

RODE AND NORTON ST PHILIP SCHOOL FEDERATION (RNSF)

CONTINUITY OF LEARNING STRATEGY JANUARY 2021

Aim: To minimise the impact on progress of an extended break in pupil's learning due to Covid-19.

Our strategy is based on the following assumptions:

- It is not realistic to replicate the breadth or pace of our standard face-to-face curriculum. However our remote learning model must match our already successful school pedagogy & philosophy for learning.
- Delivery of 'live' lessons using video conferencing is extremely difficult and time-consuming and can have a low impact.

The challenges will include:

- Ensuring access for all
- Minimising staff workload
- Maximising staff skills & confidence
- Continuing to safeguarding our children remotely
- Engagement in learning

Our strategy is based on:-

- A largely asynchronous approach to teaching and learning
- Using existing tools with which staff are likely to be familiar
- Reducing reliance on high band-width, stable internet connections

Principles:

- It must be accessible for all. Tools will include Microsoft Sway including flashcard activities, short videos of active teaching & quizzes, Voiceover PowerPoint and some on-line direct teaching
- We will seek feedback from parents and this will shape our response

- Understand the digital gap for children & parents and provide help and assistance wherever possible
 - Build on our proven pedagogy

Our Strategy has 3 main building block:



1. Effective workflows for pupil tasks and communication. (A workflow provides the glue that connects everything)

Providing daily guidance, encouragement and activities will be essential in maintaining pupils' progress during school closures. If we need to remain closed for any duration, having an understood workflow in place for tasks and support materials will become increasingly vital and hard to establish once children are at home. For this reason, it is important to create and communicate a digital workflow from the outset. As access to new learning tasks will necessarily be mediated through parents for younger pupils, the best tool for this is **Microsoft Sway** as it is easy to create a mix of text, images and video, renders well on phones, and has no authentication hurdle. It will not create a correspondence workload burden in the same way which use of email alone inevitably would.

In our model, each teacher will maintain a class Sway, the link to which will be distributed to parents via email and on the school's website. The class Sway will host support materials, tasks for pupils to complete, praise for pupils' work, etc, updated daily with new content. Pupils will complete work offline on paper. For return of work, schools can set up mailboxes for each class (e.g. Y4work@schooldomain) to which parents to email files/ photos, using an agreed filename convention (e.g. 'History_Surname'). However, a better solution is to use OneDrive's 'Request Files' function, which allows teachers to create an online dropbox into which pupils can securely place their work without needing a log in. We will the preferred solution as soon as we are able.

School preparatory actions:

- Create a Sway and work submission mailbox for each class and give edit rights to the relevant teachers;
- Edit your website's /continuity page with links to class Sways and mailto: links for work submission;
- Familiarise teaching staff with editing Sway documents, making use of the support materials/ webinar linked in the box-out above;

2. Creating support materials for learning

The issuing and completion of tasks alone will be insufficient for most pupils after the first few days and will rapidly become very dull for them – it is necessary that some form of teaching continues, albeit at distance. Even experienced online teachers find 'live' lessons difficult to manage, and the pedagogy they enforce due to the lack of physical presence is entirely different. For these reasons, a lower-tech, asynchronous approach will be used.

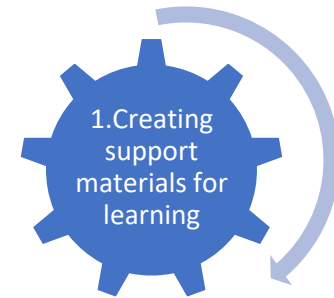
RNSF schools will use **Microsoft PowerPoint** to create short voice-over explanations of concepts, methods and subject content. These benefit from interleaving audio, text and visual content, make use of existing resources in a familiar tool and will be accessible to pupils even if viewed on a parent's phone. Children will hear their teacher's voice explaining things in the same way as usual and will be able to re-watch as many times as necessary.

The process of creating a voice-over PowerPoint is straightforward and just requires a computer and a microphone (most laptops have these built in). Teachers speak over their slides and PowerPoint records their voice and their slide timings, allowing individual slides to be re-done if a mistake is made, without needing to start it all again. Teachers will be able to control what they put out more tightly than is possible in 'live' online lessons. If wanted, teachers could use a webcam while recording – this places a small windowed video in the bottom corner of the slides and may further help pupils to connect with the material. PowerPoint produces a video file at the end which can be placed into the class Sway for pupils to watch. Keeping these teacher-voiced presentations to under 10 minutes is advised, to make them easier to create and upload, and to chunk the content more effectively.

Likewise, Microsoft Word/ PDFs of worksheets or tasks can be made and added to Sway with some text commentary, supporting a balanced model of review and recall of previous learning from across the curriculum and new content.

School preparatory actions:

- Familiarise teaching staff with recording voice-overs in PowerPoint, making use of the support materials/ webinar linked in the box-out above;
- Ensure that teacher computers to be used for the creation of voice-over PowerPoints have a microphone and speakers/ headphones (so that teachers can listen back and edit before publishing) and have the latest version of PowerPoint installed.



3. Providing daily pastoral, social and learning support



If our schools remain closed for more than a few days, the need for staff to check in on our pupils will grow – from both an academic and pastoral point of view. Online modes of learning can mask things which would be obvious in school, such as whether a pupil is struggling with some aspect of their learning or is socially isolated. A practical response to this will be to use **Microsoft Teams** to hold short video conferences with small groups of pupils on a regular basis so that teachers and pupils have a space in which to talk about how things are going.

Microsoft Teams has strong safeguarding features, including the ability to restrict pupils' access to the conference unless the teacher is present, yet is accessible via a link without the need for a log in and using just an Internet browser so will be easily accessed by parents/ pupils. The joining link is persistent and will work for every meeting, making set up a one-time job. These links will be emailed to parents directly.

A regular 'Keep In Touch' session for groups of 6-8 pupils can be scheduled for a fixed time on the same day of every week, the groups decided on by teachers based on class working groups and/ or learning needs. A schedule such as this minimises the need for teachers to hold constant calls with parents/ pupils on demand and will provide information for teachers about any specific interventions that may be necessary.

School preparatory actions:

- Familiarise teaching staff with joining and managing Microsoft Teams calls.
- Configure Microsoft Teams so that attendees are held in the 'lobby' until the teacher arrives and so that external users are permitted;
- Create Microsoft Teams links through each teacher's 365 account, so that they are automatically the Presenter;
- Distribute this link to parents of the teachers' class, along with the schedule of group Keep In Touch sessions;
- Ensure that teacher computers to be used for the Microsoft Teams calls have a microphone and speakers/ headphones.

RNSF position on working from school sites in the event of Government-directed Covid-19 closure.

If a Government decision is made to close schools it will be taken with the purpose of delaying the widespread circulation of the virus, the decision will mean that schools are closed for pupils. This does not mean that school buildings are inaccessible for teachers and support staff who may need or want to continue to work from school in order to fulfil their responsibilities. We do expect staff, wherever possible, to

continue working during term time. This can be remotely or within school. RNSF are putting in place plans for pupils to access work. It is likely that staff will find it easier to distribute this work if they have access to technology in school rather than remotely. Our schools should therefore aim to remain open – possibly in the form of a shorter day – so that staff who need to or wish to work from school can do so. This may change if the advice from government is that we enter a period of ‘lockdown’. We respect that many staff will have childcare responsibilities or health reasons which mean they will need to work from home. Such decisions are for individual staff to take and we support them in the choice they make. Our approach therefore is to give staff the greatest flexibility possible. No member of staff should be forced to work from school but, wherever possible, staff who wish to work from school should be able to do so.

What will remote learning look like at RNSF- to be agreed:-

A few ideas:-

Daily Deliberate Practice	Daily Lesson	Weekly Lessons
<ul style="list-style-type: none"> • Multiplication Tables • Number bonds • Spelling • Phonics • Handwriting • Storytime 	<ul style="list-style-type: none"> • PE • Maths • Reading • Writing • GPS 	<ul style="list-style-type: none"> • Thematic lessons: History, Geography, Science • Music • Computing • RE • Art

We will use a Sway a Day/Week Approach:-

1. Review of prior learning- using stacks (like flashcards)
2. Direct instruction- video- share learning objectives
3. Guided practice- video
4. Independent practice- record in books
5. Check understanding- via a quiz

Use Teams- 1 daily live lesson- for older children? Timetable to avoid clashes?

Separate EYFS solution- still use Sway- all videos of teacher. May even check register every day-on Teams?

SEND- very different Sway needed- differentiation- who? .