



Remote Learning Policy

**Wadsworth Fields Primary
School
2020**

Aims

This remote learning policy for staff aims to:

- ✓ Ensure consistency in the school's approach to remote learning for pupils who are not in school.
- ✓ Set out expectations for all members of the school community with regards to remote learning
- ✓ Provide appropriate guidelines for data protection
- ✓ Ensure pupils unable to attend school remain fully included within the school community
- ✓ Ensure that remote education is integrated in the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown.

Background:

This remote learning policy has been written as guidance for staff and parents during the COVID-19 Pandemic. It aims to sets out the systems and technology that staff will use to ensure children are accessing quality education during any period of school closures and clearly follows the expectation set out in the DFE Guidance (Oct 20) "*Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision. This planning will be 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.*"

We do not expect children who are at home due to illness to access home learning. As would be the case with normal illness children should have time to focus on getting better rather than having additional requirements of having to catch up what they have missed.

A flexible approach:

Ensuring our children have access to high quality education during any period of school closures is of the upmost importance to us here at Wadsworth Fields Primary School so that the education of our children is disrupted as little as possible. Making sure children access regular learning is vital to reduce the impact on children's education, however we understand that everyone's circumstances at home will be different. In light of this, we aim to provide a flexible approach to remote learning changing over time as staff skills develop and situations change. There will be a blended approach to remote learning with some elements of the curriculum being delivered live by our teachers, others via pre-recorded lessons and identified aspects will be taught using a range of additional platforms such as White Rose maths, BBC Bitesize and Oak National Academy. For those families that have limited access to technology, paper copies of work pack will still be made available however, in certain circumstances, the school may be able to provide devise for those families in need.

The Model:

✓ **Remote Education Provision - Individuals who are self-isolating or shielding:**

In the event of individual pupils needing to self-isolate or shield due to COVID-19, class teachers will provide access to activities through email (teachers2parents) and the Class Pages on the school website. This may also be supplemented by paper learning packs dependent on individual circumstances.

Contact will be made at the end of the day on the first day of absence as during the day the teacher will be busy in school teaching the rest of the class.

Any learning material which has been created as a Microsoft Sway can be shared with a child at home- teachers will use Sway to present material when this matches their teaching requirements in class.

Children working at home can email their work to their class teacher using their class email address- this can in the form of electronic documents or photographs of written work.

Feedback:

For students working at home, staff will provide feedback, written or verbal, at least twice a week. This might be through the class email or teachers2parents. Teachers will also phone home to check how a child is accessing home learning. Feedback needs to celebrate success and identify next steps for improvement.

✓ **Remote Education Provision – Whole Class:**

In the event of a bubble closure, year group closure or whole school closure, class teachers will use Microsoft Sway to deliver teaching at home. This may be supplemented by powerpoints, online resources and links from the school website.

EYFS: (F1)

Communication will be to parents who will need to facilitate home learning due to the age of the children. Microsoft Sway and links to online activities will provide parents with support with a range of foci. This will include language and communication, phase 1 phonic skills and both fine and gross motor skills.

EYFS: (FS2)

A daily teacher generated Sway will include

- daily phonics lessons matched to the sequence of phonic skills followed in class.
- daily maths and English focus with some opportunity for child response through a Microsoft Forms quiz
- promote the Reading for Pleasure agenda and early language acquisition through story time.
- physical education via Andy's Wild Workouts (iplayer) or yogabugs

Key Stage 1:

A daily teacher generated Sway will include

- daily phonics lessons matched to the sequence of phonic skills followed in class.
- daily maths and English focus with some opportunity for child response through a Microsoft Forms quiz
- promote the Reading for Pleasure agenda and early language acquisition through story time.
- wider curriculum subject area provided – this may be through use of Oak National or BBC Bitesize
- physical education via Joe Wicks or Andy's Wild Workouts (iplayer) or yogabugs

Key Stage 2:

A daily teacher generated Sway will include

- daily phonics lessons matched to the sequence of phonic skills followed in class.
- daily maths and English focus with some opportunity for child response through a Microsoft Forms quiz
- promote the Reading for Pleasure agenda and early language acquisition through story time.
- wider curriculum subject areas provided – this may be through use of Oak National or BBC Bitesize-
- use of Onedrive to upload requested files to allow for feedback on work produced
- physical education via Joe Wicks

Note: There may be cases where children are unable to access the online lessons due to a lack of technology. We will monitor this situation and work with families to support them. We will provide paper learning packs to support online learning for children with no online facilities.

Feedback:

Pupils can respond to quizzes via Microsoft Forms, these will be self marked to give instant feedback but responses will also be monitored by staff. Feedback will be sent out either to the class, groups or individuals. Work can also be uploaded to Onedrive (request files facility). This will enable children to share their work in any format (word, powerpoint, photograph). Teachers will give feedback (class, group, individual daily in core subjects)

✓ **Remote Education Provision – Key Provision (National Lockdown resumes)**

If the current situation escalates further and we are forced into a National Lockdown Key Worker Provision will resume. In this instance, teachers will continue to run the Remote Learning Schedule outlined above whilst Teaching Assistants support the Key Worker Provision. All children who attend the provision will access the same timetable as those children working from home.

✓ **Supporting Mental Health and Wellbeing (interactions)**

During any period of school closures, it is vital that we provide appropriate support for children's mental health and well-being. Being an active part of a community is something children need in order to feel safe and secure therefore we will provide a range of opportunities for children to interact as part of our community.

- Assemblies will be produced by a member of SLT – these will be shared using Microsoft Sway and shared in the same way as work.
- Teachers will make contact with children in their class through phone calls and emails.
- Each class will have a specific email address allowing for easier contact between individual teachers and home
- Example of good work can be shared through weekly reward Sways- for each class
- Teachers will ensure that Sway space is given to PSHE during each week

Roles and Responsibilities:

✓ SLT

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the Remote Learning approach across the school
- Supporting teachers in delivering the Remote Learning approach via effective training and CPD
- Providing teaching staff with the technology needed to implement the Remote Learning Policy
- Monitoring the effectiveness of the Remote Learning provided – reviewing work set by teachers weekly to ensure a consistent approach across school
- Monitoring home school communication
- Monitor the security of Remote Learning systems, including data protection and safeguarding considerations.

✓ Designated Safeguarding Leads

The DSLs are responsible for:

- Maintaining contact with all identified vulnerable families
- Collating and sharing key information related to safeguarding
- Responding to any safeguarding concerns

✓ SENDCO

The SENDCO is responsible for:

- Monitoring provision to ensuring the needs of children with SEND are appropriately provided for.
- Supporting teachers in adapting and amending their Home Learning Provision to support identified children with SEND
- Keeping in touch with families to provide support - 2 weeks may be enough contact, or every week may be better if pupils are at home on a full-time basis
- Monitoring how TAs will provide ongoing support to named children

When speaking to families, SENDCOs should:

- Update risk assessments to reflect any changes in circumstances
- Share remote learning resources that are specifically for pupils with SEND
- Reassure parents about the expectations on them – they're not trained to cater for their child's specific learning needs in the way school staff are.

✓ Subject Leaders

Alongside their teaching responsibilities, subject leaders are responsible for;

- Monitoring the work set by teachers in their subject to ensure it is in line with the school's subject progression maps
- Guiding and advising teachers on the best resources to support Remote Learning in their subject
- Ensuring their subject is well promoted through lessons and/or on the website
- Ensuring that their subject is timetabled appropriately

✓ Teachers

When providing Remote Learning, teachers must be available between 8:45am-3:30pm on their working days. If, for any reason – such as caring for a dependant or illness, teachers are unable to attend work during this time they should report this using the normal absence procedures.

Teachers are responsible for;

- Creating weekly timetables for their year group teams which ensure a broad and balanced curriculum. Emailing timetables to SLT before start of school on Monday so provision can be monitored(A member of SLT will upload the team timetables onto the website allowing parents to plan for their upcoming week)
- Working effectively as year group partners to ensure all work is planned, prepared and consistent across both classes.
- Providing feedback to children on the work completed – daily if whole bubble closure. **(Staff are not required to be live teaching during the day, therefore time should be used to assess the day's learning, provide feedback and amend the following day's lessons accordingly.)**
- Communicating with parents and pupils through teacher2parents
- Where children have been identified as not having submitted or engaged with any work for review, teachers are required to make contact via a telephone call to ascertain the barriers to accessing Remote Learning. Keep a note of all communication with parents.
- Attending all virtual staff meetings and engaging in relevant CPD provided.

✓ **Teaching Assistants**

Teaching Assistants must be available during their working hours. During this time, they are expected to support the class teacher in delivering the Remote Learning package. If they are unable to work for any reason during this time, they should report this using the normal absence procedure.

Note: As always we will discuss and manage concerns regarding workload and availability to work remotely on an individual basis as required.

Safeguarding and Remote Learning:

With the increased use of digital technologies that come with remote learning, safeguarding implications need careful consideration. Guidance will be shared with parents and children about safer online practices.

We will have regard to the statutory safeguarding guidance Keeping Children Safe in Education 2020 and whole school safeguarding policy. These can be accessed through the school website.

Links with other policies

- Behaviour policy
- Children protection policy
- Data protection policy and privacy notices
- Online safety policy

Review date Autumn 2021