

## Trafford Council School Improvement Service Remote Learning Assurance

School: Davyhulme Primary School

Date: 12/1/2021

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| <b>How many children since the beginning of term have been at home learning remotely?</b> | We have 519 pupils on roll.<br>121 pupils are currently attending school (vulnerable, EHC plans and Key Worker pupils).<br>Therefore, 398 pupils are at home, learning remotely.   |
| <b>Are you using paper packs?</b>   | We use paper packs for parents who cannot access Seesaw and have requested paper copies of work. We also have provided paper packs for a small number of SEN pupils who struggle to read information on a screen and transfer it to paper. Records are kept of any pupils who have paper copies of work sent home. This is a small minority of our pupils.   |
| <b>What access do the children have to technology?</b>                                    | Teachers keep a record of any pupils who are not engaging with their remote learning and are aware of any families who do not have internet access/access to devices. This information is passed on to our Business Manager who has called all identified families to offer the loan of a laptop or tablet. This is closely and regularly monitored.   |
| <b>What does the day look like for the children learning remotely?</b>                    | School recognises that remote learning can be very challenging for many of our families and that every situation is unique - e.g. one Mum has said that she will do her child's home learning after 4pm as she is working from home during the day. The preferred model is for our children to have a regular routine. Ideally, we recommend that children should focus on their remote learning in the morning. We suggest following a similar structure to the school day: children begin learning at 9.00 am and focus on core subjects of English and Maths in the morning, followed |

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|   | <p>by a foundation subject such as Art in the afternoon. Regular breaks must be factored in as well.</p> <p>Teachers schedule work to be posted onto our online learning platform, Seesaw, on a daily basis. The day begins with the teacher outlining the work/tasks/expectations for the day.</p> <p>Daily feedback is given to pupils as they complete their work.</p>  |
| <p><b>How are you organising remote learning?</b></p>   | <p>We will continue to use our learning platform, Seesaw. This is a platform which teachers use on a daily basis and which teaching staff, parents and pupils are confident to use and is familiar to everyone.</p> <p>Teachers plan and set daily tasks for pupils, following the curriculum as closely as they can. Daily feedback is given to pupils on their work.</p>   |
| <p><b>How have you trained staff and prepared children using the different platforms you use?</b></p> | <p>Staff, pupils and parents are all used to using Seesaw.</p> <p>When we went into the first lockdown in March 2020, additional training was given to staff on how to schedule tasks and organise remote learning by Lee Parkinson. This was followed up by an additional half day's training with LP for every year group.</p>   |
| <p><b>What are the barriers to remote home learning?</b></p>  | <p>The main barrier is lack of engagement by some pupils and parents. This is not due to lack of technology, but to an unwillingness to engage or due to additional pressures from working from home. Whenever we identify a lack of engagement, we quickly follow this up with phone calls home to see if there is any additional support we can offer e.g. paper copies of work, the loan of a laptop etc. Some of these pupils have been offered a place in school as they are identified as being at risk of falling further behind with their learning, but some of these places have been declined. The importance of education not being valued by some parents is a definite barrier in a minority of cases.</p> |

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|  | <p>Another barrier is SEN - some pupils struggle to access the curriculum and require additional support from an adult. This is not always possible. When this issue is identified, we try to offer places to pupil in school (if the numbers permit). Again, these places have not always been taken up. Additional zoom calls to support pupils by teaching assistants and additional feedback is put in place to help remove some of these barriers.</p>   |
| <p><b>How do you give feedback and what form does it take?</b></p> | <ul style="list-style-type: none"> <li>• All our pupils receive individual feedback on a daily basis via Seesaw. Teachers respond to pupils' work by providing written comments which include targets for improvement and also provide positive reinforcement to encourage and motivate pupils.</li> <li>• Older pupils in KS 2 are often given the responsibility to 'mark' their own work as teachers may upload answers to a task once it has been completed. This work will always be reviewed and monitored by the teacher.</li> <li>• In addition, teaching assistants are given the responsibility to monitor the work and progress of a small, focus group of pupils (approximately 5 pupils) on a weekly basis.</li> <li>• Whole class feedback may also be provided by the teacher either in a written or recorded format - e.g. general pointers for improvement.</li> </ul> |
| <p><b>Are you using live lessons remotely?</b></p>                 | <p>This is our rationale with regards to live lessons remotely.</p> <p>Ofsted's recently published 'Short Guide to Remote Education' clearly cited that, 'Live lessons are not always more effective.' We believe that:</p> <ul style="list-style-type: none"> <li>· A live lesson, especially for Primary aged children, cannot replicate what happens in a face to face lesson.</li> </ul> <p>In the classroom we can easily redirect a child's attention and judge how each child is getting on. This isn't possible in a live lesson with up to 30 children (35 in KS2), most of which the teacher can't see. In a classroom, a conversation between the</p>  |

teacher and an individual child who is struggling or needs to be re-focussed is private, in a live lesson it is not.

- For similar reasons, the burden of supervision in a remote learning scenario rests as much with parents as with teachers. Where the material is part of the core curriculum, it is essential that all children hear and understand the content. We believe that lessons pre-recorded "as live" (such as lessons provided by the Oak National Academy <https://www.thenational.academy/> and short, demonstration videos/models which are pre-recorded by our teachers) give children the opportunity to pause, rewind and review and work at their own pace, and at times that suit the needs of parents who are juggling remote learning and working from home. Pre-recorded lessons allow parents to choose when their child completes the work. Live lessons would mandate when that supervision was required from parents.
- Pre-recorded lessons can be paused and re-watched.

Some parents have suggested that we should deliver live lessons and record them to allow those families who can't engage with live lessons review the content again at their own pace. There are privacy issues related to the viewing of other children and families in their homes. We also don't feel it is appropriate to record live sessions because that would also record instances where children need extra support or need to be re-focussed on the tasks at hand, and then widely viewed across the school community.

- We believe the quality of a pre-recorded lesson/demonstration is better.

Teachers can think carefully about their explanations and their concentration is on the delivery, rather than what everyone is doing in the session.

- We do recognise the value of live contact between the children and their teacher which is why we schedule weekly Zoom meetings in order to focus on children's social and emotional needs and to provide much needed peer contact. These

sessions also provide opportunities for live feedback on work covered during the week. These sessions are not delivering core curriculum material, so they can achieve the “keeping in touch” goal without compromising on the core curriculum delivery. If children are unable to attend the live feedback/story session they aren't missing out on critical learning content.

We would like to point out that our teachers are working extremely hard teaching face-to-face for our Key Worker and vulnerable pupils, whilst also planning and preparing remote learning for those pupils at home, whilst also giving quality, personal feedback to every pupil. It is also important to understand that pupils at home and pupils at school are doing exactly the same learning activities and following the same curriculum.

As teachers are engaged in face-to-face teaching of vulnerable, key workers, SEND and EHC pupils for 50% of their time, whilst also managing remote learning and giving daily feedback, we feel that asking teachers to also teach live lessons remotely would be too onerous and add significantly to their already demanding work load. We believe that Seesaw is an excellent learning platform, which all members of our school community are used to using already. Remote lessons are well planned and resourced, with good use made of websites, power points and pre-recorded teaching to support learning.

Staff have been directed to using Oak National Academy.

<https://www.thenational.academy/>

This is funded by the DfE and has trained teachers delivering video lessons to the children to help guide the learning opportunities that we are offering.

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| <p><b>What are the CPD implications and how have you prepared your staff for remote learning?</b></p>           | <p>Staff, pupils and parents are all used to using Seesaw. When we went into the first lockdown in March 2020, additional training was given to staff on how to schedule tasks and organise remote learning by Lee Parkinson. This was followed up by an additional half day's training with LP for every year group on how to get the most out of using Seesaw to deliver the curriculum, support and enhance learning, and to engage pupils.</p>  |
| <p><b>What are the hardest lessons to teach remotely?</b></p>   | <p>Some of the more practical subjects such as P.E. and Music. Subjects which involve a lot of class discussion such as R.E. and PSHE . High quality writing lessons - usually involves a lot of teacher input and class interaction which is missing in remote learning. It is a challenge sometimes to keep moving children forward in their learning e.g. in Maths as there are already gaps from previous year and teachers have to navigate that, as well as try to teach new concepts.</p>  |
| <p><b>How is remote learning aligned to the curriculum offer in school?</b></p>                                 | <p>Children who are engaged in remote learning do the same (or very similar) activities to the children who are in school. Our intent is to try to keep our pupils at the same point in their learning.</p>   |
| <p><b>How have you developed E-safety with regards to remote learning with children, staff and parents?</b></p> | <p>We follow government guidance on e-safety: <a href="https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19">https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19</a><br/>This is used alongside statutory safeguarding guidance on <a href="#">keeping children safe in education</a>.</p> <p>Keeping pupils and teachers safe during remote education is essential. We ensure that our teachers delivering remote education online should be aware that the same principles set out in the school's staff behaviour policy (or code of conduct) will apply.</p> |

Staff have been signposted to the following resources to understand more about how to ensure online education is safe:

- remote education advice from [The Key for School Leaders](#)
- advice from [NSPCC](#) on undertaking remote education safely
- guidance from the [UK Safer Internet Centre](#) on remote education

Schools can access the free [Professionals Online Safety Helpline](#) which supports the online safeguarding of both children and professionals. Call 0344 381 4772 or email [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk). The helpline is open from Monday to Friday from 10am to 4pm.

Guidance on [teaching online safety in schools](#) provides information to help schools ensure their pupils understand how to stay safe and behave online.

As a school, we constantly seek to reinforce with parents and carers the importance of children staying safe online.

It is especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

School staff seek to emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

We use these resources to support parents and carers to keep their children safe online:

- [support for parents and carers to keep children safe online](#), which outlines resources to help keep children safe from different risks online and where to go to find support and advice
- guidance on [staying safe online](#) which includes information on security and privacy settings
- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation

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|  | <ul style="list-style-type: none"> <li>• <a href="#">UK Safer Internet Centre</a> has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services</li> </ul> <p>Where education is having to take place remotely due to coronavirus (COVID-19), it is important for schools, teachers and pupils to maintain professional practice as much as possible. When communicating online with parents and pupils, schools should:</p> <ul style="list-style-type: none"> <li>• communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)</li> <li>• communicate through the school channels approved by the senior leadership team</li> <li>• use school email accounts (not personal ones)</li> <li>• use Seesaw platform to message parents directly.</li> <li>• use school devices over personal devices wherever possible</li> <li>• advise teachers not to share personal information</li> </ul> <p>Teaching from home is different from teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background.</p> |
| <p><b>What has been the involvement and engagement of parents?</b></p> | <p>The majority of parents have been actively involved and engaged in their child's home learning. We know this because we monitor pupil and parental engagement</p>   |

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|  | <p>rigorously, for example week commencing 4/1/2021, 74 pupils out of a possible 515 (14%) were identified as NOT engaging in their remote learning. We aim to reduce this % by next week by offering some school places to a small number of pupils and also by offering our support in weekly phone calls home.</p>  |
| <p><b>What are the barriers you have come up against and how have you solved them?</b></p> | <p>The main barrier is lack of engagement by some pupils and parents. This is not due to lack of technology, but down to an unwillingness to engage or due to additional pressures from working from home. Whenever we identify a lack of engagement, we quickly follow this up with phone calls home to see if there is any additional support we can offer e.g. paper copies of work, the loan of a laptop etc. Some of these pupils have been offered a place in school as they are identified as being at risk of falling further behind with their learning, but some of these places have been declined. The importance of education not being valued by some parents is a definite barrier in a minority of cases.</p> <p>Another barrier is SEN - some pupils struggle to access the curriculum and require additional support from an adult. This is not always possible. When this issue is identified, we try to offer places to pupil in school (if the numbers permit). Again, these places have not always been taken up. Additional zoom calls to support pupils by teaching assistants and additional feedback is put in place to help remove some of these barriers.</p> <p>Feedback - this is not instant, 'in the moment' which is most effective in a classroom setting.</p> |
| <p><b>What has remote learning taught you about the curriculum?</b></p>                    | <p>Staff have learnt very quickly to adapt and to be flexible. They have definitely improved their knowledge and understanding of how we can use online learning platforms such as Seesaw to deliver our curriculum in an engaging and creative way. Staff have discovered a wealth of excellent resources, including websites, to deliver the curriculum and many of opened their minds into teaching &amp; delivering a</p>  |

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|  | <p>curriculum in a different way to how they are used to. This can only be a positive as staff's skill base is developed and extended.</p> |
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Remote learning has reinforced for staff how important and necessary face-to-face contact and interaction is for pupils as learners - the opportunity to discuss and share ideas is so important.