



# **Remote Education Provision at Colham Manor Primary School**

## **Information for staff**

**V1: February 2021**

This good practice guide should be used by staff responsible for the curriculum and its delivery in school. It offers suggestions to help meet the expectations for remote education set out in the [guidance for full opening](#). These suggestions are non-statutory but to meet the needs of the children at Colham Manor, we will follow them adapting the need for the children.

We recognise that schools vary significantly in context. Our Colham Manor Parents Questionnaires showed that the number of devices needed to enable access to home learning far exceeded our DFE allocation of 84 devices. We have been able to supplement this through private donations of devices and through our use of Pupil Premium funding to source Chromebooks for all pupils eligible for PPG. This means that we will provide both technology for remote learning in addition to paper 'home learning' packs.

## ***Ensuring access to remote education***

Most pupils returned to school full time at the start of the autumn term 2020. Despite this, there is still a risk of localised outbreaks of coronavirus (COVID-19) or of small numbers of individual pupils being unable to attend school. So, we have planned for disruption to schooling during the 2020 to 2021 academic year.

The period since 23 March 2020 has been one of great innovation in remote education. A wide range of approaches has been developed, tested and refined. Despite the challenges, research evidence around remote education demonstrates it makes a significant contribution to enabling students to continue to learn and progress, and to mitigating any widening of the attainment gap for the disadvantaged.

Where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, Colham Manor has the capacity to offer immediate remote education. Please look at the [Remote Learning](#) tab on the website.

## ***What matters most in remote education***

This good practice guide for remote education focuses on approaches to the delivery of the curriculum. Colham Manor teachers will plan lessons in a carefully sequenced way, following where they can, the existing curriculum.

# *Replicating the classroom remotely*

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery. Colham Manor will use the Oak Academy to deliver live lessons and we will produce the rest through remote provision.

Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, thus we will follow the Oak Academy live lessons. Where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.

Pupils in the early stages of their formal education are likely to have particular needs which cannot easily be addressed in the same way as those of other pupils. Likewise, some pupils with SEND will require specific approaches tailored to their circumstances.

Access to appropriate devices and connectivity is essential for technology-led approaches to remote education. However, securing access for all pupils is a significant challenge in many contexts. As schools plan for potential future disruption, we found it helpful to:

- maintain an up-to-date record of which pupils and families do not have device or internet access
- consider how school technology resources could be used in future to support pupils without sufficient remote facilities. We have prepared to provide laptops and accessibility devices to identified families with any usage or loan agreements necessary to help safeguard school property
- ensure that any equipment obtained under the department's [Get help with technology programme](#) is clearly identified and ready to be re-distributed for a similar purpose

# ***Effective remote teaching provision***

While pupils experienced disruption to their education from 23 March 2020, a number of different approaches were used by schools to continue their education. Many schools also learnt from experience and innovated, took on board pupil and parent feedback and improved their provision as the weeks passed. With every bubble that bursts, feedback is sought from parents with regard to Remote Learning. As a result, both remote learning and paper copy homework will be provided.

While there are a number of ways to implement high-quality remote education, remote-access technology offers many advantages which enable schools to continue a relatively normal programme of teaching across all or most curriculum subjects, sadly the lack of devices at home hinders this.

## ***Interactive platforms***

Staff will upload the links to all the [Remote Learning](#) via Google Drive, where it will be uploaded to the school website each Monday morning. Families have all received support from teachers in how to access the materials available on the website from a device at home. The links to the live lessons from the Oak Academy are included. The Google Classroom interactive platform is being trialled in Upper Key Stage 2 and will be rolled out across the school phase by phase.

## ***Linking platforms to applications***

Colham Manor will use the website to continue to deliver most of their normal planned curriculum, and, where available and relevant, textbooks (both 'hard copy' and electronic) could be issued for pupils to use at home to complement and support lessons.

Where lessons are recorded on the Oak Academy, they can be accessed later by pupils, making flexible use possible in the context of limited or shared device access. These and similar platforms can make it easier for teachers to monitor pupils' progress because work can be viewed or submitted through a single system. This in turn may make it easier for teachers to adapt work in the light of pupils' progress.

Other resources, which include other good-quality free and subscription-based online resources, can be linked or embedded. For example, PiXL PrimaryWise, Pobble

365, Time Tables Rock Stars, Get Epic, Literacy Shed, and Oxford Owl teaching resources.

## ***Maintaining aspects of school life online***

The platform Zoom and Microsoft Teams can also be used for other events such as whole staff briefings and professional development sessions, and for the headteacher to lead events such as whole school assemblies. It is important that these aspects of school life are maintained during any period of disruption.

In some cases it is possible to expect a normal school day to be worked remotely by both pupils and teachers. Recognising that this will not always be practical, where it is possible the routine can prove beneficial to pupils and support them in the management of their work and time.

Often, it is necessary to operate more flexibly, for example to accommodate contexts where pupils are having to share a single device within the home, meaning that access to recorded lessons is also needed, thus the use of the Oak Academy.

## ***Continuing the planned curriculum***

Continuing to teach all or most of the normal planned curriculum in the remote environment is important. Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom, for example sciences, music or technology. However, in these and other cases, video demonstrations (and there are many ready-to-use examples linked to the curriculum available on platforms such as YouTube) can substitute well for practical work, particularly if accompanied by teacher explanation, commentary and a text book or electronic resource. See [Remote Learning](#) – The Oak Academy lessons.

## ***Physical education***

Physical education is a difficult subject to teach remotely. Some aspects may be able to be delivered using video demonstrations through 'Get Set 4 PE' or Oak National Academy. At the same time as taking account of any restrictions in force and pupils' age and living circumstances, pupils should be encouraged to take regular physical exercise to maintain fitness.

# ***Technology training***

An important part of contingency planning is ensuring that training is regularly refreshed with teachers, and that appropriate trouble-shooting support is available where needed, so that transfer to the remote environment can happen seamlessly when needed. Colham Manor prioritised this aspect of professional development through the Autumn and Spring terms.

Colham Manor provides good remote provision by using a range of online resources and referencing a number of materials, which guide pupils in their delivery of the curriculum.

Colham Manor invested some of our pupil premium funding and catch-up premium on contingency planning for remote education, for example purchasing additional devices. See the [Covid-catch-up-premium-plan](#)

# ***Communication***

It is essential for staff, and preferable for pupils, to use school email addresses. Existing online resources and packages with school or teacher-created resources, can be used, for example: worksheets, tests and quizzes, as well as video or sound recordings of explanations hosted on platforms such as YouTube - or available on a school, remote-access area.

It is important to note that high-quality remote teaching is far more than setting work for pupils to complete, although setting tasks to complement sequences of teaching plays an important role. Evidence shows that lengthy or open-ended projects or research activities are in most cases less likely to lead to strong progress or outcomes.<sup>1</sup> Such approaches should generally be avoided in favour of the more interactive, teacher-led approaches to delivering the school's planned curriculum described above.

# ***Finding solutions in remote provision***

Colham Manor identified some common challenges in the provision of remote education during the summer term of 2020.

## ***A lack of devices***

With the DfE unable to provide an allocation of laptops for all the children that need it, we needed to source devices from the private sector. We managed to attain:

- 84 Chromebooks to loan from the DfE
- 26 donated devices
- 230 brand new Chromebooks for all PPG children

Colham Manor can distribute school-owned laptops accompanied by a user agreement or contract. They can also remind pupils that access is also possible through large-screen smartphones. Affected pupils can be supported to come into school to use school resources within any rules in force at the time.

Additionally, textbooks, for example CGP, can be used at home to provide a structure to learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.

Where mobile phones are being used by pupils to access content (and where pupils are having to rely on mobile phone connectivity) there may be limits to the amount of data they can access without incurring significant expense. Schools can [get technology support](#) from DfE for issues with devices and internet access. We applied to the DfE in December 2020 and are still awaiting information about any potential allocation.

## ***Pupils having difficulties submitting work***

Email can also be used to send work to teachers for review and feedback and screenshots can be taken and emailed as attachments. Additionally, smartphones can be used to photograph work which is difficult to submit in other ways. Post or school drop-off points have also been arranged.

## ***Keeping pupils motivated and engaged***

As set out in the [guidance for full opening](#), Colham Manor monitor pupil engagement with remote education provision. Schools can log participation and motivation levels and feedback to parents, either individually or formally through phone calls.

## ***Assessing pupils' progress***

Teachers can use quizzes or tests on core content as a regular feature, asking pupils to complete these in a specified time and email them back. Consideration has been given to ensuring availability for pupils without ready online access, including through distribution of hard-copy versions.

## ***Organising structured remote teaching suitable for very young pupils***

We recognised that very young pupils are likely to have particular needs which cannot easily be met in some of the ways described above. For such pupils, it is likely that the priority will be progress in early reading. Ensuring continued access to appropriate reading books and resources for early readers is essential at Colham Manor and has been considered as part of contingency planning.

Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is another important part of contingency planning for children at this stage.

[Help children aged 2 to 4 to learn at home during coronavirus \(COVID-19\)](#)

## ***Supporting pupils with special educational needs and disabilities (SEND)***

For many pupils with SEND, the teaching has been would adapted. SEND pupils have a wide range of specific needs.

Highly personalised learning provision is planned by your child's teachers and is tailored to their specific needs. This provision is then emailed out to parents/carers using their preferred email address supplied to the school. You can contact your child's class teacher using the yeargroup email address, or our SENDCO, Mrs Francis at the following email address: [SEND@colham.org](mailto:SEND@colham.org)

[Help children with SEND continue their education during coronavirus \(COVID-19\)](#)

## ***Difficulties creating online content***

We have adapted the use of the [Oak National Academy](#) to offer lessons in most school subjects. Oak delivers a sequenced curriculum, with some elements of choice, which can be used flexibly by schools as their main remote provision - or to complement other parts of remote provision.

The curriculum is published on the Oak National Academy website, so schools can consider how it aligns with and complements their own curriculum. Oak lessons are available from reception to year 11, are free to use, and can be integrated with platforms such as Microsoft Teams and Google Classroom.

Teachers can easily collect results of online quizzes and tests to monitor progress. Oak represents a good option for many schools when they are contingency planning,

## ***Parents not being able to effectively support remote education***

Good communication between schools and parents (about the approach the school is taking) can help. At Colham Manor this includes, ParentMail, email communications and one-to-one weekly telephone calls to inform parents and elicit their support.