St Luke's CE Primary

Remote Learning Policy

Last updated: January 2021

This policy complies with the expectations and principles outlines in the Department for Education (DfE) document [Guidance for Full Opening of Schools](). It should be used by our St Luke's community in the event of individual isolation, partial or full closure and acts as guidance for staff, parents and pupils around expectations of remote learning.

1. Our Mission Statement:

At St Luke's Primary we inspire and nurture all our children to become aspirational, lifelong learners through an inclusive, ambitious and engaging curriculum.

2. Aims

Our aim is to offer high quality and broad remote learning opportunities with a mix of online and offline resources. Year groups have been kept in key stage hubs to minimise the number of pupils being isolated at any one time.

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils who are not in school due to COVID 19 related closure or absence through the use of quality online and offline resources

- Provide clear expectations to members of the school community with regard to the delivery of high quality and interactive remote learning

- Include the continuous delivery of the school curriculum and the support of the mental health and wellbeing of all children (recovery curriculum)

- Support children's motivation for learning

- Provide parents with appropriate and available resources and tools so that they are better able to support their child's learning at home

- Provide for the continued professional development needs of staff

- Ensure ongoing effective communication between the school and families
  A **rapid evidence assessment** is undertaken by the Education Endowment Foundation (EEF) aimed to investigate methods that schools could use to support remote learning during school closures caused by the 2020 coronavirus pandemic (Covid-19). The review sought to find the best evidence behind the wide array of approaches that schools might choose to use during the crisis.
  The EEF found that:

- Teaching quality is more important than how lessons are delivered

- Ensuring access to technology is key, particularly for disadvantaged pupils

- Peer interactions can provide motivation and improve learning outcomes

- Supporting pupils to work independently can improve learning outcomes

- Different approaches to remote learning suit different tasks and types of content

3. Who is this policy applicable to?

a) A child (and siblings as applicable), who is self-isolating because of a positive Covid-19 test within the household.
b) An entire hub that is not permitted to attend school because a child and/or member of staff has tested positive for Covid-19.
c) A whole cohort that is self-isolating because of a coronavirus outbreak.
d) Whole school closure due to local or national lockdown.

4. Content and Tools to Deliver This Remote Education Plan

Teachers will set appropriate work in line with our current curriculum, supplemented by a range of resources provided on other websites.
Teachers recognise that younger pupils and those with SEND may not be able to access remote education without adult support and so a range of activities will be offered and the remote learning curriculum will be age-appropriate.
Resources to deliver this Remote Education Plan include:

- School Spider (school website)
- Use of Recorded/live videos
- Phone calls home
- Printed learning packs
- Physical materials such as storybooks and writing tools
- Physical workbooks (CPG and Whiterose)
- Use of BBC Bitesize, Oak Academy, White Rose maths and other resources

Curriculum Coverage

This will vary according to the number of children and staff isolating and availability and wellbeing of teachers.

Mathematics

White Rose will be used as they are matched to our current mathematics curriculum model. Maths Shed will be used to support the acquisition and retention of timetables.

English

Phonics (Letters and Sounds) – Pupils in the EYFS and KS1 will access structured phonics lessons from interactive phonics videos, Education City and matched workbooks and reading books.
Reading – Pupils will be expected to continue to read each day and complete their reading records if appropriate. Links to access to online reading Bug Club have been sent home with all the children. When children are reading a class novel and this links to their writing tasks, the text and sample pages will be made available where possible.
Spelling – Pupils will access their spellings through Spelling Shed. They may be required to complete activities related to these.
Writing – Regular writing tasks will be placed on their class pages with written instructions.

Grammar – Grammar lessons to complement our writing curriculum will be available on their class pages.

Science, RE, Geography/History, Art & Design/Design & Technology & Computing -Science tasks and links, linked to our curriculum will be sent. Foundation subject activities will be provided to reflect the school's curriculum and will be set on the class pages

Music – Online lesson activities in line with our curriculum will be set by our specialist teachers.

P.E. – Teachers will continue to plan opportunities for physical activity and movement breaks throughout the day in line with our usual daily routines at school. Links to '5-a-day' challenges will be shared.

Assessment

Pupils are expected to complete tasks set on Google Survey and upload outcomes when requested so that appropriate feedback can be provided.

Teachers will be able to carry out formative assessments in line with our teaching and learning policy through pupil participation in an online platform. When appropriate, the teacher may share the answer sheet for pupils or their parents/carers to mark their work. Pupils may be asked to share their thoughts through their class page or write a self-reflection of how they find the tasks so that the teacher is able to amend lessons accordingly.

Summative assessments of the units covered in-home learning will be carried out once the pupils are back at school when appropriate as well as through our usual marking of the child's work.

Teachers will continue to give merit points for exceptional work and effort in order to motivate and engage. Headteacher awards will also be sent home to children for their efforts with Remote Learning.

5. Roles and responsibilities

5.1. Teachers

Our school will provide training sessions and induction for staff on how to use School Spider. When providing remote learning, teachers must be available between the hours of 8.30 am and 3.30 pm.

If teachers are unable to work for any reason during this time, for example, due to sickness or caring for a dependent, they should report this using the normal absence reporting procedures. This may have an impact on the provision provided for a particular class/hub or year group.

When providing remote learning, teachers are responsible for:

- **Setting work:**

- Teachers will set work for the children in their classes/Year group.

- Wherever possible, the work set should follow the usual timetable for the pupils/class had they been in school.

- Weekly/daily work will be shared using School Spider.

- The amount of work set will be dependent on the number of teachers available to work.

- **Providing feedback on work:**

- Work completed should be uploaded to School Spider whenever possible.

- Priority on feeding back to children must be given to the core areas i.e: reading, writing and maths. Typically, tasks related to these subject areas should be completed in the morning.
- Feedback will be in the form of comments on School Spider
- Feedback in other curriculum areas may also be given
- **Keeping in touch with pupils who aren't in school and their parents:**
- If there is a concern around the level of engagement of a child, parents should be contacted via phone to access whether school intervention can assist engagement.
- All parent/carer emails should come through the school office or messages can be sent through School Spider
- Any complaints or concerns shared by parents or children must be reported to a member of the senior leadership team.
- Any safeguarding concerns must be referred immediately to the designated safeguarding lead. (DSL)
- **Attending meetings with parents and pupils**
- Avoid areas with background noise.
- Where possible video meetings should be conducted in school.

5.2. Teaching Assistants

- Teaching assistants must be available during their contractual hours.
- If they are unable to work for any reason during this time, for example, due to sickness or caring for a dependent, they should report this using the normal absence reporting procedures.
- During the school day, teaching assistants must complete tasks as directed by their line manager or a member of the SLT.

5.3. Phase leaders and Senior team

Senior leaders are responsible for:
- Ensuring parents are notified of the reason for isolation and home learning expectations Co-ordinating the remote learning approach across the school, including daily monitoring of levels of pupil engagement.
- Monitoring the effectiveness of remote learning, such as through regular meetings with teachers and subject leaders, reviewing the work set or gathering feedback from children and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the SENCO and other organisations to make any alternate arrangements for pupils with EHC plans. There must be regular contact with the SENCO and class teacher.
- Identifying the level of support required for individual children with SEND

5.4. Designated Safeguarding Lead (DSL)

- The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.
- Ensure support is in place for children in vulnerable groups (e.g. online resources, regular contact and links with agencies).

5.5. Pupils and parents

Staff can expect children learning remotely to:
- Complete work to the deadlines set by teachers
- Seek help if they need it from school staff
- Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:
- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it
- Only use School Spider for curriculum-related correspondence.
- Be respectful when making any complaints or raising concerns. These should be sent to the school office and not dealt with on School Spider.

5.6. Governing Board

The governing board is responsible for:
- Monitoring the school's approach to providing remote learning to ensure that the quality of education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

6. Home and School Partnership

St Luke's Primary School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning may look different for different families in order to suit their individual needs.
Our school will provide online guidance and induction for parents on how to login and use School Spider.

Where possible, it is beneficial for children to maintain a regular and familiar routine. We therefore strongly recommend that each 'school day' is well structured and that parents support their children, including finding an appropriate place for them to work and concentrate in.

Every effort will be made by school staff to ensure that work is set promptly. Should accessing work be an issue, parents must contact the school office and alternative solutions will be considered. These will be discussed on a case by case basis.

Our school **Home School Agreement** should be read and agreed by all parents and carers.

7. E -Safety

In school, we are able to restrict access to sites but, at home, pupils may be able to find material that is unsuitable. With increased usage and reliance on remote learning parents will be encouraged to read some of the safety tips for keeping our children safe whilst online. We will direct all pupils and parents to websites and resources which have been selected by school : Purple MASH, Oak Academy, Education City, Spelling/Maths Shed, Bug Club, 5-A-Day, BBC Bitesize.

8. Links with other policies and development plans

This policy is linked to other policies and procedures related to:

- Safeguarding policy
- Behaviour for Learning
- Child Protection Policy
- Data protection and privacy notices
- Online safety and acceptable use policies
- Home School Agreement
- Teaching and learning policy
- Remote Learning Parent Information

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