



# Holywell Primary School

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*we are a learning community with the spirit to succeed*

## **Remote Learning 2020/21 Action Plan**

Holywell Primary welcomed all children back to full time education in September 2020 following the Covid 19 closure in March. Following the DFE Guidance relating to 'Remote Education Support', the school have put in place the following plan for remote learning to ensure our pupils can continue with their education.

This plan will be used in the event of an individual, a class bubble, or the whole school, needing to self-isolate for a period of time or for periods when schools are closed for the majority of pupils. It will also apply to staff who needs to self-isolate.

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

We 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 avoid an over-reliance on long-term projects or internet research activities. The school will use Google classroom for remote learning. A timetable for the week will be set and pupils needs to follow the lesson schedule to best they can.

What we know:

- Most household have an iPad or laptop to access online learning.
- A lot of house hold share a device
- Many parents continue to work through a lockdown so can't support their children's learning.
- Some households do not have access to the internet or a device.

If a child does not have access to a computer/laptop and or the internet, the school will do all it can to support children and will provide paper packs of learning. Parents will be reminded to make the school aware of any barriers to accessing remote learning.

Each child has been issued with a Username and Password to access the Google classroom. Work will be set according to the timetable of each class. It will provide learning across the curriculum and children will be expected to spend a similar amount of time complete this as they would spend learning in school. Pupils in the Early Year have learning set daily for reading, phonics, counting, number formation or number activity. Pupils also do learning linked to their theme and links with their focus story and a physical activity. The learning platform used for Nursery and Reception is Tapestry.

Tapestry: our online platform for EYFS

- Tapestry is online app-based platform that EYFS use throughout the year to share observations and send messages to parents.
- Teachers and parents are able to share observations and comment on posts.
- During a school closure, appropriate work will be set for you and

Teachers set daily home learning and upload the work onto the relevant platform.

Pupils also have access to Bug Club and Purple Mash for reading and Times Tables Rock Stars for maths.



## **Our aims are:**

- To continue our current curriculum sequences 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.
- support younger pupils and some pupils with SEND who may not be able to access remote education without adult support and so work with families to deliver a broad and ambitious curriculum

## **When teaching pupils remotely we:**

- 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
- 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

### **The proposed lesson structure should include and based on DFE good practice**

<https://www.gov.uk/government/publications/example-lessons-for-remote-teaching>)

### **Review**

Pupils review the prior knowledge that is required for them to access the lesson ahead. Pupils review only the prior knowledge required for the lesson (for example, the definition of surface area) to avoid cognitive overload.

### **Teach new content**

When teaching remotely we often introduce and teach new content through videos. Where possible, we use those that are already available online (for example, [BBC Teach](#), [Oak academy](#) or [Espresso](#)), but if we can't find a good quality video, we create our own using voiceover PowerPoints. This ensures we can deliver new content accurately and in small steps. To support pupils to engage with remote teaching, we always make sure we are clear about what is needed for each stage of the lesson.

### **Keep it simple**

A quick follow up task helps to bring the asynchronous lesson to life and improve engagement, while not requiring unrealistic effort or specific equipment.

## **Practice**

### **Focus on understanding**

If this were being taught in a classroom, the teacher would ask more questions, and the questions would gradually probe for a deeper understanding.

This is challenging in a remote lesson (in terms of time, pupil engagement and ability to effectively provide scaffolding) so here we have chosen to prioritise and focus on pupils' understanding of the core, substantive knowledge only.

Pupils practise the core, substantive knowledge taught in the previous part of the lesson. Before we move on to the next part of the lesson, pupils quickly recap the key knowledge. They should write down the answers to the questions in their books in full sentences.

## **Teach new content**

### **Add YouTube videos to Lesson**

Where appropriate, videos from YouTube can be embedded directly into the teacher presentations using an 'embed card'. You just need to find the embed code by right-clicking on the YouTube video.

Where existing videos do not quite cover the core knowledge, we add text or explanations to supplement it

## **Practice**

Again, we focus on pupils recalling and applying the core, substantive knowledge from the lesson. Pupils practise the core, substantive knowledge taught in the previous part of the lesson.

## **Model and give explicit instructions about the practical activity**

**Disciplinary knowledge is knowledge related to subjects that could include:**

- scientific attitudes and planning
- measuring and observing
- recording and presenting
- analysing and evaluating

Teacher need to consider how this knowledge can be taught to pupils in a different way to how this would normally be done in class. This could include:

- model and teach, and for pupils to practise remotely.
- straightforward activities for pupils to complete at home i.e. making helicopters at home from out of paper.
- Pupils can practise the disciplinary knowledge of observing and measuring time through a practical activity.

## **Questioning**

The questions planned by teachers can help pupils relate the practical activity to the substantive knowledge as well as the disciplinary knowledge. Questioning to check understanding: do pupils understand the nature of the activity and how it relates to what they have been taught?

## **Model - Add reminders**

Reminders below the video on the teacher presentation make clear what pupils need to focus on when undertaking the activity (replacing the role of the whiteboard in the face-to-face classroom). Keeping them separate to the video means that pupils do not need to keep referring back to different parts of the video.

- **Practice**

Pupils practise the disciplinary knowledge. They do this through observing and recoding in Science for example.

- **Formative assessment**

Microsoft Forms can be used as it allows you to create a different response for pupils to see when they select each different answer. We could use these to address the specific misconceptions that pupils must have had for them to select the incorrect answer.

Responses are collected by teachers and used to inform subsequent asynchronous (recorded) lessons. They could also be used as the basis for small, short synchronous (live) sessions with the teacher.

Pupils reflect on what they've learnt today

We consider the following as **exemplary practice** when delivering Live remote learning and aspire that all teachers should strive to:

- Register pupils using the set format.
- Record all lessons and post a link in the class stream of the recording
- Tell pupils when where to submit work
- Add voice or videos to non-live lessons
- Give weekly feedback for English, Maths, Science
- Give fortnightly feedback for other subjects
- Acknowledge all task submitted
- We show our video in Live lessons
- We do a live lesson plenary or stay online

## **Overview**

- The learning set for each class will include:
  - English – daily live lessons.
  - Maths – daily live lessons.
  - Reading for a purpose using Bug club (active learn) – daily
  - Reading for pleasure activities will be set as well through Purple Mash.
  - Physical education – daily
  - Science - weekly
  - Humanities - weekly
  - Computing - weekly
  - Religious Education - weekly
  - Spanish – weekly
  - Art – weekly
  - Whole school assembly / phase assembly weekly

In Key Stage 1 and Key Stage 2 pupils will receive at least two live **lessons** a day and teachers will also use online resources such as The Oak National Academy

## Providing feedback

Individual pupils must submit any completed work to teachers via Google classroom by the agreed date and time. In the event of a whole class bubble or whole school self-isolation, parents will be able to email teachers via their usual address. Alternatively, work that children complete on paper should be kept safe and returned to school when safe to do so. Teacher will provide acknowledgement of any work submitted daily and will give detailed group feedback to their learning in English and Maths. Teacher can only provide feedback or answer queries during lessons.

Example of a timetable that could be used

	8:55	9:00-9:30	9:30 – 10:30	10:30-11:00	11:00-12:00	12:00	1:00-1:30	1:30 – 2:30
<b>Mon</b>	Registration	PE	Assembly	Fresh air - Break Time	English	Lunch	Maths 1:00 – 2:00	Reading 2:00 – 2:30
<b>Tues</b>		PE	English		Maths	Lunch	Reading	Spanish one week / art the next week (Teacher no screen)
		PE	English		Maths	Lunch	Reading	Topic / Music / ICT
<b>Thurs</b>		PE	English		Maths	Lunch	Reading	Science
<b>Fri</b>		PE	Assembly		English	Lunch	Maths 1:00 – 2:00	Reading 2:00 – 2:30

An example of when to expect live lesson is below – these will be confirmed at the start of a lockdown

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Year 6	Year 6	Year 6	Year 6	Year 6
9:30					
10:00	Year 5	Year 5	Year 5	Year 5	Year 5
10:30					
11:00	Year 3/4	Year 3/4	Year 3/4	Year 3/4	Year 3/4
11:30					
12:00	Year 2	Year 2	Year 2	Year 2	Year 2
12:30					
13:00	Year 1	Year 1	Year 1	Year 1	Year 1
13:30					
14:00	Year 6	Year 6	Year 6	Year 6	Year 6
14:30					
15:00					

## Contact with pupils/parents

Parents are able to contact the school via telephone or the school admin email address. The school including teachers will response to any enquiries made within 48 hours during the week. Where a pupil is self-isolating on medical ground for a significant period of time, contact will be made via telephone on a weekly basis to monitor learning and provide support if needed.

Pupils identified as vulnerable will be contacted by the Pastoral team on a weekly basis and support offered as necessary.

## Special educational needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach

## Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

## Delivering remote education safely

Keeping children safe online is essential. The statutory guidance [keeping children safe in education](#) provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:

- [safe remote learning](#), published by SWGfL
- [online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes [which video conference service is right for you](#) and [using video conferencing services securely](#)
- [safeguarding and remote education during coronavirus \(COVID-19\)](#)
- annex C of [keeping children safe in education](#)

### **Remote education support**

Read how you can [get help with remote education](#) for links to a range of support for schools. This support has been co-designed with schools and will include a range of [school-led webinars](#) and resources intended to share good practice. This is in addition to the video lessons offered by the sector-led Oak National Academy and other providers of quality education resources. Available support includes peer-to-peer advice and training through the [EdTech Demonstrator programme](#), as well as guidance on how schools can order devices and [get help with technology for remote education](#).

### **Safeguarding**

Please refer to Child Protection and Safeguarding Policy.

### **Data protection**

When accessing personal data, all staff members will: Only use their official school email account and connect to the school network using their school laptop only.

### **Sharing personal data**

Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online. All data collection will be compliant with GDPR guidelines.

### **Keeping devices secure**

All staff will take appropriate steps to ensure their devices remain secure. Computers should be locked if left inactive for a period of time. Operating systems must be up to date – always install the latest updates.

### **Monitoring arrangements**

This policy will be reviewed by the SLT as and when updates to home learning are provided by the government.

### **Links with other policies**

This policy is linked to our:

- ✓ Behaviour policy
- ✓ Child Protection and Safeguarding policy
- ✓ GDPR policy
- ✓ Online safety policy
- ✓ Staff Code of Conduct