



**Stogursey C of E
Primary School &
Pre-school**



REMOTE LEARNING POLICY

Approved by: G Tucker (Head of School)

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Next review due by: 30.4.21

Remote Learning Policy

Specific Aims

- To outline our approach for pupils that will not be attending school, as a result of government guidance or the closure of a class bubble
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, marking and planning for pupils.
- To outline our entire provision should we do into Lockdown due to Covid-19.

Who is the policy applicable to?

Every child is expected to attend school from September 1st 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

This policy is intended to outline expectations for class bubble or partial school closure, rather than individual cases. Individual pupils who are isolating due to health issues (based on government advice) and choose not return to school in September will be supported on a case by case basis, primarily with the use of 'paper packs' which mirror the work being taught to the rest of the class in school. In the case of vulnerable children, the DSL will set out a home-school agreement to be signed by all parties to set out clearly what is expected along the understanding that safeguarding procedures could be triggered if agreements aren't kept to. Closer monitoring of these families will also happen and be carried out by DSL/ DDSLs.

Remote learning for pupils

We will provide links to appropriate remote learning for pupils that are not able to attend school so that no-one need fall behind. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

Prior to work each day, Year 2 and upwards will be expected to check-in via messenger on Google Classroom during a window of opportunity set out by the teacher. Should children not be online, the teacher will ring up the parents. The Rec/ Y1 teacher will have conversations around the amount of time spent on work each day with parents and carers.

The governors and senior leadership team at Stogursey C of E Primary School are fully aware that these are exceptional times and would like to make it clear that the completion of work is compulsory. However, if it is causing problems, flexibility will be needed from the school. It is important that communication is two-way and that families alert school to any problems with completing work on time.

Each family is unique and because of this, should approach home learning in way which suits their individual needs. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

parents may be trying to work from home so access to technology as a family may be limited;

Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;

teachers may be trying to manage their home situation and the learning of their own children;

systems may not always function as they should.

It is important to contact the school if this is not working out so that the expectations can be changed.

Teacher expectations

Teachers will plan lessons that are relevant to the curriculum focus for that year group and endeavour to supply resources to support tasks for home learners. As a contingency, delivery of packs will happen on the prior Friday afternoon if our online solution does not happen to be working or if children are in Triscombe class. If technology is ready and working, work for the week in English, Maths and other subjects will be posted on the class page on Google Classroom by 9.00am on a Monday morning:

- Use of Oak National Academy lessons for work other than English and Maths
 - White Rose Videos and worksheets to accompany Maths lessons;
 - There will be some recorded teaching such as scaffolding of new concepts or spelling tests;
 - Expressive Writing scripts and sheets for a short period of time, followed by Power of Reading/ Talk for Writing Booklets
- Triscombe Class will not be using online learning at all and will have learning packs delivered and collected weekly.
 - Any resources used, including websites and worksheets, should, where possible, be shared with home learners via the class page. Staff will add these resources electronically and it will be the responsibility of families to print/use these resources at home (or contact the school to ask for a 'paper pack')
 - Teachers will respond promptly, within reason, to requests for support from families at home. This should be done via email or FB message.
 - Frequent low-stakes quizzes will be part of the tasks to ascertain progress and address gaps in knowledge.
 - Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.
 - All families needing a laptop/Chromebook will be given one to borrow and will sign an agreement. Some families may require two.
 - Staff will log who they communicate with on a daily basis to ensure all children are engaging.
 - Paper packs will be collected weekly on Friday afternoons and times will be communicated by school through email, Arbor App or Facebook.

Feedback and Quality of Work

Pupils who have accessed their learning via Google Classroom (Year 2- Year 6) are expected to produce work similar in quality and quantity to that which they would produce in school. Pupils are expected to produce work reflective of their age and computer literacy.

Teachers will provide feedback to pupils via submitted assignments as well as the messenger service on Google Classroom. Feedback in this manner is prompt and has a greater impact on learning.

Once submitted, assignments can be checked and marked by a teacher and returned to the pupil with comments to help them identify areas for improvement as well as celebrate their successes. Pupils can edit their assignments and resubmit for teacher review. This may not be required for all assignments.

In school, pupils have been taught how to reopen submitted work and edit before returning to their teacher for further review. There is also a guide in your child's home learning pack.

Pupils and parents in Triscombe Class (Year 1/Reception) will receive feedback through their regular weekly Google Meet with their teacher or over the phone.

Rewards- the school will switch to special certificates for Remote Learner of the Week in English, Maths and Dedicated Remote Learner. The Senior Teacher will present a pre-recorded show on the school YouTube channel each week called 'House Assembly' celebrating House Points and House-related achievements.

Family (pupil/parent/guardian) role

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would therefore recommend that each 'school day' maintains structure. At least 3 hours of study a day with regular breaks, focusing on English and Maths in the morning and project based or physical learning in the afternoon. However, this is just a guide.
- If a class bubble is isolated, the children will be sent home with their home reading book, tables booklet (Y3 upwards) in addition to their Remote Learning book – this is so that work that children complete at home can be kept safe, ideally in their exercise book, and can be brought back to school when safe to do so or scanned/photographed and uploaded.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via school email address or by contacting the school office. They should make clear which class and subject the question relates to.
- We would encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work, loan of Chromebooks etc). These will be discussed on case-to-case basis.

Remote teaching for staff who are self-isolating

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- Following contact with school, the school business manager (SBM), may set up a referral to Occupational Health to support that individual.
- It is expected that staff get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating, and if able to do so, non-teaching staff will be given an individual project to work on which is line with whole school improvement priorities or asked to support with the online learning provision for their year group. These projects will be communicated by the Senior Leadership Team and will be allocated on a case-by-case basis.
- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.

Health, safety and wellbeing of all stakeholders will always be the priority.

Remote Learning of Children with Special Educational Needs

Where possible, without impacting on Teacher Workload, an extra longer phone call consultation will happen and regular check-ins will be longer to discuss what additional support may be given through remote learning. Teachers will differentiate work so as to aid independent learning at home including basic skills and over-learning such as precision teaching sight words, tables, letter formation sheets and consolidation of prior topics.

Monitoring the Implementation

When children return the work, it is expected that teachers stick the work in the child's books and write 'Remote Learning' with the dates on it. Teachers will check work has been marked and if not, do this themselves, assessing whether the child can keep up with the rest of the class or will need a support lesson with a teacher during the next lesson or prior to it. In joint book scrutiny, an additional column in the scrutiny form will consider whether this has been happening or not and actions taken from there.