

Remote Learning Policy

What we're doing to bridge the gap…our children are not behind, education was suspended, we will begin to bridge the gap and support all children to be the best version of themselves.

Windy Arbor Primary School | 06.09.21

At Windy Arbor we:

Dream

…by having broad experiences that allow us to dream big!

Believe

…through a matured and developed growth mindset and resilience that we can be the best version of ourselves.

Achieve

…through hard work and perseverance, developing skills to become lifelong learners looking to the future to develop our next steps

Remote Learning Plan

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Windy Arbor Primary School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require tablets or laptops to complete their home learning.

This plan will be applied in the following instances:

Pupils have tested positive for COVID:

If the child is well enough and able to work, a home learning pack will be shared with parents in the Remote Learning section of the child's class page on the Windy Arbor website and on class dojo, containing English, Maths and Creative Curriculum activities to work on. Work can be shared with the teacher via Class Dojo. Children and teachers can communicate through Class Dojo. Phonics and Spelling sessions will be recorded with the taught new phoneme/spelling rule. Children isolating will be invited to Reading practice sessions via TEAMS. The class teacher or teaching assistant will be in regular contact with the pupil to check how they are getting on with their home learning and offer any additional support as needed. Any assemblies (featuring staff only) may be shared via the class pages to support the community side of school life.

Pupils attendance has been temporarily restricted:

A home learning pack will be shared with parents in the Remote Learning section of the child's class page on the Windy Arbor website and on class dojo, containing English, Maths and Creative Curriculum activities to work on. Work can be shared with the teacher via Class Dojo. Children and teachers can communicate through Class Dojo. Phonics and Spelling sessions will be recorded with the taught new phoneme/spelling rule. Children isolating will be invited to Reading practice sessions via TEAMS. The class teacher or teaching assistant will be in regular contact with the pupil to check how they are getting on with their home learning and offer any additional support as needed. Any assemblies (featuring staff only) may be shared via the class pages to support the community side of school life.

Remote Learning Guidance and Protocols

This document aims to support teachers in understanding what remote learning must look like in the event of the above scenarios. The following timeline will be implemented if Public Health have instructed the school to shut. It is important that, those pupils learning at home continue a continuous, high quality curriculum and receive the best opportunities to continue their learning.

This timeline will be implemented if any of the above situations arise OR Public Health advise partial closure due to outbreak:

Day One (partial closure only)

- HT to communicate partial closure to relevant parents (Public Health letter)
- School letter from HT if attendance has been restricted
- Letter from year group teachers regarding remote learning to parent and child

Day Two

- Timetable to be launched on year group webpage
- Teacher to communicate via dojo the learning for the day
- Dojo communication to be manned and work responded to as it is submitted

Daily

- Daily Phonics and Reading practice sessions to continue as per the timetable
- Class DOJO and emails – feedback on children's work as it is submitted throughout the day and regular communication
- Upload the work linked to timetable for that day, so parents can see the full day's learning to support in their organisation

Day Seven (or nearest working day)

- Welfare calls for all pupils (discuss access to remote learning and well-being) see inclusion list provided. TAs to support with phone calls to the children. *work phone can be supplied if required*
- Inclusion team to contact any families where concerns are raised or no contact made
- HT weekly newsletter sent out as normal

Remote Learning Teaching Quality Criteria:

The HT and DHT along with other members of the SLT will ensure that the remote learning offer is continually monitored and that the below criteria is always met. The Remote Learning Lead will also update staff on new initiatives or support provided to assist them in the delivery of a remote learning curriculum.

The children self-isolating at home, will receive:

- ***the same curriculum remotely as we do in school wherever possible and appropriate.***
- ***a daily phonic activity if children are in EYFS and KS1 and where necessary in KS2***
- ***a reading practice session to be held three times a week***
- ***a weekly reading task planned using a high-quality text***
- ***one live learning session a day (pre-recorded)***
- ***a well-planned curriculum with sequential, logical learning steps***
- ***the opportunity to receive feedback from their teacher everyday***
- ***retrieval tasks that will recap previous learning***
- ***3 hours of learning provision if they are in Ks1 and 4 hours of provision if they are in KS2.***

Feedback on work submitted:

Positive comments and corrections/ maybe next time…/ could you try… comments on at least two pieces of work submitted per day. All work to be approved.

Online platforms

The online platforms that we currently use are:

Windy Arbor website

- Information for pupils isolating is located in the pupil's class page
- Teachers will upload Powerpoint presentations or pre-recorded sessions
- Work for the week will be available under each subject heading along with a timetable for the week
- Examples of work will be shown and links to worksheets to download or activities to complete

Class Dojo

- Teachers can log in to send private messages to parents, send group messages to parents and post on the class story. (blog) It is also possible to share reward points using Class Dojo.
- Weekly homework is posted
- Written activities can be shared, completed and marked online.

- Parents can log in, view the class story (a blog with reminders and announcements) and view their child's online portfolio of work
- Pupils can log in to see the class story (blog) and upload work to their online portfolio

TEAMS

- Staff will be provided with training to assist them to successfully use TEAMS as a digital platform.
- Staff will use TEAMS twice a week to complete a daily well-being interactive session with the children.
- This will be built up across time to provide live 'taught' and 'feedback' sessions.
- Parents and children will be aware of the rules and expectations whilst attending the live sessions.

My Maths

- My Maths consists of lessons, activities and homework which can be used during lessons or for homework.
- Teachers log in with a generic staff admin to manage their classes and set differentiated work and view progress
- Pupils can log in using their own log in details and access work set by the teacher
- Homework activities are marked instantly for pupil feedback and the results are sent to a spreadsheet for the teacher.

White Rose Maths

- Teachers can share links to lesson videos and printable worksheets from White Rose through Class Dojo or Teams.
- White Rose resources compliment the maths curriculum that we teach in school.

Planning:

Teachers are expected to plan and teach well-structured lessons. In the first instance, teachers will be the most effective practitioners to plan, deliver and assess remote learning for pupils in their class, groups or school. The class teacher knows their pupils best and can plan and provide bespoke, taught lessons to meet the needs of their pupils. The Government have directed that teachers in KS1 need to plan for 3 hours of work, daily. In KS2 teachers need to plan for 4 hours work, daily.

Working Collaboratively:

EEF found that peer interaction can provide motivation and improve learning outcomes. Using **Class DOJO,** pupils can engage in class chat, share ideas and ask questions. Use

this platform to share models of good work and opportunities. Staff will use Class DOJO as a means of communication and to share successes.

Reflection/Feedback:

Allow time for children to reflect, use reasoning style questions and ask children to journal what they've noticed as they have been learning. Enable children to receive feedback on how to further progress. It is expected that staff will do this with two pieces of work a day.

Maths

- Follow the spiral curriculum within school.
- Use supporting videos for children to interact with, however what is most important is that the **explanation builds clearly on pupils prior learning.**
- Therefore, clear explanations, scaffolding and feedback are essentials for remote/home learning. (Class DOJO will support with this)
- Ensure you outline the steps (success criteria) in approaching a piece of maths work
- Give examples of completed questions – a WAGOLL (What a good one looks like)
- Highlight common mistakes – 'here are some common mistakes that people make…'

Supporting Platforms:

White Rose

NCETM https://www.ncetm.org.uk/in-the-classroom/support-for-schools-addressing-ongoing-coronavirus-impact/primary-video-lessons/

Nrich https://nrich.maths.org/teacher-primary

English: writing

Focus on skills teaching, including SPAG, ensure that the teaching sequence of the writing process is built up throughout the week. **Model and scaffold** written pieces of work so that the children can magpie ideas.

Supporting Platforms:

OUP https://global.oup.com/education/support-learning-anywhere/key-resources-online/

Authorfy https://authorfy.com/masterclasses/

BBC bitesize https://www.bbc.co.uk/bitesize

Literacy Shed https://www.literacyshed.com/home.html

English: phonics/reading

For EYFS, Year 1 and 2 ensure that all children have a taught phonics lesson every day. Use Little Wandle Letters and Sounds resources to support teaching. Ensure that children still receive their 3 lessons of reading practice a week, developing reading strategies through

children's matched phonic decodable book, extracts of texts, or books that you're reading in the classroom.

Supporting Platforms:

Little Wandle Letters and Sounds https://www.littlewandlelettersandsounds.org.uk/

OUP https://global.oup.com/education/support-learning-anywhere/key-resources-online/

Creative Curriculum:

Continue with the plan for the creative curriculum in your specified year group. In KS2, develop the use of your class blog through setting questions and give children an outlet to share their research/thoughts about the themes.

Accessing Remote Education if you don't have digital or online access:

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Contact Mrs. Curry or Mr. Jay Stinson to loan a device to support in your child's remote learning.
- You will have to sign a lease agreement to allow your child to use the device.
- We have a small number of SIM cards that you will be able to use should you need further data to help you in completing the remote education provision.

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:

- Children with EHCP plans will discuss with the SENCO how best to ensure that all interventions are carried out in line with the EHC plans
- Teachers, inclusion team and the SENCO call parents to support with the Remote Learning provision
- ARC children will be offered 1-1 TEAMS sessions to support learning and well-being
- Year 1 and 2 will receive bespoke interventions recording individualised lessons to meet need of the learners
- In Reception work is individualised for children to support their learning needs.

Safeguarding:

If pupils are at home because of the above scenarios, we will:

- Call home to ensure that everything is going well with Remote Learning and to check on well-being.
- Ensure that if a child is classed as vulnerable, the DSL will make regular contact and this will be recorded on CPOMS.

If a larger group of children's attendance is temporarily restricted, we will:

- Communicate clearly to parents the reason for the restriction
- Ensure that if a child is classed as vulnerable, the DSL will make regular contact and this will be recorded on CPOMS.
- Ensure that a child is aware of what home learning they can do, if a child isn't engaging in home learning, their teacher or a member of SLT will discuss any obstacles and provide support.
- Ensure that the SENCO monitors any children who may not be engaging in learning and support parents with further support.

To enable the smooth running of remote education

Teachers will –

- ensure that all pupils know their login credentials for Class Dojo;
- provide home learning activities from day 1 of a pupil isolating.
- provide a timetable for home learning for parents and pupils to follow;
- provide daily contact with pupils who are isolating at home;
- make a weekly phone call to pupils who cannot access online learning;
- where appropriate, mark work and give feedback on tasks completed online;
- share school assemblies and story assemblies that the headteacher (and possibly other teachers) have recorded for sharing to home learners;
- inform parents if their child is not completing their work and offer support to remove barriers to online learning;
- only use approved school channels to communicate with pupils and parents;
- never use their own personal email or social media accounts;
- check camera angles before any broadcast. Carefully consider what can be seen in the camera background: sit against a neutral background or blur the background;
- avoid recording in bedrooms where possible (if that's not possible, use a neutral or blurred background);
- dress like they would for school as should anyone else in the household at the time of broadcast/recording;
- warn others in their household that they are recording/broadcasting;
- double check that any other tabs they have open in their browser would be appropriate for a child to see, if screen sharing;
- use professional language when communicating online;
- keep live broadcasts and classes to a reasonable length of time, respecting the pupils' family circumstances and
- report anything that might indicate a safeguarding concern to the DSL as soon as possible.

Pupils will –

- take part in any live lessons from a shared space in their house, rather than in their bedroom or have their camera switched off;

- only access computing equipment when a trusted adult has given permission and is present;
- always use their own username and password to access the school platforms such as Class Dojo and My Maths;
- use all communication tools such as email and blogs carefully and will notify an adult immediately if they notice that someone who isn't approved by the teacher is messaging;
- always dress appropriately for live lessons and behave sensibly, just like they are expected to in the classroom. They will understand that if they behave negatively whilst using technology their parents/carers will be informed and appropriate actions taken;
- not deliberately look for, save or send anything that could make others upset and will immediately inform an adult if they see something that worries them, or know is inappropriate;
- keep their usernames and passwords secure; this includes not sharing it with others;
- understand what personal information is and will never share their own or others' personal information such as phone numbers, home addresses and names;
- think before they share, post or reply to anything online and
- not record the lessons/meetings unless pre-arranged and agreed by the school.

Parents will –

- support their children in keeping their routine as close as possible to the normal school day;
- ensure they are working in an appropriate working environment, at a desk, and without distractions;
- be mindful during live lessons that other children might see or hear them and anything in the background;
- discuss the work their child has been set and that it has been completed to the best of their ability;
- encourage their child to take an independent and proactive approach to their work;
- contact the class teacher if they are having problems in accessing remote education and
- not record the lessons/meetings unless pre-arranged and agreed by the school.

The school will –

- train staff in the use of specified learning platforms;
- be aware of and support families where access to online platforms is limited for any reason and provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;
- support teachers to find the most suitable way to support pupils' specific individual needs, including SEND, when learning remotely;
- ensure that PPA cover teachers can access the online platforms of the classes they are covering in order to continue to allow teachers time to plan and assess home learning activities;
- ensure there is extra communication for parents of SEND pupils;
- make sure staff knowledge on keeping children safe online is up to date. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online and
- audit the remote education plan regularly to ensure that the school's remote education provision does not increase teacher and school leader workload and working time.
- Share school assemblies and other community events and celebrations, where possible, with pupils working from home.

The Governing Body will –

- Monitor the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Ensure that staff workload is managed by SLT.

Remote Learning Structure:

