



REMOTE LEARNING POLICY

Mission Statement

We aim to provide a happy, relaxed environment where children are encouraged and supported to achieve their full potential, and to develop an attitude of care and responsibility towards others and their surroundings.

We ensure that the children in this school will attain the highest standards of which they are capable. We encourage the children to be independent and self-confident and we believe that this can be achieved more readily when teachers, parents and pupils work together in partnership.

Introduction

As stated in the DfE Remote Education Guidance (October 2020):

'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education'.

School have been asked to plan for possible disruptions to schooling throughout this academic year 2020-2021. Remote education can make a significant contribution to enabling students to continue to learn and progress during school closures, and to mitigate any widening of the attainment gap for the disadvantaged.

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

We have taken into consideration how to continue to improve the quality of our existing offer and have a strong contingency plan in place for remote education provision.

This plan is particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

Aim

To outline the expectations for the continuity of learning, in the event of a child being absent from school due to COVID-19.

Key Principles

In the event of children waiting for a test result:

Parents will be signposted to this guidance in the event of their child needing to self-isolate. Within the guidance there are a number of DFE approved resources to support parents supporting their children's learning at home as well as tips for parents to support home education. Plans that mirror the children's work in school will be available on the school website for parents to access immediately.

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>

Parents will also be informed that Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.

Oak National Academy specialist content for pupils with SEND also covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector.

In the event of a local lock down, school closure or children isolating for 10 days:

In the event of the above we will switch to remote learning immediately, with children accessing home learning via Tapestry, Doodle, Facebook and the school website. Here, weekly tasks will be set for the children covering the National Curriculum and topics they would be covering in school as much as possible.

Foundation Stage Remote Learning

Foundation 1 and 2 at Greasby Infant School use Tapestry as their sole platform for all remote learning and parental communication from teaching staff. Everything is posted onto Tapestry so parents have it all in one place. Tapestry notifies parents once something has been posted via email.

Foundation 1

- Weekly home learning activities are posted on Tapestry each Monday morning. Ideas, videos, commentary and pictures as appropriate.
- Themed activities relating to a book or mini topic covering different aspects of the EYFS curriculum. Activities cover the EYFS including maths and literacy.
- Checking in post mid-week to see if any further support is needed.

Foundation 2

- Weekly planning, written in parent friendly format is posted on Tapestry each Monday morning alongside any resources that may be needed by parents for the day.
- Suggested timetable each week on Tapestry – ideal for part time children so parents know what we are doing each day and can support the continuum of learning at home.
- Daily post with commentary and video from teachers detailing the activities for the day posted on Tapestry each morning.
- Activities comprise of daily maths activity, focussing on mental/oral maths and then a maths activity. Read Write Inc. - differentiated for each group, incorporating phonics, reading and writing. A further daily activity linked to EYFS curriculum and the topic, individual reading/sounds and word time, daily fitness activity and story time. Totalling 3 hours a day.
- Parents add photos and a commentary onto Tapestry as an observation at least once a week. Staff feedback supporting the children and parents identifying next steps and challenge as appropriate.

- Several story times added to Tapestry during the week
- All children have doodle maths to do daily.
- All children have a bug club login with books allocated at an appropriate level and are also directed to reading books on Oxford Owl at a particular level appropriate to their reading ability and we put differentiated ditties on Tapestry for children to read if ready. Individual reading is encouraged daily at home.
- If children are not engaging we contact them via Tapestry and if still no engagement then a follow up phone call – this is also the same if parents say they need support and are struggling.
- Home learning pack sent home with exercise book and practical resources sent home for the children to use and are referred to in the daily planning/activities. Children had previously been given a triangular school writing pencil for homework to aid their pencil grip and are encouraged to use the pencil in all of their school work.

Key Stage One

Key Stage 1 at Greasby Infant School use Facebook, Tapestry and the school website to communicate with parents. Plans are published on the web weekly and daily teaching videos are published on Facebook and Tapestry.

- Weekly progressive planning, three hours work per day which consists of RWI, maths, literacy and topic.
- RWI lessons are differentiated.
- Parents have access to a class email address where they can contact their class teacher for help and support.
- School website – planning is uploaded for parents ready to go live on a Monday morning with a brief overview of the week. This consists of a timetable, planning, teaching recourses and worksheets,
- Tapestry – we use tapestry for parents to upload their child's work where we give feedback once a week on three pieces of work requested by the class teachers. We choose one literacy, maths and topic for them to submit. These are highlighted on the timetable.
- Daily videos which are uploaded onto the Facebook group explaining the expectations for maths and literacy
- Facebook page is also used to support parents, share information and daily videos
- Planning is parent friendly with clear explanations.
- Home learning pack – parents have received packs with the children's maths workbook, writing book and maths resources.
- Keep in close contact with parents of children who are vulnerable or struggling learners.
- Bug Club – parents have access to Bug Club, we ask that the children read two bug club books a week. These books should be read three times each to develop fluency.
- RWI books – parents have been sent a link to eBooks for RWI. We have emphasised the importance of not moving to the next colour band.
- Doodle – children have access to doodle maths, literacy, spelling and tables. We ask the children to complete 10 minutes maths and spelling a day. During lockdown we will direct them when they need to do literacy and tables but they are able to access them if they wish. Doodle will be updated weekly and will be differentiated.

In the event of a full lockdown and school closure, telephone contact will also be made as appropriate to families with SEND children or those that we feel may be more vulnerable. Staff will make catch up calls to all families if full lockdown continues for a prolonged period of time.

In developing our contingency plans, we have ensured that:

- We use a curriculum sequence that allows access to high-quality online resources that are linked to the school's curriculum expectations
- All pupils are given access to high quality remote education resources
- Online resources will be consistently used across the school in order to support pupil progress and enjoyment
- We will provide printed resources, such as workbooks, for pupils who do not have suitable online access or provide them with a school tablet/laptop for home use.
- We recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so extra support will be given to these families and guidance provided in how to best support home learning.

When teaching pupils remotely, we will, in accordance with government guidelines on teaching remotely:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- Provide clear explanations of new content, delivered through high quality curriculum resources
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school with regular contact with staff

Monitoring

We will ensure that this policy is used throughout the school and it will be monitored and updated by the Headteacher and Senior Leadership Team as appropriate.

S. Cooper
January 2021