UNIVERSITY OF CAMBRIDGE
PRIMARY SCHOOL

Remote Learning Provision

Information for Parents

Updated June 2023

RELEASING THE IMAGINATION: CELEBRATING THE ART OF THE POSSIBLE

Aims

This guide is intended to provide clarity to parents and carers about what to expect from remote education where a child is required to remain at home. Our Remote Learning strategy aims to:

- monitor the safety and wellbeing of all children
- support children to continue to learn through a remotely adapted curriculum
- support parents to access remote learning with ease
- mitigate and remove potential barriers to children accessing remote learning

Rationale

The school will work to provide remote education to children when:

1. School closures or restrictions on attendance, where school access for pupils is restricted.

2. Individual cases where a pupil is unable to attend school but is able to learn. Examples are a child recovering from short-term infectious illness, a child recovering from an operation or a child recovering from an injury where attendance might inhibit recovery. Please note that we do not provide remote learning for children who have not returned from a holiday overseas or are suffering from a common illness and need time to rest at home before joining school again in person.

Approach

In providing remote learning, teachers adapt their methods of teaching to reflect the needs of pupils as they access learning remotely and the challenges and affordances that this brings. We use the following principles of high quality teaching to guide our method of delivery (McAleavy & Gorgen, 2020):

1. Planning and teaching well-structured lessons (structure)

2. Adapting teaching when appropriate to meet individual needs (adaptation)

3. Making accurate and productive use of assessment (assessment)

The EEF finds that the quality of remote teaching is reliant on many of the same factors involved in effective instruction:

- 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

In a review of research comparing different types of online learning, the EEF concluded that 'live teaching' was not superior in itself; there was "no clear difference between teaching in real time ("synchronous teaching") and alternatives ("asynchronous teaching"). The EEF reported the following findings:
- Teaching quality is more important than how lessons are delivered
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils
- Ensuring access to technology is key, especially for disadvantaged pupils

We use a blended approach – children will be provided with a mixture of forms of online learning which are drawn on for their suitability for learning remotely according to the subject area and age of the child. Teachers will email a daily timetable for a child joining remotely which may in-clude:
- Joining live lessons with the class
- Independent practice tasks
- Online materials or pre-recorded lessons
- Materials to print out and complete offline

Children should submit any completed learning on Teams (Years 1-6) or Tapestry (Reception) for their teacher to review at the end of each day.

Being Safe and Ready Online

When helping your child to remotely join a live session with their class, please note the following protocols. Please support your child to:

- Be set up in a shared space in the home where they can be supervised

- Be dressed appropriately

- Be comfortable and ready to concentrate without any distractions nearby (including no food during lessons)

- Have ready a pen or pencil and with their journal/assigned worksheet to write on

- Keep their camera off as the default setting and then turn it back on if the teacher requests for them to speak on a one-to-one basis.

- Keep their microphone muted as the default setting and then unmute themselves when answering a questioning or speaking with the teacher on a one-to-one basis.

For general guidance about such as setting up age appropriate controls, privacy settings and screen time recommendations, see the government guidance here: staying safe online.

Accessing Online Learning

To set children learning assignments, Tapestry is used in EYFS and in Microsoft Teams in Key Stage 1 and 2. Every child has a username and password which gives them access to these platforms. Please email the school office enquiries@universityprimaryschool.org.uk should you need a reminder of these login details.

The school is able to loan out laptops for families who do not have access to adequate technology. Parents can contact the school office if they require a loaned device to access online learning or need support with internet access. If your family has difficulty in printing any worksheets, these can be collected from the school office on request or sent by post if needed.

Additional Online Learning Resources

Alongside scheduled sessions, we offer additional online learning resources for children and parents to access. Children have online subscriptions and logins to the following platforms:

Mathletics	readiwriter	Bug Club	purple mash	
MATHS	SPELLING	READING	COMPUTING	WEBSITE
Years 1 - 6	Years 1 - 6	Years R - 6	Years R - 6	Years R - 6

On the school website, parents can navigate to the 'additional online resources' tab of their child's year group page to access a range of open access online resources. Alongside the core timetable offer, teachers regularly release extra-curricular online teaching videos such as those in singing, PE and art.

Procedure

1. Parents notifies the school office to inform that their child has a positive COVID result

- A member of the administration team will inform the class teacher by email and copy in the Phase Leader, Associate Headteacher and Director of Inclusion.

2. The class teacher rings the parent

- Class Teacher enquires about the health and wellbeing of the child, establishes what the return date of the child to school and checks parents have their child's Teams login details.
- Class teacher to explain how remote learning will work over the next period:

  o The child will remotely join classroom lessons
  o Assignments (class practice/task sheets will be uploaded on Teams or Tapestry)
  o Children will submit assignments and teachers will give a short written acknolwedgement or feedback comment for all assignments uploaded

3. The class teacher sends follow-up email to parents and team

- Class Teacher to send follow up email to parents to confirm the arrangements and dates by email and copy in the Phase Leader and Associate Headteacher.
  o a timetable of which lessons they can join remotely for (Phonics/Spelling, English, Maths, Topics inputs)
  o The teams meeting link for them to use to join

Assessment

Teachers assess children's participation in remote learning and assess children's understanding through:

- Children's submitted learning
- Children's responses to any online set quizzes
- Children's responses during live sessions

Teachers will use their discretion to use these assessments to adapt their planning and teaching of lessons for subsequent weeks, for giving direct feedback on digitally returned assignments and through interactions with pupils during the live sessions. Our approach allows children to receive regular feedback.

Should teachers have any concerns about a child's engagement in remote learning, they will contact the family to understand their situation and offer support (e.g. internet access, technology or guidance). If a parent has concerns about a child's engagement, they should contact the child's class teacher via enquiries@universityprimaryschool.org.uk for advice and support.

Support for children with Special Educational Needs

We recognise that children with special educational needs and disabilities (SEND) may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families. A member of staff from your child's class will be in touch with you to discuss how we can best support your child during remote learning times. Your child's class teacher will continue to plan for their learning.

Attendance

Teachers take attendance of children that are in school, attend live remote sessions and monitor children's access to remote learning and completion of set assignments. Teachers complete safe and well checks for vulnerable children requiring extra support who are not in school. The school has an oversubscription criteria for children who have applied for a place to attend in school.

Communication

If you would like to discuss your child's participation in remote learning while they are unable to attend school, please contact their class teacher via enquiries@universityprimaryschool.org.uk. Should you have any feedback about your experience accessing the remote learning provision, please contact the school's remote education lead, the Associate Headteacher through the school office.