

Remote Learning at Canonbury - January 2021

We know that children learn best when they have their school routine, learning in the classroom with their teachers and friends - listening, speaking, questioning, socialising. We recognise that we cannot replicate this experience in remote learning, so we aim for our alternative provision to be as thorough and clearly presented as possible to help children continue to learn new things at home.

Our strategy aims to match the situation and context of our school, where we have many brothers and sisters who will be learning at the same time in the same place, as well as a wide range of other household circumstances.

We have also consulted recent research by the Education Endowment Foundation, which found that 'clear explanations' were what made for the best remote learning – there was no clear difference in impact between live or recorded lessons. The aim to provide 'clear explanations' has driven our decisions on how we provide the teaching element at present. We will continuously develop and improve our approach in order to aim at the highest quality of provision.

Aims

To ensure that children continue to make good progress at home in the core areas of Reading, Writing, Maths and subjects in the wider curriculum, according to age-expectation and starting points.

Rationale

Children need structure and routine to help them to learn. In the absence of teacher and teaching assistant support on the spot, they need clear step by step instructional models from the teacher that they can refer back to if they are stuck. They need regular feedback and encouragement from school to motivate and support them throughout the week. They need to feel a sense of belonging in their class and school, with their teacher.

Parents need a structured approach and expectations from the school that can support them in setting a routine at home. Provision from school should include all the teaching the children need to complete the learning. Parents need communication with the school to support them in keeping their child engaged in the learning. They need the flexibility to set their own timetable for when their children do their work, according to the household circumstances.

Teachers need training and support to develop new teaching practices and skills in using technology that is new to them, so that they can continuously develop this alternative style of provision.

Our Approach



Online Learning Journal for Early Years - Tapestry

We use Tapestry as a platform for communicating with families about learning in the Early Years. We post the teaching and learning activities, communicate with children and parents, give feedback, support and celebrate learning throughout the day. We post videos, documents, website links and text messages from teachers and teaching assistants. Parents have the option to share their child's work with the class and to communicate about their child's learning. We encourage children to use this resource to learn through practical activities and talk.



Online Learning Platform for Years 1-6 – Class Dojo

We use ClassDojo as a platform for all aspects of learning. For each class, we post the teaching and learning videos / activities, communicate with children and parents, give feedback, support and celebrate learning throughout the day. We also post assemblies, video and text messages from teachers and teaching assistants.



Daily Registration

We send a morning message and expect children to respond to the teacher to 'register' for the learning day. In this way we aim to support parents in putting a daily routine in place.



Pre-recorded videos

Lesson videos for Reading, Writing and Maths are posted every morning. Videos for Wider curriculum subjects, are posted weekly (see timetable below). We use screen-recording software such as Loom to support us in presenting clear, step by step instructional models of the learning. In this way children can pause them, rewind and watch again if they are stuck. Parents can timetable when their child does the learning according to the household timetable, for example if they have work commitments at particular times or have more than one child using a device.



Worksheets /scaffolds

We post online worksheets/scaffolds planned by the teacher for children to use when completing the work taught in the pre-recorded videos. Children can complete the worksheets online or refer to them while writing them into their exercise books. Learning is posted daily to support parents and children in having a set routine.



Feedback

Children are asked to post their work/photo of their work on their ClassDojo Portfolio so that the teacher can review it and provide a motivational comment (daily) and learning prompt for English and Maths (weekly)



Parent/child face to face meetings

We invite parents to periodic face to face meetings on 'schoolcloud' to check in on how they are doing, consult them on how the learning is going and give advice.



Timetable for Teaching and Learning

Each class has a weekly timetable of curriculum subjects taught across the week. We provide daily pre-recorded video lessons for Reading, Writing and Maths, with worksheets posted for all subjects. In addition, video lessons are provided beyond the timetable for the following subjects: PE; Brass(Y5/6) Recorder (Y3/4) Singing (Y1/2) Phonics (Early Years, Y1/2).

Home Learning Timetable 2021

	Morning			Afternoon	
	Spend 30-45 minutes per subject				
Monday	9:30 ClassDojo registration	Reading 	Writing 	Maths 	Art
Tuesday	9:30 ClassDojo registration	Reading 	Writing 	Maths 	Science
Wednesday	9:30 ClassDojo registration	Reading 	Writing 	Maths 	Topic
Thursday	9:30 ClassDojo registration	Reading 	Writing 	Maths 	Spanish
Friday	9:30 ClassDojo registration	Reading 	Writing 	Maths 	PE

Children should do physical exercise during each day according to the PE videos provided by Team Kick Start.



Ensuring access to technology

We use government schemes and our own resources to increase the number of children who have access to technology so they can participate in remote learning. We issue the technology according to government criteria. We also make printed packs available to families where this is requested as the most efficient way for them to complete the written activities.



Professional Development for Teachers

We hold virtual staff meetings to introduce and work together on developing our practice and provision, including ways to present learning clearly on line and use technology as effectively as possible. We are informed by accredited research and good practice guidance from Islington advisors and the government.



Our Remote Learning Priorities for Development

Our aim is to develop our provision continuously so that it is the best it can be for our children.

Our current priorities for development are as follows:

- using technology to include an even wider range of high quality visual aids and educational video content available online
- providing opportunities for teachers and children to 'meet' online so they can connect as a class



Contacting us about Remote Learning

For day to day queries and support, parents and carers can message the class teacher on ClassDojo. For other concerns, please email the relevant phase leader in the first instance:

Early Years and Key Stage One - Sara Liney, Assistant Head: sara.liney@canonbury.islington.sch.uk

Key Stage Two - Tanisha Koroma, Assistant Head: tanisha.robb@canonbury.islington.sch.uk

Other contacts, for specific enquiries about special educational needs, safeguarding and pastoral concerns such as well-being:

Deputy Head and Inclusion Leader, Safeguarding Lead - Jo Davey: jo.davey@canonbury.islington.sch.uk

SEND Coordinator - Sandy Fazio: sandy.fazio@canonbury.islington.sch.uk

Pastoral Manager - Chloe Smith: chloe.smith@canonbury.islington.sch.uk