

Elson Junior School

Remote Learning

Response to Governor Questions

January 2021

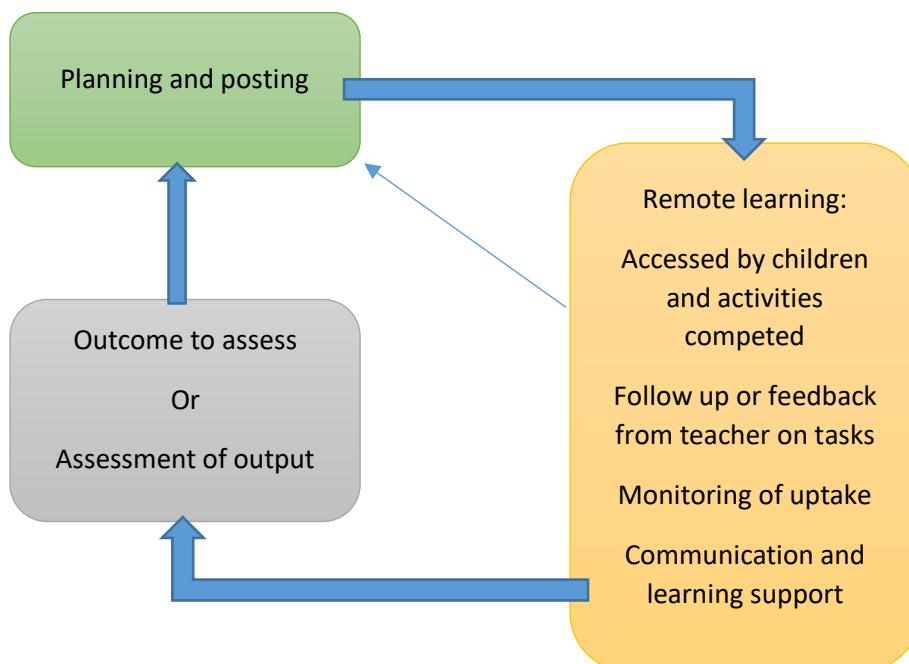
Please note: All remote learning is posted to our school website under the green remote learning tab. Remote learning prior to January 2021 is also available to view under the Pupil tab, please select a year group and then home learning. Please take time to look at the provision we are offering to our school community.

Introduction

Since the announcement of national lockdown on 20th March 2020, we made the decision that we would provide learning opportunities for our children to consolidate the learning they had already received at the start of the academic year, despite the government announcing that there was no requirement for schools to do so. Since then, we have continued to review, refine and develop our remote learning processes in collaboration with our parents, children and staff. Unfortunately, we now find ourselves in another national lockdown situation and a period of blended learning for the next half term at least. We believe that we have a good provision that meets the needs of our school community.

Our model

The diagram below shows the process at its most basic 'high level'.



It would be easy to assume that remote learning refers to a scenario where all children are working online. It is in fact the process of education or learning where the facilitator is not in the same location as the learner. The DfE guidance states schools at KS2 should provide 4 hours of learning per day for students. Not all of this should be in front of a screen. When we asked at recent staff professional development meeting how our teachers were feeling about remote learning they responded by saying that all children should have access to quality first teaching and an engaging curriculum and for all children to be able to gain feedback on their achievements. It is recognised by the Education Endowment Foundation (EEF) that scaffolding learning tasks and building in a series of small steps is good practice. Our learning journeys have been set up so they do just this.

Governor Questions

1. *Do pupils have regular and frequent access to their own teachers? Live lessons?*

In the process above we have asked all teachers to consider that all children are learning remotely. They are planning learning journeys for all the children that build on small steps progress. They are asking children to apply previously taught skills and scaffolding the introduction of new ones.

All class teachers have been in contact with their class via a class letter. This communication will continue during this time of blended learning. Individual phone calls or emails have been made to children. Teachers have also responded to comments, questions and queries from their children and parents. They update the website weekly with a year group message. The children are able to have a teacher input from a pre-recorded Oak Academy lesson – which have received positive feedback from our parents. In years 3 and 4 we are currently exploring how teachers can be more 'visible'. The teams are trailing embedding teacher messages into the PowerPoints that the children currently use.

In addition to this, years 5 and 6 are using the Google Classroom platform. They can post a message for the children to see and respond to comments and questions on there too. They have started to introduce recorded videos too. So far the team have uploaded clips about the learning, the class story, how to use an Xbox to access Google Classroom and have recorded teacher inputs too.

The wider curriculum also continues for our children who would usually have regular ELSA sessions. These have continued through a digital platform. Other groups such as Happy Llamas, Elson Explorers and Elson heroes also continue via Google Classroom and Zoom. We have also been able to post our Hampshire Music lesson for children to access with their music teacher.

We know that teaching quality is more important than how lessons are delivered (EEF) so focusing our teachers' time on planning the incremental steps in a learning journey and pre-recorded teaching clips will have a positive impact on our children.

2. *How is the school working to reach all pupils with its online provision (this includes reference to family support by both teachers and support staff)?*

Teachers are aware of who has accessed remote learning in their classes. If they have not received work or had contact from families then teachers are in the process of following this up to understand why. We are then able to work out how best to support the family. Where a child may need individual provision this has been organised by the class teacher who knows the child best as a learner and either given to the child as a paper pack or posted to them directly on Google Classrooms.

We have been allocated two sets of Chrome books from the DfE. One set is for a long term loan and children must fall under a set of criteria. The other is for short term use (for if a class bubble needed to isolate). We have been able to make use of these devices to support our families at home. In addition to this group, we have contacted all families who indicated that they had either no or limited access to devices to access online learning and allocated them a Chrome Book on a short term loan. We have also had further requests for the loan of a Chrome Book from class teachers who have spoken with parents and discovered that there is limited access in the house eg. One device and several children sharing this. We have been able to offer some of these children Chrome Book loans too.

3. *How is the effectiveness/accessibility of the online provision being checked and reported on (feedback from pupils, parents, carers, staff)? By whom?*

We have been able to review our provision with the support of our parents and children. In September, we initially went out to parents for feedback about their experiences of remote learning during lockdown 1. From the feedback given, we knew that we could keep the existing model and improve it. We then adapted and included suggestions for improvement, keeping the points that parents liked. We have worked particularly hard to reduce the workload associated with the production of the learning as well as the need to include teacher clips and to keep it as simple as possible. Over the course of three bubble isolations, we continued to refine it and seek feedback from the parents and children. We considered this alongside work samples and engagement from the children whilst they were at home. We have fed this back to staff at professional development meetings and then supported them to make adaptations to their provision. Google Classrooms has also been introduced successfully in the upper school. This has been monitored and feedback given to teams. AHT is currently leading on this and increasingly teachers are becoming more reflective and seeking feedback from the parents themselves. For example next week Y5 are trailing setting out the work in a different way as children have told them they would like to submit assignments more often.

4. *How are teachers being supported to develop their repertoire/skills in delivering online learning?*

We have delivered staff training through the Autumn term about our remote learning offer and then supported teams in PPA. During planning support from HIAS Maths and English leads, we have considered how to deliver learning remotely. English, Maths and Assessment leads have attended core provision which included training on remote learning. HIAS have shared materials about the planning of maths and English journeys. These were shared with staff at professional development meetings and used as part of pupil progress conversations in December. The AHT has also worked with teaching teams to support with the 'logistics' around teacher workload. Remote learning is also being delivered to those children who are attending school. Teaching staff are then able to review how the lessons are received by the learners and have adapted provision accordingly.

5. *How are support staff being deployed to support online learning and pupil wellbeing?*

Support staff are considered part of the teaching team that deliver learning to our children. So far, under direction of the teacher, support includes: individual learning support phone calls, individual wellbeing calls, monitoring email accounts, responding to parent questions, giving feedback to learners on Google classrooms, covering playtimes and lunch breaks, continuing to support individual children with specific needs who are attending school and delivering remote learning to groups in class enabling teachers to focus on other tasks.

6. Does the school have the full resource and capacity to deliver the online learning in the way that it is planned? Is there a need for any resource investment?

Schools are expected to deliver learning to children in a way that we never have before. The pressure this could have put on our staff is immense. We have worked hard to ensure that the provision we have put in place is manageable and planned to deliver content in a way that has been gradual. So far we have been able to manage resources in a way that we have been able to deliver and have built capacity into remote learning planning for times where we may have fewer teachers or staff available to us.

We have now allocated all the DfE Chromebooks that were available however I suspect that over the coming weeks more families will be identified as needing additional learning support.

7. How do leaders see the progress of pupils being measured over the coming weeks whilst pupils are online learning?

Learning journeys still cover new learning, however the pace of this will be different depending on the needs of the cohort. We are in the process of refining how we gather assessment information. Currently there is one piece per unit that is effectively a 'check' to see if the learner can apply the skills they have been taught. This is the piece teachers will consider when making a judgement. We will ask for Homework books (where the work is being completed) to be returned when guidance permits so teachers can then review this. Parents have also been asked to email pieces of work in. This gives more instant feedback for the teachers. Google classrooms has the facility for quizzes that the teams are making use of. Education City also gives the teacher the opportunity to set assessment tasks that they can see how the children have performed. We will continue to support teams to gather assessment information over the coming term.

8. Do pupils working on-site and off-site have the same learning experience?

There are the same opportunities for children both in school and at home. However, the children will experience the opportunities in different ways.

9. Are leaders able to give due consideration to staff wellbeing (including their own)?

In developing our process and structures, we have worked hard to make sure that staff workload is considered and managed. We have worked closely with teaching teams to monitor and support them. However, it is prudent to not underestimate the workload expectations and pressure on school staff and leaders at this time.

Further reading:

<https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning/#closeSignup>