similar age group will be grouped together for taught sessions by a member of staff on duty.

Below is the timetable we will use for online teaching in the event of a bubble or school closure.

Day	Lesson 1	Lesson 2	Lesson 3	Lesson 4 (PM)
Monday	Maths	Reading	English	Humanities
Tuesday	Maths	Reading	English	Music
Wednesday	Maths	Reading	English	Art
Thursday	Maths	Reading	English	Science
Friday	Maths	Reading	English	RE/PSHCE

In order for this timetable to be successful teachers must:

- Post work for morning lessons (lessons 1,2,3) online each morning by 9:15am.
- Post afternoon work (lesson 4) by 1:15pm.
- Share a teaching video to accompany learning tasks. This can be a pre-recorded Zoom session or a video link from another source.
- Spend the last part of each day (2:30pm-4:00pm) checking work that has been submitted and providing feedback. (They will continue to provide feedback on work up to 3 days late but not after this.)
- Be online and available to support children during the hours of 9:15am -4:00pm.
- Engage with all three checkpoints: the register, mid-day support and end of day feedback. Zooms should be used for live check ins with the Meet Link posted in the stream.
- Offer a mid-day support meeting for children who need it. This may happen at different times during the week depending on the need. Teachers may also set up group meetings if multiple Pupils need help with the same task.
- Provide a variety of different links and assignment types to engage and support pupils
- Engage with Pupils in a timely and professional manor.
- Liaise with support staff (when available) so that they can be present as needed/support key children or make phone calls home.

Teacher Timetable	
Time	Activity
8:30-9:15	Uploading resources for the day including instructions/ ensuring everything is ready and working
9:15-9:30	Active Register with the children – answering a question, google meet or google form.
9:30-10:00	Call absent pupils. Ensure everyone has started. TA will help with this.
10:00-12:30	PPA Record videos/prepare resources for the next day.
12:30-1:30	Lunch Break
1:30-2:15	Active Available for feedback on maths, reading, writing. Live support sessions as needed (Phone, email, zoom)
2:15-2:30	Break
2:30-4:00	Checking work that has been submitted – calls to families.

\*Preparing a bubble for online learning will take a day – this means the first day will consist of tasks from Oak Academy so you can start planning.

Pupils must:

- Be online ready to learn each day by 9:15am – joining the online register.
- Check in at all three checkpoints – if they are unable to make one they should send a message to the teacher.
- When joining a Zoom children should mute their microphones.
- Pupils will use all of the learning materials provided by the teacher to have a go before messaging for help.

- Pupils will only private message teachers when they are stuck/to ask questions related to the learning.
- Pupils will submit assignments in a timely way and reflect class teacher feedback in their work when possible.
- Engage in home learning with the same work ethic as in school learning.
- Follow all normal class rules –We are Ready, Respectful and Safe. We ASPIRE!
- Pupils should adhere to the online safety policy at all times while working online.
- Any misuse of Google Classroom will be reported to the Senior Leadership Team and taken very seriously.

<b>Suggested Pupil Daily Timetable</b>	
<b>Time</b>	<b>Activity</b>
<b>9:15 -9:30</b>	Live register with the teacher – children should sign on to Google Classroom and click on the Meet Link in the Stream or answer a question.
<b>9:30 – 12:30</b>	Children should do their best to work through the Maths, Reading and English lessons. Watch the videos provided by the teacher and have a go at the tasks! Take breaks as needed ☺
<b>12:30-1:30</b>	Lunch and Exercise! Have you tried Joe Wicks workouts?
<b>1:30-2:15</b>	Teachers are available for feedback/questions or live support sessions as needed during this time. If you don't need help, have a go at the afternoon lesson!
<b>2:15-3:30</b>	Check if you have received any feedback from your teacher and continue with your afternoon lesson, do some reading or use doodle maths. Take breaks as needed ☺  Teachers will be getting in contact with specific children who have not been present for the register or submitted homework.

In addition to the above we also expect all children to:

1. Take part in some form of physical activity each day (PE with Joe Wicks, a run, walk or cycle ride or some form of garden based aerobic activity e.g. skipping, star jumps etc.)
2. Read daily (to an adult or independently)
3. Log on to Doodle Maths/ Timestables Rockstars (KS2 only) and complete some activities each week.

Please note: In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, however, if children themselves are too ill and would not normally attend school due to the illness then they should not be expected to engage in home learning.

### **Children Who Can't Access Google Classroom**

We chose Google Classroom for our online learning platform as it is supported by a wide range of devices. A survey sent out to our school community showed that 33 families did not have enough devices to use for learning at home. In the event of a closure we would provide devices to as many of these families as possible (including government issued devices as well as in-school devices) and if necessary, learning packs to these individuals.

### **Data Protection – Processing Personal Data**

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this process is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online. ]

### **Keeping Devices Secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:

- Keeping the device password protected – strong passwords are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the server is password protected with a strong password
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keep operating systems up to date – always install the latest updates

## **Government Guidance to Schools:**

### **Remote education support**

*Where a class, group or a small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.*

*In developing these contingency plans, we expect schools to:*

- *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*
- *give access to high quality remote education resources*
- *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*
- *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 schools should work with families to deliver a broad and ambitious curriculum*

*When teaching pupils remotely, we expect schools to:*

- *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*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources 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*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*

*We expect schools to consider these expectations in relation to the pupils' age, stage of development 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.*

