



REMOTE LEARNING POLICY

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Date: September 2020

Review Date: September 2021

Related documents:

Our vision is for all children to be safe, happy and learning. We deliver this vision through clear aims that are underpinned by our school commitments.

safe – happy – learning

We value:

working Together

happiness

achieving our potential

fairness and equality

kindness

safety and security

Our aim is for every child to:

- feel safe and secure at all times and to know that the adults in school will help them if they are worried, frightened or feel unsafe;
- be an independent, resilient learner who sees mistakes as an opportunity to learn, is not afraid to try and seeks help when they need it;
- be an excellent communicator: able to listen and understand, speak with clarity and with a broad vocabulary;
- be a reader: finding pleasure in books and reading and with the skills to read fluently and accurately and to understand a range of texts;
- be a writer: writing fluently and with detail for a specific purpose and an understanding of the audience, using and applying a range of skills;
- be a mathematician: solving problems in a range of contexts by applying fluent knowledge and recall of number facts;
- develop the knowledge, skills and understanding of scientists, artists, designers, geographers, historians, linguists, musicians and performers;
- value being physically active and healthy;
- have the skills required to thrive in a technological age;
- be self-aware, emotionally intelligent and accepting of others, showing kindness and respect and an understanding of differences;
- acquire the skills and desire to contribute positively to the wider community.

Our commitment is to provide every child with :

- a school that is well led and managed by a strong team of leaders and governors;
- school staff who will keep them safe and who know what to do to protect them from harm;
- a sense of justice and knowledge of right and wrong;
- high-quality teaching from skilled professionals;
- teachers and support staff who have opportunities to grow and develop, extending their own expertise through training and development;
- access to specialist services to support additional needs;
- buildings and grounds that are safe, welcoming, clean and tidy;
- a learning environment that promotes and supports active learning;
- challenges that stretch and encourage higher-order thinking, team work and creativity;
- exciting and stimulating resources that encourage the acquisition and deepening of knowledge, understanding and skills across the curriculum;
- enrichment opportunities, including after-school clubs, exciting trips and visitors to broaden their experience of the wider world;
- a voice – where their views and opinions matter and are listened to;
- opportunities for their parents and carers to spend time in school and be involved in school activities;
- the chance to try new things and have a go, developing the resilience that will prove valuable throughout life;
- ambitions and aspirations;
- a 'can do' attitude, and the habits of mind for lifelong learning and success.

Introduction

During a period of closure or pupil absence due to self-isolation, staff at Thorns Primary School will continue to provide education and support to our children using remote learning. All learning will be conducted using the School life app. This will allow staff to keep in daily contact in a professional and confidential manner with their class or pupils working at home. Teachers will be able to schedule learning in a manner that does not overwhelm our children. Teaching and learning can be tailored, changed and updated as time progresses, allowing for the replication of classroom activity to the best of our ability. In all communications and instances, we will always prioritise the wellbeing of our children and staff at this difficult time. This plan complies with the expectations and principles as outlined in the DFE Guidance for Full Opening of Schools document.

Use of Remote Learning

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in the bubble;
3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

Flexibility of Learning

We realise that the circumstances that either cause our school to close or a child to learn remotely will affect our families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- Parents may be trying to work from home so access to technology for a family may be limited;
- Parents may have two or more children trying to access technology;
- Teachers may be trying to manage their home situation and learning of their own children;
- Systems may not always function as they should.

A clear understanding of, and the willingness to adapt to, these difficulties on all sides is essential for success.

Expectation Management

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, no deadlines for set work will be set. Instead, we ask that all work is *completed daily and returned as per the teacher's specific instructions (usually this will require work to be submitted via the class email address so that it can be checked by the teacher)*. If a child cannot access online learning, they will be provided with a work pack to complete and regular additions to this will be provided for collection (or drop-if in exceptional circumstances). The expectations remain the same and they must complete one English, one Maths and one afternoon task. This work needs to be self-marked where possible and the completed work needs to be brought back to school after the completion of the isolation period.

It must be noted that the work children engage in during a period of self-isolation or school closure will be part of our current planning and so cannot be considered as optional. Home Learning is compulsory unless they are too ill to engage in learning. Teachers must keep records of who is completing and returning their daily activities.

Software and Online Platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy and White Rose Maths.

Oak Academy has been selected to support remote learning for a number of reasons: the Oak Academy lessons are in-line with our teaching ethos and recommended in DfE guidance; they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support. Class teachers will model their use to ensure the children are familiar with this platform.

White Rose Maths resources will be used as they are matched to our current maths curriculum model and the children are very used to seeing these resources.

Times Tables Rockstars will all be utilised to support the acquisition and retention of basic core skills.

Purple Mash is an online platform that children in Y1 and above are familiar with for Computing and other areas of the curriculum.

In preparation for home-learning, parents and children need to receive logins and passwords for the following platforms (likewise teaching staff need to be familiar with them):

- School Life website app
- TT Rockstars
- Purple Mash

Worksheets and Practical Resources

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will leave school with a pack of work books and their own stationery pack. Children will have immediate opportunity to continue their learning. In some cases, this pack may need delivering to the home.

The work packs should be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading and handwriting. Day 1 of isolation may also be supported by accessing [the Oak National Academy Daily Schedule](#) for the child's year group.

Teaching staff responsibilities:

- Share teaching and activities with their class through the School life app;
- Use the Oak National Academy lessons (as recommended by the DfE) for setting lessons except for Maths lessons from White Rose;
- Upload afternoon lesson slides, if necessary, with the task clearly explained and including key questions for the children or supplementary links to BBC Teach video;
- Continue teaching in line with current, extensive planning that is already in place throughout the school;
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- Keep in contact with the children through phone calls home (once per fortnight) and +responding to emails
- Set learning tasks daily;
- Reply to messages and set work during their normal working hours;
- Allow flexibility in completing tasks, understanding that the circumstances leading to self-isolation or school closure will affect families in a number of ways;
- Check pupils work when they return to school, indicating home learning when marking and allow pupils time to put the completed work into their books;
- Upload an appropriate PE fitness activity such as Joe Wicks, on the classes PE day;
- If self-isolating, staff members will still upload daily lessons as agreed and monitor the work completed by children;
- If unwell themselves and not able to work from home, be covered by another staff member in their phase for the uploading of activities;

- Staff may be given additional jobs to complete at home if self-isolating.

Children’s responsibilities:

- Be assured that well-being is at the forefront of our thoughts and they should take regular breaks, get some fresh air, exercise and maintain a reasonable balance between online and offline activities;
- Potentially work a day or two behind what has been shared through the School Life app, depending on when self-isolation began;
- Follow, as much as possible, the timetable structure for that day;
- Only send learning messages using the class email address;
- Only access the materials set by their teacher and ask for parental permission to use technology for anything beyond that;
- Read daily, either independently or with an adult and record in their diary;
- Consider using any spare time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.

Parent or Carer responsibilities:

- Support their child’s learning to the best of their ability;
- Encourage their child to access and engage with School Life and the work set by teachers;
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the School Life app;
- Know they can continue to contact their class teacher as normal through the class email or phone the school office should they require any support;
- Check their child’s completed work each day and encourage self-marking;
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.

NB. In compliance with Copyright Law and Regulations governing the use of photocopyable materials, parents must note that resources are for viewing online only on our secure School Life app. They must not be printed (except for use with their child), photocopied or distributed for wider use. The school will not take responsibility for any breach of Copyright Law.

Operational Plan

Pupil needs to isolate because	
a) someone in their household is symptomatic or tests positive	
b) a group of children have to self-isolate within a bubble	
Class work	Safeguarding/SEND
Teachers will upload class work to the School Life app for the next day.	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results back.</p> <p>Any child entitled to benefit-related FSM has provision for food made available through a fortnightly food parcel, provided by Dudley Catering.</p> <p>Children with any SEN may receive specific tasks through the class email system.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).</p> <p>If work is not being submitted online, the Class teacher will call the parents to discuss obstacles and support.</p>
A whole bubble/cohort of children is isolating because of an outbreak of coronavirus	
Ongoing Support	Safeguarding/SEND

<p>Teachers will upload class work to the School Life app for the next day.</p> <p>In the event of teachers becoming ill, support staff will be required to 'takeover' the class email account with resources being identified by the other phase teachers.</p>	<p>Parents notified so they know to communicate test results to school office.</p> <p>Any children are entitled to benefit-related FSM ensure food made available through food parcels provided by Dudley Catering.</p> <p>If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).</p> <p>If home learning is not submitted, parents or careers will receive a phone call from a class teachers to discuss the obstacles and the support needed by the family. This could then be followed up by calls from FSW or DSL if there are pastoral issues.</p> <p>Where children would normally receive additional support from SEND agencies, the SENCO will make arrangements for those to continue via Teams as long as the agencies are able to engage.</p> <p>The SENCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.</p>
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