



Remote Learning Strategy

January 2020

It is the intention of Ashbourne Hilltop to have a clear Remote Learning Strategy which supports pupils' learning, giving them access to high quality remote educational resources and face to face contact with teaching staff

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. In the first few days we will communicate via Class Dojo in order to sign post parents and pupils to the remote learning available.

What will our Remote Learning Approach look like?

At Hilltop we are acutely conscious of the pressures on pupils, teachers, and families to access learning and provide learning through different mediums. The access and reliability to secure internet connection varies across the school building and across households. We are also aware that if families or bubbles go into Lockdown then there may be pressure when sharing hardware.

- There will be no 'live' lessons. Instead power points, pre recorded videos/explanations will be put on the portal.
- Staff will set learning objectives and assignments which are reflective of our normal curriculum and that are meaningful, ambitious and cover a wide cross section of subjects and follow the learning sequence.
- We will teach the same curriculum in the classroom with key worker and vulnerable pupils as we will remotely. However, we will inevitably need to make some adaptations in some subjects where specific resources or space are required. Initially we will attempt to defer these topics until the end of lockdown, but if this is not possible the learning will go ahead with some minor changes.

- Teachers will indicate what tasks need to be submitted and by when.
- Google Classrooms will allow the child and the teacher to communicate via the blog in a secure way.

How will we achieve this?

We will use a combination of the following approaches to teach pupils remotely:

How will we deliver?	What will this look like?	What resources will we need?	How will teachers provide feedback and check the work?
G Suite Google Classrooms	Work can be posted by the teacher. Children can then send work back in for feedback from the teacher	CPD from Derbyshire County Council IT support who will help set this up. Google Classroom subscription.	Work will be sent in via G Suite for staff to monitor and check. Feedback will be given
Videos provided by the teacher which will give frequent, clear explanations of new learning.	Short 10 minute videos of learning can be posted- either via G suite or the website or sign posting to videos Use of White Rose Maths teaching videos linked through timetables.	Time and video recording equipment Loom Subscription	Work needs to be posted via G Suite in order for staff to give feedback
MS Teams (When in full lockdown)	A chance to have a socialisation time on line Whole school assemblies Live learning support sessions when appropriate.	MS Teams, Computer Staff meeting CPD to recap what to do	This is an opportunity for teachers to check on pupils wellbeing. It will also be used when appropriate to offer support to pupils finding work difficult.
Phonics Play	Children are signposted to complete activities	Staff and Pupil Access to phonics play	

BBC Bite size	Children are signposted to listen to information to gain further knowledge	Staff and Pupil Access to Internet	
White Rose Maths	Online lessons can be used to support the curriculum being delivered	Staff and Pupil Access to the internet	
Oak Academy	Online lessons can be used to support the curriculum being delivered	Staff and Pupil Access to the internet	
TT Rock stars	Children have their own log in and can sign in	Staff and pupil access the site	

What do we need to consider?

What if our pupils do not have access to technology?

In any cases where Hilltop pupils do not have access to technology school will provide what it is able to in support. School has access to Government backed schemes that supply laptops to pupil premium pupils in need and also local community groups who may be able to support us in this delivery of good technology to support learning at home. In the case that any family does not have access to good enough broadband to access remote learning we are ready to support with 4g routers from a government backed scheme.

Google classrooms can be accessed via an android tablet, phone, laptop, PC and gaming consoles.

If our pupils struggle or are unable to access learning via technology, we will investigate other forms of support we can offer in order to facilitate them accessing the remote learning offer.

How do we support parents in this process?

Support videos for parents have been made within school and we have provided links to external support pages. Teachers are in contact with parents via Class Dojo and it is even possible to organise a Teams meeting to resolve any issues with Google Classroom or any other system in place.

The learning will have clear objectives and clear success criteria for the child and the parent so that they know what the outcome should be. The parent or child will then upload their work using a lap top, smart device in a jpeg (picture), word doc, power point or PDF format in order for the teacher to monitor the outcomes and the learning taking place and then the teacher will be able to give feedback.

What if pupils do not access the work via Google Classroom?

Using Google Classroom, teachers will have a greater capacity to monitor the work each child is completing at home and give them feedback. If pupils are not completing online learning, teachers will contact the parent to ascertain why the children are not completing the online learning and what help they require. If it is an issues with access to appropriate technology or broadband then this is something that the school may well be able to support with.

What will Remote Learning look like across the school?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS	Key Stage 1	Key Stage 2
Play based curriculum with clear opportunities for focused guided play supplemented by specific learning objectives with clear learning outcomes. This will be posted onto Class Dojo.	A minimum of 3 hours a day. Key Stage 1 will be following the normal timetable and sequence of lessons. These timetables will be posted to Google Classroom and Class Dojo with links to the online learning activities. Some of the remote learning activities will be based solely within Google Classrooms and some will link to external websites for video input and activity guidance.	A minimum of 4 hours a day. Key Stage 2 will be following the normal timetable and sequence of lessons. These timetables will be posted to Google Classroom and Class Dojo with links to the online learning activities. Some of the remote learning activities will be based solely within Google Classrooms and some will link to external websites for video input and activity guidance.

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

The school expects that pupils engage with all of their remote learning activities whenever possible and use the appropriate method of submission to transfer completed work to their teacher. In this way we can provide effective feedback when possible and track which pupils require technological or learning support.

We understand each family circumstance is different and each circumstance brings different challenges to supporting remote learning. Our expectation of parents is that while pupils are accessing remote learning from home they provide a space for pupils to work, access to the

technology required and a routine around which the pupil can work consistently. If there are any issues with providing this in the home we ask that parents contact the school so that we can offer support where appropriate. If it is possible in the family circumstance it is also preferable for parents or family members to provide learning support during activities, although we very aware that this will not be possible in every family.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Teachers will be monitoring all pupils' engagement with remote learning through Google Classroom submissions, Class Dojo submissions in the case of early years pupils. This information will be collated and used to inform us about which pupils may be requiring additional support or contact from school.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work will be a combination of the above. All work submitted will be looked at and acknowledged by a member of the bubble's teaching team. We will feedback individually when appropriate. We will also give whole class feedback through Google Classroom or Loom when appropriate. All work submitted will feed into our continual assessments of pupil progress and help us to support accelerated learning when pupils return to school.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils 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, and we will work with parents and carers to support those pupils. This will include differentiated work giving an appropriate level of challenge. We will endeavour to work with parents in order to facilitate access to the class provision as much as possible.

For younger pupils we will be providing less structured timetables with shorter, often more physical and play based activities.

What happens if we go into complete lockdown again?

If we go into complete lockdown again then all our learning for Key Stage 2 and Key Stage 1 will be via Google Classrooms. As stated above there will be videos provided to support new learning.

EYFS learning will be delivered via Class Dojo.

In the event of a second lockdown, MS Team meetings will take place regularly. These will be clearly marked on weekly timetables with a link to guest sign-in. This will enable teachers to monitor children's wellbeing and home learning as well as providing children with the opportunity to ask clarification questions relating to their home learning.

Who will lead Key Worker Bubbles?

In the event of going into a second lockdown and the home learning received being taught via an e-learning platform- namely Google Classrooms. Teaching Assistants will have more responsibility in leading Key Worker Bubbles. The class teacher will remain in their own classroom space and have the specific Key worker children of the year groups they teach.