

GILLINGSTOOL PRIMARY SCHOOL

Inspire ~ Believe ~ Achieve



REMOTE LEARNING POLICY

Signed ... 

Name: Dave Llewellyn

Chair of Governors

Date: February 2021

Signed 

Name: Caroline Carter

Headteacher

Date: February 2021

This policy has been written to outline Gillingstool Primary School's intention to support the highest standards of teaching and learning whilst the school remains open but pupils are unable to attend during the Covid-19 pandemic and learning in the event of a national lockdown.

It is the right of all pupils and members of the school community to have access to high quality teaching and learning. The challenge is to ensure inclusivity for all, to ensure all pupils are still able to access work at home whilst not at school.

At Gillingstool Primary School, teachers will plan to ensure that learning will be revisited, knowledge and skills are retrieved and are transferable to different concepts and ideas.

We will do our best to work in partnership to support our parents and families through our approach to remote learning. We will endeavour to work together to provide distance learning in the most appropriate format for our families, whilst pupils are not at school due to the pandemic.

Communication will be maintained between staff, pupils, parents and the community via Class Dojo, our school website, text messages, phone calls, visits and emails.

We aim to provide an inclusive curriculum that ensures access for every individual. Pupils will be provided with work that is befitting of their age and ability, supported by appropriate scaffolds wherever they are needed.

We will aim to:

- provide a link between home and school so that pupils and parents can share information, work and ask questions when needed;
- support all home learners during the pandemic and maintain effective home-school communication remotely using Class Dojo, Zoom and Parentmail;
- encourage reading daily and phonic lessons;
- provide high standards in online education using Oak Academy lessons as the main teaching resource with appropriate follow up independent work planned from the National Curriculum;
- provide devices and/or SIM cards for families not online or with limited access (or no access) to IT devices
- provide adult support, small group interventions, alternative personalised programmes and/or paper based activities, to support where need is identified. These will be delivered to the home where necessary.
- signpost health and well-being resources, through Wellbeing Wednesdays, guidance and support through remote ELSA sessions and Zoom meetings with our School Counsellor

Roles and responsibilities

The Governing Board 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 systems are appropriately secure, for both data protection and safeguarding reasons.

Senior Leaders will:

- Support the remote learning approach across the school
- Ensure that all pupils including PP and SEND pupils can access learning set and that arrangements are in place to oversee and monitor equality of opportunity.
- Monitor emails and feedback from parents regarding home learning and responding as appropriate.
- Ensure that the home learning links are updated and reflect current guidance.

Class Teachers will:

- Set work for their own class as well as providing a tailored home learning package for any children in receipt of an EHCP or with identified needs.
- Ensure that there is a range of work set to include reading, writing, maths as well as a range of foundation subjects that pupils can choose from to extend their learning,
- Ensure that work is readily available and provided to pupils via Class Dojo and the school website.
- Follow standard safeguarding protocol with all safeguarding concerns, reporting them to the DSL or a DDSL and logging the information on the school's recording system
- Respond to messages or emails from parents and children once a day.

Teaching Partners will:

- Support pupils with learning remotely as and when required, depending on the circumstances.
- Liaise with their class teacher to see how the work can be adapted for children with specific needs, particularly in the case of SEN TPs.

Dress code

All staff attending virtual sessions should dress appropriately and comfortably. It is not expected for staff to dress formally as for school, but consideration should be given to the audience and participants of the meetings to ensure that professional standards are maintained at all times.

When attending professional meetings staff must be aware of their surroundings, ensuring that, where possible, they are in a suitable location and that conversations are in a suitably private area where they cannot be overheard.

Safeguarding

Staff and parents should address concerns to the Designated Safeguarding Lead (Caroline Carter) or a Deputy Designated Safeguarding Lead (Emma Stimpson).

The DSL is responsible for:

Ensuring that all within the school follow the school's safeguarding policy including the latest amendment's and communicate any changes to this guidance. Ensuring that all staff have read the updated policy and aware of the implications of home learning.

Staff conducting 1:1 or small group remote video learning sessions alone, will ensure that the meeting is recorded if they are working remotely or alternatively conduct the meeting from the school premises where other staff will be present. This procedure will ensure both staff and pupils are safeguarded.

Parents should ensure that the devices used by the children at home are monitored and child safety locks are in place to prevent unwanted pop ups or websites that are undesirable.

Celebrating Success

Just as we do in school, it is important that we celebrate success. Teacher feedback via Class Dojo recognises pupil's achievements on a daily basis.

We encourage parents to praise their child for the work they achieve and if possible share this with the class teacher via Class Dojo.

Headteacher Award postcards will be sent home in lieu of Hot Choc with the Head. These are shared in our Friday assembly which children in school and at home join via Zoom.

Procedures for Home Learning at Gillingstool Primary School during the COVID 19 Pandemic

Scenario 1: an individual child has to self-isolate but a bubble remain opens

Class specific remote learning activities are stored on the school website and can be found using the link

<http://gillingstool.org.uk/remote-learning/>

Scenario 2: a bubble has to close but the class teacher is well and able to teach

A **Remote Learning Timetable** will be prepared by the class teacher for each bubble. (See Y5 example) This specifies the tasks for 10 days of home learning which would cover a bubble isolating for two weeks.

Class Dojo will be set up by each class teacher. This is the platform teachers and parents will use to communicate learning expectations, to send and return work and provide feedback to children.

For **Reception and Year 1** there is the expectation that children will **read daily for at least 20 minutes**.

For **Year 2 upwards** there is the expectation that children will **read daily for at least 20 minutes and complete 5 Times Tables rock stars games daily**.

Every day, there is a **link to an Oak Academy lesson for English and maths**. Teachers are to choose stand-alone units from the appropriate year group that will reinforce previous learning rather than teach new skills.

There is an expectation that the **wider curriculum** will continue. Activities are to be as open-ended and practical as possible for children to be able to complete them at home.

- Science x 2 – from Oak Academy
- PE x 2,
- Art x 2,
- DT x 2,
- Music x 1
- and Computing x 1.

Everyday, with the exception of Day One of the bubble closure, there will be a **30 minute live teaching session, led by the class teacher using Zoom**. Links will be communicated through Class Dojo and/or Parentmail.

Class	Time of zoom session
9.00 – 9.30 am	Reception
9.45 – 10.15 am	Year One
10.30 – 11.00 am	Year Two
1.00 – 1.30 pm	Year Three/Four
1.45 – 2.15 pm	Year Five
2.30 – 3.00 pm	Year Six

In **Reception** and **Key Stage 1**, this will be an online **phonics** session.

In **Key Stage 2**, this will be either a **PSHE** focus or a whole class **feedback** session.

If a bubble has to close, families will be sent the **Remote Learning Timetable** for their year group.

Class teachers will keep a record of who is completing work and **respond via Zoom sessions or Class Dojo**.

Class teachers or TPs will make contact with families where no work is completed or returned.

1:1 TPs can support their identified children **via telephone or Zoom** calls. They can also support the teacher in differentiating learning by **preparing individualised resources** or scaffolds for their children.

If a family is **unable to access the online learning** a **paper pack of materials can be collected** from school **or delivered to the home**. TPs will offer telephone support with this learning. This style of work is expected to be returned for feedback at the end of the isolation period.

Scenario 3: a bubble has to close but the class teacher is unwell and unable to teach

If possible the **Zoom sessions will go ahead, led by a TP or member of SLT**.

If **staffing levels prohibit this**, the week will go ahead as in Scenario 2 but **without the live lesson** element.

Parents will be informed through Class Dojo and/or Parentmail.

Scenario 4: National Lockdown – school is closed to all pupils with the exception of vulnerable pupils, pupils with an EHCP and pupils whose parents are deemed ‘critical workers’

A **Remote Learning Timetable** is prepared by the class teacher for each bubble. This specifies the tasks for a block of home learning. Families are sent the **Remote Learning Timetable** for their year group. This is also available on the school website.

To ensure the highest standard of teaching and learning for **English, Maths and Science** we have chosen to use **Oak Academy online lessons**. We recognise that many of our families are sharing devices and therefore many would be unable to attend live lessons at set times throughout the school day. The use of Oak Academy allows flexibility for our children to access the learning at the time which suits them and ensures inclusivity through equity of access across the school.

Class Dojo is set up by each class teacher. This is the platform teachers and parents use to ensure parental partnership, to communicate learning expectations, to send and return work and provide written feedback to children. Support is provided to any parents finding it difficult to access Class Dojo.

For **Reception and Year 1** there is the expectation that children will **read daily for at least 20 minutes**.

For **Year 2 upwards** there is the expectation that children will **read daily for at least 20 minutes and complete 5 Times Tables Rock Stars games daily**.

Every day, there is a **link to an Oak Academy lesson for English and maths**. Teachers choose units to match the learning focus of the normal curriculum plan for the appropriate year group to ensure

progression in learning and that children are being taught new knowledge and skills. If, however, this is a curriculum area we feel parents may struggle to support, a change may be made.

There is an expectation that the **wider curriculum** will continue. Activities are to be as open-ended and practical as possible for children to be able to complete them at home.

- Science x 2 – from Oak Academy
- PE x 2,
- Art x 2,
- DT x 2,
- Music x 1
- and Computing x 1.

In addition children are provided with a topic grid of creative activities from which they may choose a range of tasks to complete.

In response to parental feedback, on a **Wellbeing Wednesday** work that is set which is not screen based. Maths and English activities continue but with a focus on our school values of creativity and curiosity. A range of activities linked to PSHE, the Arts, Outdoor Learning and Mental Health are offered for a Wednesday afternoon.

Also in response to parental feedback, Wellbeing Wednesdays still feature one online session: a **social Zoom session** where pupils meet friends in **Breakout Rooms** to chat and catch up.

Class	Time of zoom session
9.30 am	Year Six
10.00 am	Year Five
10.30 am	Year Three/Four
11.00 am	Year Two
11.30 am	Year One
1.00 pm	Reception

Twice a week, on a Monday and Thursday, there is a 30 minute live teaching/feedback session, led by the class teacher using Zoom. Links are communicated through Class Dojo and/or Parentmail. This session also has either a **PSHE/Wellbeing** focus alongside whole class teaching and feedback.

There is also a weekly **Headteacher’s Story Time Assembly** for EYFS/KS1 and KS2 **every Friday held on Zoom.**

Class teachers keep a record of who is completing work, who attends Zoom sessions and who submits work on Class Dojo.

The **Remote Learning Champion** and will make contact with families where no work is completed or returned or where Zoom meetings are not attended. She will feedback to the **Headteacher** who will liaise with the **Education Welfare Officer** regularly.

SENTPs will support EHCP children 1:1 where they are attending school.

For children with an EHCP who remain at home, the EHCP Champion will provide a daily teaching/feedback/wellbeing check-in sessions either via **telephone or Zoom.** She will respond to

pupil and parental feedback to amend resources and personalise the learning programme as necessary, liaising with the class teacher to ensure appropriate pitch.

Our **Catch Up funding** will be used to continue to support identified pupils in KS2 with an extra member of staff supporting both in school and remotely.

The **Project X Code Reading** catch up programme and **Keep Up/Catch Up Phonics** sessions for EYFS and KS1 will continue remotely. This will be achieved through small group or one to one Zoom sessions.

Teaching Partners will also support home learning by **preparing individualised resources** or scaffolds, under the direction of the class teacher, for particular children as needs arise. **Scaffolding offered may be different for different subjects.** Examples include the provision of manipulatives, number squares/lines, times table squares, cardboard clocks for maths and word mats, flash cards, phoneme frames for English.

Scaffolds we can offer include:

- 1:1 teacher time for parents, to explain how to carry out an activity practically, either written or via a phone/zoom call;
- an individual message to a parent about which parts of an activity their child needs to focus on;
- extra teaching after a class zoom call for specific children who need greater levels of teacher input;
- direction to revisit an Oak Academy teaching video or a follow up link to another video teaching resource for reinforcement;
- additional worksheets/tasks to reinforce an area that need further deliberate practice;
- follow up 1:1 or small group TP or teacher support over the phone or Zoom.

If a family is **unable to access the online learning** we will offer a device where possible or a SIM card should access to data be the problem.

As a last resort, families will be offered a **paper pack of materials** which can be **collected from school or delivered to the home.** TPs will offer telephone support with this learning. This style of work is still expected to be returned regularly for teacher review and feedback.