

Kingsthorpe Grove Primary School



Remote Learning Policy

Person(s) Responsible for Document: ***Alison Dolan***

Date Document Discussed and Agreed with:

(a) Relevant Staff:

(b) Governor/Relevant Committee: ***Standards and Achievement***

Date Document Ratified at Full Governing Body: 2nd February 2021

Signed:

A handwritten signature in blue ink, appearing to read 'Chickell'.

Committee Chair

Signed:

A handwritten signature in blue ink, appearing to read 'Frank Ashby'.

Chair of Governors

Signed:

A handwritten signature in blue ink, appearing to read 'A. Dolan'.

Head Teacher

Date Document to be reviewed: February 2022

The main aims of remote learning at Kingsthorpe Grove Primary School are to:

- ✓ Ensure and maintain regular contact with all children and families.
- ✓ To provide immediate access to remote learning when a child is isolating
- ✓ Give children interactive and teacher led approaches where possible
- ✓ Monitor pupil engagement and progress
- ✓ Set work that is equivalent in length to the core teaching of the day – 3 hours in Primary phase
- ✓ Provide relevant work to those children with SEN and to young children in Reception, Y1 and Nursery
- ✓ Ensure our children are happy, active and are engaged with learning to continue their development.

Children are expected to attend school unless they are shielding for specific health reasons, quarantining due to being abroad or self-isolating due to themselves or someone in their household having symptoms of COVID-19. If school is closed to the majority of pupils or a child is unable to attend, due to self-isolation or shielding or due to a local lockdown, this policy is about ensuring that there is an agreement and a shared understanding of what remote learning will look like for children at Kingsthorpe Grove Primary School.

Principles

Remote learning, where needed, should:

- ✓ Be high quality and aligns as closely as possible with in-school provision.
- ✓ Be integrated into school curriculum planning.
- ✓ Have as much modelling and as many live and recorded lessons as possible
- ✓ An essential component in the delivery of the curriculum.
- ✓ Provide children with clear expectations
- ✓ Provide planned and progressive ambitious lesson content
- ✓ Provide an opportunity for all pupils educated at home to be given the support they need to master the curriculum and so make good progress.

Offering remote learning to children not in school

The normal curriculum and teaching activities in school will resume in the Autumn term 2020. Where remote learning takes place, we will:

- Use a curriculum sequence that allows access to high quality online and offline resources and teaching videos, and that it links to the school's curriculum planning.
- Give access to high quality remote education resources.
- Select the online tools that will consistently be used across the school and allow interaction and feedback.
- Provided printed resources for those who do not have suitable online access.
- Recognise that younger children and some children with SEND may not be able to access remote education without adult support and so we will work with families to support the delivery of the curriculum.
- Teachers are asked to work with families to help pupils catch up on missed education, make progress and promote their well-being and wider development. If a child is unable to attend, then it is our responsibility as a school to support children and parents with home learning ideas. Every child's circumstance during this period will be different. Parents and carers are not expected to be teachers. We will offer parents and carers support so they can support children with their learning when and where appropriate.

Work to be set

In full lockdown and school closed to the majority of pupils, work will be set by teachers who are employed by the school and are working from home, due to medical and safety reasons in agreement with the head teacher. This will be because they are following government guidelines on how to stay safe and be protected from COVID-19. The number of pupils each teacher has for support will be dependent on the number of teachers who will be working from home. Provisionally, one teacher working from home will be allocated one school year group to work with. It may be possible that a teacher has children from two year groups, and maybe more, and will be subject to conversation and agreement with the head teacher. This may occur because of illness or a return to work in the school premises for a teacher, based on government guidelines. Where possible, work will be assigned to a child, from their class teacher or their Year teacher. Children working from home will access work via Class Dojo, if in SEN Unit, YN, YR, Y1 and Google Classroom if in Year 2, 3, 4, 5 and 6.

Individuals who need work set:

Class teachers set work for children who are not able to come into school for specific COVID-19 related reasons. The work set will cover the same topics as are being taught in class to mitigate against children falling behind their peers. Teachers will plan and prepare this work during their weekly planning, preparation and assessment (PPA) sessions.

Class teachers will set work for remote learning for children who will be unable to come into school, as they are following government guidelines on shielding because of their health. The work set will also be for children who are following government guidelines and are self-isolating because they, or someone in their household, has or is showing symptoms of the virus. The school must be informed of this. If a child is unwell, then it is not expected that they will complete work.

We recognise home schooling is a challenge for families therefore submission of work can be in a range of ways. It could be photographs, videos or documents (e.g. word processor or slideshow presentation) depending on the task and age and needs of the child.

Teachers will set work that is planned and well sequenced, each day in the whole range of curriculum subjects. Teachers will provide clear explanations of new content, through resources and videos. Teachers will gauge how pupils are progressing using questioning and certain tasks and adjust resources to suit the child. Teachers will plan a programme that is equivalent length to the learning they would receive in school. In the event of a full lockdown teachers will aim to deliver modelling and explanations of the tasks via recorded lessons or live lessons.

Marking does not have to follow the agreed marking and feedback policy (set March 2020), but acknowledgement of achievements and feedback to ensure progression (e.g. a comment of praise) would be necessary. Teachers are able to offer development points and should give children feedback.

Daily work will be set for pupils, including:

- Weekly spelling tasks, which can be completed on Spelling Shed or an alternative option (e.g. paper).
- Weekly tasks relating to practice of Times Tables (e.g. using Times Table Rockstars)
- A daily Maths and English task Y2-Y6. (20 minute task) following a live or recorded lesson
- A non-core lessons will be set and planned for in a progressive manner
- Links to any useful resources (e.g. e-books, phonics etc.) that can be accessed for free and without a log-in to support learning.

Year group pages may also outline any other relevant activities to help progress e.g. phonics for Reception & Year 1.

Any work scheduled must be scheduled to come 'live' at 8.30am on its timetabled day. The end date is the same date for English and Maths but non-core lessons will have an end date set a week after posting the task.

Children and parents are given passwords and usernames for:

- Spelling Shed, Times Table Rockstars and Typing Club.
- Class Dojo
- Google Classroom (Y2-Y6)

Any submission of work for children from parents and carers is asked to be on Class Dojo for YN, YR, Y1, or Tapestry for YN and YR. They can do this by responding to a 'set' task on Class Dojo, where the work will be uploaded as part of the child's portfolio for that task. Only the parent, carer and teacher will be able to see this.

For children in Years 2-6 work is submitted on Google Classroom. The children use their own log-ins to submit work. As Y5&6 children are older and preparing for secondary school this promotes independence and teaches valuable ICT skills to prepare children for future work in an ever-growing technology-influenced world.

Communication

When in full lockdown the school site will remain open daily and contact via telephone and email are still accessible. Regular updates through 'ParentMail' is also still accessible, and parents/carers are still regularly encouraged to sign up for this to receive the most recent updates and messages. Parents and carers are also encouraged to follow the school's social media page on 'Twitter', as well as any subject-related associated accounts (e.g. PE and Maths). These will give regular updates as well as sharing resources and lesson ideas.

The school website will be regularly updated with information for parents, carers and children to access. Outlined on the school website will be key information (e.g. guidelines from the DfE), documents of work for the week for children at home and useful links to websites to support learning.

Class Dojo will be the main point of contact for parents and carers with staff who are working outside of school. Parents and carers are encouraged to sign up using their log ins and it offers a safe communication tool for questions to be asked and work to be sent to a teacher. Teachers working from home will be active from 8.30-4.30 Monday to Friday though staff planning preparation and assessment time (PPA) meeting days/times may change this. Teachers will should respond as soon as they can. Urgent matters should be sent to the school via the main telephone number or email address of the head teacher: head@kgps.northants-ecl.gov.uk

Record Keeping and procedures:

- School should hold an up to date record of which children do not have access to devices. Those without devices should have textbooks or paper copies given to them. Consider who needs a loan of devices
- Only school email addresses should be used
- Pupil engagement needs to be monitored and rewarded at least weekly
- There is a weekly Friday reward for engagement
- The attendance register needs completing with code X for coronavirus related absence

SEND:

- Teachers and families are best placed to negotiate the best provision for students with SEND
- Regular contact with families is essential