



UNIVERSITY OF
CAMBRIDGE
PRIMARY SCHOOL



Remote Learning Strategy Information for Parents

Updated October 2021

RELEASING THE
IMAGINATION:
CELEBRATING
THE ART OF
THE POSSIBLE



Aims

This guided is intended to provide clarity to parents or carers about what to expect from remote education where restrictions require children 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 is tasked to continue educating children remotely whilst the school is closed to the majority of pupils. During this time, the school adapts methods of teaching to reflect the needs of pupils as they access learning remotely at home and the challenges that this brings for them.

We use the following principles of high quality teaching to guide our method of delivery ([McAlevy & 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

We use a blended approach - a mixture of forms of online learning to try and make the most that each brings (e.g. recorded videos ensure well crafted focused sessions that children can repeat as needed).

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

Eligibility

Remote learning provision is a legal requirement for children who have a positive COVID test result and are self-isolating. Children that are not eligible for remote learning are:

- Those who have returned from abroad recently and without exceptional circumstance approved by the Executive Headteacher.
- Those who have had a positive test result but are sick; in this case they should rest and parents inform the school when their child is well enough to start remote learning
- Those whose parents have decided to self-isolate their child in the case of the child not having a positive COVID test result
- Children who fall into these categories will be marked as an unauthorised absence and normal attendance policy procedures apply

Please see following resources:

 Taking your child to primary school: what you need to know	 Parent	 FAQ Leaflet
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Remote Curriculum

Under guidance from the Department for Education, schools are required to provide 3 hours of online learning to Key Stage 1 and 4 hours of learning to Key Stage 2. This time includes all learning tasks and does not equate to 3-4 hours of instruction, live teaching or videos. Teachers provide a suggested timetable to offer structure to the day with indication of which lessons to join remotely and linked resources. We ask for families to support children to upload and submit assignments that they complete on Tapestry or Teams so their teacher can monitor their progress and be in touch should they have any concerns. We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects.

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:



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



2. The class teacher rings the parent



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

- 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.

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

- 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.
 - a timetable of which lessons they can join remotely for (Phonics/Spelling, English, Maths, Topics inputs)
 - 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 feedback sessions. Our approach allows children to receive written and verbal feedback on a daily basis. The Department for Education requires schools to provide feedback to pupils at least once a week.

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, Mr Rolls is the school's remote education lead and can be contacted through the school office.