Todwick Primary School

Remote Learning Policy and Provision

Information for Parents

'Be The Best That We Can Be'

Vision for effective provision for remote learning

In response to the ongoing challenges facing our school, we continue to be committed to ensuring that all children have equality of access to high quality education regardless of their location: home (self-isolating) or at school; or their access to technology. Our team of teachers and support staff are all determined that every one of our children will have immediate access to daily teaching despite the current challenges and we are committed to delivering our contingency plan for remote learning.

We plan to ensure children recover missed learning from the first 2020 lockdown period. We also recognise that one of the main barriers to ensuring our recovery plans are effective is absence because of the need for children and staff to self-isolate. Therefore, we strive earnestly to put consistent, robust procedures in place to ensure that remote learning is effective and excellent. All our staff are united in this commitment and we work together tirelessly to refine good practice in this area of provision.

When is remote learning appropriate?

We have identified four scenarios which would each require procedures in order to offer immediate provision for remote learning:

Scenario 1: Pupils or parents/carers exhibit symptoms of Covid-19 and pupils must self-isolate for two or three days pending results of a test.

Scenario 2: Bubble closure - pupils and classroom staff are required to self-isolate following a confirmed Covid-19 case within a class bubble.

Scenario 3: Teacher absence – e.g. teacher exhibits Covid-19 symptoms and must self-isolate for two or three days pending a test result, or they are requested to self- isolate for up to 10 days by track and trace.

Scenario 4: The government makes the decision to close schools to all children except to those categorised as vulnerable, or children of parents classed as critical workers/key workers.

	Remote Learning Procedures for each Scenario
Scenario 1	**Pupils or parents/carers exhibit symptoms of Covid-19 and pupils must self-isolate for two or three days pending results of a test.** **Procedure**: On day one of a teacher hearing that a child in their class is self-isolating, the school office will inform the class teacher and send an email to the family about the support they will receive. The teacher will contact parents through Seesaw, giving details of English and maths learning tasks and making sure that they read, practise their spellings and their multiplication tables on TT Rockstars.
Scenario 2	**Bubble closure - Pupils and staff are required to self-isolate for 10 days following a positive Covid-19 test within their class bubble (at the recommendation of the Headteacher following advice from the DfE).** **Procedure:** Before children are sent home, the class teacher will provide them with a 'to go pack.' In this wallet, children will be provided with: - a pack for work and equipment - pencil cases - two reading books - writing paper and line guides or exercise books, drawing paper if needed - worksheets to be used for the next fortnight (we do not assume all families can print at home) - any spelling books/ spelling programme workbooks During the 10-day period, the class teacher and teaching assistants will provide on-line lessons and virtual video tutorials that will cover the curriculum outlined on their short and medium term plans for both core and foundation subjects. Teacher/pupil/parent communications will operate during school working hours of 8 a.m. to 3:30 p.m. During this time, SEND pupils or children with specific SEMH needs, or parents of these children, will be contacted by class teachers for guidance and support. Occasional teacher/parent contact may, at the discretion of the teacher, be arranged after 3:30 p.m. for working parents, just as they would on a normal working day in school.

	A timetable of the weekly lessons will be provided for parents and children on the Seesaw learning platform as an overview and to offer structure to the remote learning days. To maintain as much normality as possible during the period of closure, we would recommend children follow the following or similar structure for each virtual teaching day: • 15-minute exercise to warm up for the day • 40/60 minutes English or maths (age-dependent) • 20 minutes – Break e.g. a game with family member inside/outside • 40/60 minutes English or maths (age-dependant) • 1 hour of active play (outside if possible) • 30 minutes lunch together as a family • 40/60 minute session (foundation subjects) • 10 minute break • 15/20 minutes of reading or revision • 15/20 minutes of TT rockstars or multiplication revision
Scenario 3	**Teacher absence – e.g. teacher exhibits Covid-19 symptoms and must self–isolate for two or three days pending a test result, or they are requested to self- isolate for up to 10 days by track and trace.** **Procedure:** Teaching assistants with required experience/qualifications will have oversight of the class to minimise bringing other adults to the bubble; therefore, keeping the school community safer (wherever this is possible) Weekly, short term planning is accessed from the class teacher if they are well enough and these are implemented by the teaching assistant. The class teacher, when possible, maintains responsibility for the planning and creating the teaching resources required for the days' sessions and communicates with the teaching assistant when the class have finished the school day. Other children from the class who may also be self–isolating, continue to work remotely on the lessons uploaded to Seesaw by the class teacher. In the event that the class teacher, due to ill health, is unable to upload daily lessons for those children self- isolating, key stage leaders will take responsibility for lesson uploads to Seesaw. If job-sharing, it will be the responsibility of the job share partner to maintain the uploading of remote lessons each day.

Scenario 4	**The government makes the decision to close schools to all children except those categorised as vulnerable, or children of parents classed as critical workers/key workers.**
	Procedure:
	The school will remain open for vulnerable children and for children of parents classed as critical/key workers.
	Children who are home-learning will receive teaching that is in line with their peers who are attending school.
	Should a pupil have difficulties with digital or online access at home we will:
	-issue or lend devices (laptops or tablets) to pupils, and offer guidance to parents/carers supporting their use.
	-provide printed / paper materials in place of online materials where needed.
	-issue or lend devices to enable an online working (for example an iPad, laptop, router or dongle).
	- provide information on how children can submit work to their teacher if they do not have online access.
	Class teachers will ensure that work will be set each day equates to the following amount of learning time per key stage:
	Key stage 1: 3 hours
	Key stage 2: 4 hours
	Teachers will use a combination of the following approaches to teach pupils remotely:
	• live teaching (online lessons)
	• recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
	• printed paper packs produced by teachers (e.g. workbooks or worksheets)
	• textbooks and reading books pupils have at home
	• websites supporting the teaching of specific subjects or areas, including video clips or sequences
	The frequency of live teaching lessons will vary between year groups.
	Our expectations for pupil engagement are for maths and English work to be submitted daily. It is also expected that science work be completed and submitted following each lesson.
	We recommend parents quickly establish a routine and a regular place for their child/children to work. We understand that parent working hours and

availability can affect the times at which children access their lessons and submit their work.

Pupils' engagement with remote education will be monitored daily through class registers for attendance at live or recorded lessons and for submitting work. Where a child is failing to submit their work daily, class teachers will be in touch on Seesaw or by telephone to offer support. Prolonged difficulties will be followed up by senior staff. Personal circumstances, e.g. family difficulties and demands due to parent working hours or childcare arrangements will be supported.

Feedback and assessment will be provided to children on a weekly basis in a variety of ways:
- as an overall statement to the class which highlights key next steps, 'next time (NT) areas
- at the beginning of a live lesson with key areas addressed from the previous day's lesson
- through direct messages attached to individual pieces of work submitted

Formal/summative assessments will be carried out with guidance provided for parents.

We recognise that some pupils, for example younger children or 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 in the following ways:

- supportive information will be accessible from the 'Remote Learning' folder on our school website.
- phone calls home from either the class teacher, school SENDCo or LSS colleague

How will we ensure that remote learning is effective?

The school's senior leadership team will:
- monitor the remote learning, focusing on the effectiveness of strategies 1-5 as outlined above
- monitor the provision for each class, ensuring high quality remote education is being accessed by all our children
- work alongside teachers and families of younger children and children with SEND to deliver a broad and ambitious curriculum

- work alongside teachers to gauge how well pupils are progressing through the curriculum
- facilitate additional teacher planning time for remote learning

Office Procedures for Remote Education

On learning of a Covid-related absence for scenarios 1-4, the school office will:
1. inform the class teacher of the length of absence and return date
2. email a letter to the family about the support they will receive, i.e. either a short absence letter (explaining 2/3 days with teacher support) or a long absence letter