Remote learning in West Sussex during - COVID-19

Schools across West Sussex have developed approaches to support families with remote learning. The large majority have been working very hard to develop an approach that works for their community. Most schools are effectively using online teaching materials and resources to support learning at home. Schools are also recognising that some families do not have internet access or technology and making other arrangements for these families. Many schools are monitoring engagement. The range of approaches includes:

Access to work

- In the very large majority of schools, work is being provided for all year groups;
- Work is being provided in a range of ways:
    - posted on the school website,
    - via 'Office 365';
    - via 'Google Classroom' or other platforms including 'DB Primary', 'Tapestry', 'Class Dojo', 'Purple Mash', 'Show My Homework', 'Microsoft OneNote' and 'Seesaw';
    - sent via email;
    - provision of hardcopy packs of materials for families to collect
    - provision of hardcopy packs of materials that are delivered;
- Primary schools are providing work on a daily, weekly or fortnightly basis. Most primary schools are not doing face to face lessons, however at least one primary school is using 'Microsoft Teams' for daily lessons. Some are using the telephone to engage with learners, particularly those who are not engaging;
- Most secondary schools are providing work on a daily basis. A number of secondary schools have maintained a structured daily timetable for each student. Some are teaching real time lessons over the internet for students. Schools have sometimes adapted the timetable so that there are fewer periods per day and these are interspersed with breaks and opportunities for exercise. Trying to maintain daily routines supports well-being and commitment to learning.
- Some schools have provided PowerPoint presentations with voice over by the class teacher to engage learners;
- Many schools have been signposting to 'BBC' resources online;
- A few have signposted to the 'Oak Academy', although some schools have chosen deliberately not to do this.

Content of work

- Some schools have maintained their curriculum/learning journey for each year group where possible;
- Some schools have focussed on learning that is particularly relevant in the context e.g. fair trade;
- One school has planned family learning online centred around a Disney film;
- Some schools have provided a choice of leaning with more structure for those who want it and more flexible activities for those who do not;
- Some schools have provided a weekly timetable for families to help them prepare;
- For younger pupils more open learning activities, developmental and creative tasks are often being provided;

- In some schools the activities set for remote learning are linked with the learning going on with the children attending the school so that teachers are not having to double up on planning;
- The activities in many schools offer opportunities for outside learning and kinaesthetic learning;
- Some schools have focussed mainly on core subjects but most have addressed the wider curriculum including a focus on wellbeing;
- Project work has been used by some schools;
- Schools are making use of the West Sussex curriculum group links / info;
- Some schools have been delivering daily phonics sessions;
- Use of 'Accelerated Reader' has continued in some schools with parents dropping off and collecting books.

Communication with children and families including feedback on learning

- In most schools all staff are expected to provide feedback and parents and carers have responded positively where there is feedback on learning;
- Schools have used the following for home-school communication:
  - online platforms;
  - class email address for posting work back to teacher for reply and feedback;
  - feedback via 'Google Classroom' or similar platforms;
- In some schools children and parents are encouraged to email queries and to request support where necessary. Parents can let teachers know if children are struggling with work set so that it can be adapted and they can also request more work for pupils who finish everything quickly;
- Regular newsletters for families;
- In one school, pupils receive a weekly 'learning letter';
- A virtual assembly that is provided in video format;
- Audio messages on home learning pages;
- Video messages for children and parents.

Links with peers and the school community

- A few schools have used software to enable the class to see peers virtually for more social, emotional and well-being opportunities;
- A small number of schools have used class 'Zoom' meetings with class teacher and a teacher observer;
- Video messages have been made which have included songs, photos, messages etc to support pupils and families in staying connected with the school community;
- The teacher using an i-pad or other device to take the children on a virtual tour of the classroom/school to help them feel connected;
- In one secondary school pupils meet online with tutors each day and events are planned and challenges are set to keep the community connected.

Support for vulnerable families

- Some schools have loaned out their IT equipment including i pads, tablets and laptops to support families/pupils who do not have access to these items at home;
- Year leaders or similar make regular phone calls particularly to the vulnerable learners in secondary schools;
- Hardcopy of home learning is provided where this is needed;
- Stationery is provided by many schools where needed.

Monitoring of quality and uptake of provision

- Many leaders are monitoring the quantity and quality of teacher feedback;
- Engagement in online learning is being monitored in many schools by teachers, senior leaders or year leaders;
- Monitoring has been through pupils accessing learning, feedback from parents through discussion and survey, and 1 to 1 touch base conversations.

Special Schools

All special schools have digital learning on either their school website or their YouTube channel. The range of things that are being provided includes:

- Generic links to online activities in subject areas – parent led;
- Ideas for different curriculum areas for different year groups;
- Links to BBC Bite Size and other government recommended home learning;
- Holistic learning such as birthday celebrations;
- Show casing of work going on in school and sharing photos of what's been achieved at home;
- Physical packs (cookery, science, art, planting) which have been delivered to the families;
- A daily update of creative sensory activities is provided by one school on their Facebook page.

All teachers in the schools are offering individual academic support to parents who need it, the expectation is that families will have as peaceful a time as possible and learn holistically. Traditional academic work is also set but it's completely up to families whether they complete it or not. All schools are celebrating what has been achieved and responding to individual pupils and families on a case by case basis with more or less work.

Other strategies to engage pupils with learning

- Book Club Groups set up;
- Access to virtual choir;
- A community project has been set up in one school to provide poetry and prose to capture the current times;
- Teachers have uploaded videos of themselves, giving a message or reading a story to help children feel connected;
- Whole school story time;
- One school has distributed a wide range of motivational texts to inspire learners;
- Weekly whole school challenges which are often linked to the arts – music, art, dance etc;
- Activities such as baking, gardening, den building being encouraged;
- Celebration of what has been achieved through posting work on websites, sending 'virtual' certificates and in the teacher and headteacher videos;
- Staff produce motivational videos for students in some schools;
- Sending postcards to children in the post to encourage them and give them a sense of belonging.

Governors

In most schools, governors are aware of the provision that is in place. Some governors have communicated with parents about remote learning jointly with school leaders.

Examples of Practice

Ashington CE Primary School – Remote learning has been very positive and successful. The school uses 'DB Primary' as a learning platform. The headteacher shared that it was

one they already had within school but was probably underused – it has come in to its own during the present situation. All the teachers have their own class page. The younger children are set a range of weekly challenges. For the older children (KS2) there are daily tasks. Children can e-mail their teacher and also the headteacher. There are forums where the children can talk and share. The children can e-mail each other, all within 'DB Primary'. For KS1 and KS2 there are lots of optional tasks and choices for the children to consider. Teachers have produced videos going through the learning. There are videos of teachers reading texts and sharing picture books with the children. The children can listen to stories.   There are wellbeing activities for the children. The headteacher shared that they have had nothing but compliments about the remote learning from parents. Parents have talked about the tasks being really engaging and challenging. Although all the teachers are back in school, they are still going ahead with the remote learning and are still setting up pages for the children at home.

Chesswood Junior School – High quality of the learning available on their platform, with quality tasks and clear learning intentions and prompts for pupils to challenge themselves. The staff have also monitored the use of the learning platform and sought parents' views on the learning provided. The headteacher has data on levels of engagement but also the teachers have been phoning families to gather intel on the work provided.

Fordwater – Very specific and thorough range of activities in all curriculum areas and in popular themes.

Kingslea Primary School – providing daily videos for all year groups, online resources and printed packs if needed although they have ensured all pupils have access to a device through lending school equipment and fundraising to purchase devices. At the last count they had raised £8000 to support vulnerable and less affluent pupils through this difficult time. All pupils' interactions are logged and followed up on by their class teacher.

Leechpool Primary School – are providing significant online resources matched to their cohorts and printed packs where required. All pupil interactions are logged and followed up on by the pupil's class teacher weekly. The children have engaged in online learning challenges with other local schools which the teachers are also a part of.

Rose Green Junior School – Work is available on the school website. It uses a range of resources not all reliant on the internet. All year groups have a video to explain and motivate alongside the work. Help sheets are provided to support learning. There is also a resource library in the foyer of the school entrance. Here, children can collect any stationary resources they may need, if they don't have access to equipment at home. Plus, there is a selection of reading books for children to change their home reading book. The resource library is open from 9.00am-2.45pm, Monday – Friday.

Rusper Primary School – small school managing significant staff absence. In order to reach their pupils effectively the team have been using Microsoft Teams and now deliver 3 lessons per day per year group as they wanted to ensure they kept the relationship with their pupils. They also use online resources and printed packs where needed. They have close contact with their families at all times.

South Bersted CE Primary School – All communication and work is set through Class Dojo. There is nothing on the website. However, through this period the percentage of parents engaging with class dojo has significantly risen. Class teachers communicate daily with parents and children where appropriate through Class Dojo. Work from home is posted on Class Dojo for class teachers to see. The school has a whole school text which is read online as the daily story as well as suggested texts for each phase. A wide range of

different subjects have been covered and the school has engaged with 'active Sussex' and has been competing against others in the locality. There is daily worship online for all.

Steyning Grammar School – Have made links with Lancing College for the delivery of the Year 12 curriculum.

Storrington Primary School – Using 'purple mash' as their platform – which has videos of staff going through activities for the children. There are a range of activities and children are given choices. The school are considering developing their approach further and using google classroom. There has been a lot of positive feedback from parents.

St Andrew's CE Primary School Furnace Green – create weekly teacher-narrated PowerPoint videos for mathematics and English, for each year group. In addition, there are assembly videos, teachers reading stories to their classes and a menu of activities to support other curriculum areas. The length of the videos vary (depending on year group) and they provide teaching followed by learning activities – often learners can select the level of difficulty for the task. The school have been very proactive in contacting parents – the provision has been well received. The headteacher reports that there has been a good take up. Feedback has highlighted that the children enjoy listening to their teacher particularly and that they find the videos easy to work through across the week. They can access the videos on a phone so doesn't require use of a laptop/home computer. The video delivery means that children can rewind the video as much as they like, which is useful for both parent and learner alike. Teachers have the ability to provide feedback to the children. Once the school has reopened, they will continue to utilise the remote learning for learners both attending school and home learning.

St Joseph's Catholic Primary School – Have a very organised approach and a positive attitude to how their remote learning has been going.

St Mary's Catholic Primary School, Worthing – have really gone the extra mile to ensure all their families who do not have access to the internet or have limited access because of parents' home working or older siblings, have quality resources. The staff take the resources to pupils' home on a weekly basis and deliver them to the door. The headteacher reports that the families appreciate this gesture and communicate through the windows sharing their news and views on the work. Great community working from the school leaders.

The Gatwick School – very quickly set up and provided 'live' learning for their Year 9 and 10 students. This has been achievable as home access to internet and hardware was available to the majority of students – those that didn't have access were loaned equipment from the school. The headteacher reported that this provision has been well received and taken up by the vast majority of learners and he believes has lowered the impact of lockdown on pupil progress as motivation and engagement sustained.

Twineham CE Primary School – Their remote learning provision has developed and changed over time in light of the levels of engagement and feedback from staff and the families.

Warden Park Primary Academy – the headteacher has been pleased with the engagement and has had good feedback from his families about their home learning.

Waterfield Primary School – Every family is being contacted on a weekly basis.

Windmills Junior School – is using Edmodo which has received very positive praise from pupils and parents