

ST. PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL



REMOTE LEARNING POLICY

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Date of Next Review	January 2024

1. Rationale

As from 22nd October 2020, schools have a legal duty to provide immediate remote learning for state-funded, school-age children unable to attend school due to coronavirus (*Department for Education, temporary continuity direction under the coronavirus act 2020*).

If a class, group or small number of pupils need to self-isolate, or there is a local lockdown the school, has considered its expectations in relation to the pupils' age, stage of development and special educational needs. The school has also taken into consideration, the significant demands this may place upon parents and families.

2. The Offer

The remote learning programme the school will offer will include the core subjects: reading, writing and maths, as well as work from other curriculum subjects. 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 such as PE where tasks are given to try at home.

2.1 Online learning

To support online learning, the School will utilise platforms which are already in use across schools. This is important as both, children and staff, are familiar with these. This ensures a consistent approach to the remote learning offer. Prior to this continuity direction, web based educational platforms are frequently used to support learning at home.

The online resources and platforms the school have chosen to use, are user friendly, high quality flash free content, follow a curriculum sequence, appropriate to the year group and enable interaction, marking and feedback. As we are utilising familiar products, we can guarantee that there are no safeguarding concerns associated with any of these platforms. To ensure children's online environments are safe, parents/carers will be encouraged to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

Online platforms school will be using:

- Child's School E-mail
- TEAMS online lessons
- Designated Facebook pages
- Athletics
- Times Table Rock stars
- White Rose Maths
- Tees Valley Music
- BBC Education
- Purple Mash
- Numbots

- Oxford Owl

The **Oak National Academy**, <https://www.thenational.academy/> will be used alongside the chosen platforms to deliver online pre-recorded video lessons.

2.2 Supporting Children with Limited Internet Connectivity and No Suitable Device

For pupils who cannot access online learning, school may be able to loan Laptops, however availability is limited. In the event, where pupils only way of accessing learning at home is via printed resources, school will provide a weekly work pack.

Work packs will follow the same sequence of learning as the work planned online, and be of equal quantity and quality. The strategy in Appendix 1 details the offer which includes the work pack. It will also be uploaded to the school website.

3. Contacting Parents

At the start of each remote learning period, an E-mail will be sent to parents informing them of how to access the resources for home learning. The school already has a database containing the details of children who will require paper based materials and those with the ability to access web-based materials. Activities in the paper-based work pack will be organised and identified by day. Families will be contacted, to collect work packs from school. However, if this is not possible, due to whole household isolation, staff will be asked to deliver work packs in a safe way.

4. Maintaining contact

Engaging with pupils who are self-isolating is absolutely crucial in order, not only to safeguard those children we do not see on a daily basis, but also to value their efforts and offer encouragement whilst they are away from school.

At the beginning of the isolation period, immediate contact will be made with all families, by the class teacher, teaching assistant, or a member of the Leadership Team. Contact will be maintained throughout the isolation period. For our more vulnerable families and children, contact will be more frequent.

When communicating with parents and pupils' online, school will:

- communicate within school hours as much as possible
- use school devices over personal devices, wherever possible

- use email accounts agreed by school (not personal ones)
- teachers will not share any personal information

Source: Department for Education, Safeguarding and remote education during coronavirus (COVID-19).

At the onset of self-isolation, continuity of learning will be our priority. Forward planning, by the teachers, will ensure that no child goes without learning opportunities no matter when the first day of the isolation period occurs.

5. Monitoring, Marking and Feedback

5.1 On line learners

Teachers will monitor pupils' progress **daily**, through the online platforms, assessing the children and providing feedback which will inform the next steps in learning.

5.2 Monitoring work packs

Work packs must be returned to school for marking, at agreed intervals, or after the isolation or lockdown period ends. Families will be encouraged to contact school about their child's learning/work pack. Regular contact from the children's teachers will ensure that those using this paper based method of learning will be supported.

Additional support for pupils with particular needs

We recognise that some pupils, for example some pupils 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, and we will work with parents and carers to support those pupils in the following ways:

- We will have regular conversations with the children and their families through TEAMS and phonecalls.
- The children may receive paper packs if this is the preferred method to effectively to support the child's learning development.

Guidance for Teachers

1. Planning for Remote Learning

Managing unknowns are the greatest challenge during this period. Taking measures and anticipating when a period of self-isolation will affect learning, is crucial to our preparedness. Information about a self-isolation period could occur at the weekend. Therefore, it is essential that every teacher has at least one day's learning planned in advance, in order to provide continuity. It may never be required, but we cannot leave our children, during a time of worry and anxiety, with no continuity of learning and positive link to school.

This will mean that the first day cover may be standalone materials and specific activities saved for a home learning project. When the full extent of the isolation and numbers affected are known, the teacher will be able to plan in accordance with the timetable example in Appendix 1.

2. Scenario One: individuals or small groups isolating, teacher still working as normal in school

This is a challenging one and will require some efficient time management. Teaching assistants must be utilised to support you uploading or preparing work packs.

Teachers will design this, for each subsequent week, in directed time, outside of PPA.

3. Scenario Two: large group isolating including the teacher

Assuming the teacher is well enough, working from home, the teacher and teaching assistant will ensure that materials are uploaded/prepared and marked in line with school expectations.

Work prepared at home will be sent to school for the paper based packs and arrangements will be made at school for the distribution.

4. Quality of Learning

All learning planned must follow a sequence and mirror the learning that would have taken place in school. Work must be pitched at a level that a pupil can complete unaided, with no new concepts being introduced. Tasks should be tailored to pupils' individual needs and provide additional work to help close any gaps, due to lost

learning. The class teacher or teaching assistant will telephone all families, as soon as practicably possible.

4.1 Continuity of Resources

To further support remote learning, all pupils will be provided with a resource pack. It will contain the same maths and literacy aids/ tools used in school, so pupils can continue to learn in a familiar way at home.

5. Review period

After School closure or Bubble closure, the school will review the provision for remote learning. The guidance will be adapted in line with the findings of the review.

Useful links

<https://www.thenational.academy/> Oak National Academy

<https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19> - support for accessing additional technology

Appendix 1

Remote Learning Strategy during Covid 19 Lockdown with at least 4 hours of Remote Learning being provided.

Support to be given during absence

- Where required the child receives a laptop from school.
- A weekly phone call home from teacher or teaching assistant.
- Regular communication between pupil/parent/teacher and vice versa throughout period of absence, sending and returning learning activities.

Foundation Stage

- Children access online learning through Facebook and TEAMS.
- Printed packs, booklets and Home Learning books are sent home with all the necessary online passwords.
- Complete practical maths activities, suitable for in the home-weighing ingredients, finding shapes etc.
- Practise writing name/letter formation/numbers as suitable for ability.
- Practise counting objects, adding one more, taking one less.
- Topic work to be set as appropriate, mirroring the current story focus in class.

Key Stage 1

- Key Stage 1 are adding the day's work to the assignments section of Teams at 8.30 each day, giving families a chance to view what is coming up.
- At 9.00am they are having a live Teams meeting to go through the day's work, delivering an input at this point if required. This is usually around 15-30 mins.
- We ask for any questions to be put into the chat facility or for parents to email/ring the school if needed.
- Printed packs, booklets and Home Learning books are sent home with all the necessary online passwords.
- Complete practical maths activities, suitable for in the home-weighing ingredients, finding shapes etc.
- Maths teacher to send appropriate number learning work to complete.
- English teacher to send 'tricky words' list to be learnt-to read, write and then spell.
- Science- relevant web links/pages to be researched, or practical tasks set as appropriate. This may be in the form of an investigation, researching a particular area or learning set facts as suitable.

- Topic, PE, RE and Music work to be set as appropriate.

Key Stage 2

- Key Stage 2 are adding the day's work to the assignments & files section of Teams groups each day, giving families a chance to view what is coming up.
- From 9.00am they are having a live Teams meeting to either deliver lessons or to go through the day's work, delivering an input at this point if required.
- Printed packs, booklets and Home Learning books are sent home with all the necessary online passwords.
- Mental Maths books are sent home for the children to do at home each week in preparation for the live or recorded Mental Maths Marking session on a Friday.
- Maths teacher to set corresponding current learning from the class work to Mathematics to be completed online at home. If technology does not allow, photocopied paper work from lessons to be sent home.
- Continue with Times Table Rockstar challenges.
- English teacher to send spellings home to learn and be tested on in live lessons and the mark to be reported to the teacher.
- Relevant GPS/Writing tasks to be set by the English teacher where appropriate. This is to be returned to the class teacher, and stuck into books if applicable.
- Science- relevant web links/pages to be researched, or practical tasks set as appropriate. This may be in the form of an investigation, researching a particular area or learning set facts as suitable.
- Topic, PE, RE and Music work to be set as appropriate.

