

# **Manor Park**

# **Primary School**



# **Remote Learning**

# **Policy**

**Date of Last Review: New policy**

**Agreed by Governors: January 2021**

**Shared with all Staff: January 2021**

**Frequency of Review: Yearly or when government guidance is update**

**Date of Next Review: January 2022**

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## Purpose

This policy has been written to ensure that if the school is required to close a bubble (class of children), the school as a whole to go into lockdown or if individual children are self-isolating due to Covid-19, then parents/carers and staff are aware of the expectations on learning.

Bubbles will be closed if a case of coronavirus has been reported within that bubble. School closures will occur if there has been a local or national lockdown and we have been given the instruction to close.

## Aims:

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through the use of quality online and offline resources and teaching videos.
- To maintain the learning opportunities available to all children in the event that they cannot physically attend school
- Provision will ensure that siblings using a single device in the home will be able to take turns throughout the day. Where the technology is not available children will be provided with devices or data to ensure they can access online learning.
- Provide clear expectations to members of the school community with regards to delivery of high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well as support of motivation, health and well-being and parent support.
- Support effective communication between the school and families and support attendance.

## Who is this policy applicable to?

- A child is absent because they are displaying symptoms and are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child is absent because they are required to self-isolate because a member of their household has tested positive. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- A child is absent due to other Covid-19 related reasons e.g. are required to remain in quarantine after a trip abroad to a country which is NOT on the exempt list of countries or they are subject to shielding restrictions.
- All children when working from home in the event of school closure due to local or national lockdown. Key worker children and vulnerable children will be in school.

## Available provision:

- Children will be provided with daily English, maths and creative curriculum activities to ensure the curriculum is broad and balanced.
- The live teaching and explanation of concepts and activities will take place via Teams (YR - Y6) and activities will be made available via Seesaw or through a learning pack sent home if required. Nursery will continue to access remote learning solely through Seesaw.

The activities in packs may differ to the online offer due to the nature of the activity and format it is presented online. Where possible, families will be provided with digital assistance to facilitate online learning as the preferred method of learning.

- It is expected that children in EYFS complete at least half an hour of English, half an hour of maths and half an hour of wider curriculum work each day. Children in Y1 and Y2 complete at least an hour of English, an hour of maths and an hour of creative curriculum each day. Children in KS2 complete an hour and a half of English (to include reading and SPaG), an hour of maths and an hour and a half of creative curriculum each day.
- Children will be expected to read as much as possible. Families should supplement reading with their own books or other reading materials throughout longer school closures. School subscriptions to Accelerated Reader and Oxford Owl to be made available to families to supplement reading materials.
- Teaching staff will be available during normal school hours (with the exception of usual break and lunch timings) and will aim to answer any questions in a timely fashion as usual either through live video or through chat facility.

### Activities provided

- A maths, English and creative curriculum resource/lesson will be uploaded daily
- Maths - new learning, mirroring the curriculum in school, times tables
- English - Spellings, grammar and writing activities
- Reading - including comprehension and reading for pleasure
- Creative curriculum activity including a range of subjects. The subject should mirror what is being taught in school, with adaptations for activities made for home learning where needed (PE, French, geography, history, science, art etc)

### Digital Devices

- Where children are unable to access remote learning due to a lack of technology at home, Manor Park Primary School will do all it can to aid access via the loan of school laptops/tablets.
- Where digital devices are made available on a loan basis, it is expected that parents will sign and abide by the terms in the school's digital device loan agreement.
- All children to sign an 'Acceptable Use Policy' at school which includes e-safety rules and this also applies when children are working on computers at home.
- Where access to the internet is a barrier to learning from home, school will have access to a finite number of dongles for devices to access data.

### E-safety

- School and parents/carers must work together to ensure that children are safe online
- Children must remember what they have learned in class about staying safe online. They must not share their passwords with others.
- Parents/carers must supervise children whilst they are using the internet.
- Parents/carers must remind children that whatever they write online is visible to others and leaves a digital footprint.
- Teaching and learning activities will only utilise age appropriate apps and sites.

### Safeguarding Considerations

- All work for pupils is posted via the online platform to ensure an appropriate level of security.
- Staff should use school devices and when contacting pupils via online means, should only use school email/learning platform forums/blogs.
- School will regularly provide information to parents regarding safe online use at home via newsletters and the school website.
- Any staff filming themselves must they are appropriate in dress and appearance.
- All backgrounds should be plain or blurred with no identifying features and all videos should be checked thoroughly before posting.
- When sharing a screen, staff should double check that any other tabs they have open in their browser would be appropriate for a child to see and use professional language at all times.
- General code of conduct of ICT use should be observed (please refer to the Staff Code of Conduct and Acceptable Use Policy).
- Consideration should be given to data protection issues particularly where videos etc are being posted.
- When staff contact pupils or parents via phone call, and they do not have access to a work phone, they should always use 'caller withheld' to ensure pupil/parent is not able to identify the staff member's personal contact details.
- Consent will be obtained from all parents before videos for children are switched on in live lessons. Children without parental consent will have no video.

### Teacher Expectations

*To note: the suggested expectations below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school. For detailed information of the school's tiered offer see Appendix 1.*

Manor Park Primary will ensure that all relevant training has been given to teachers and LSAs so they are aware of how to use the technology and platforms required. Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders or Middle Leaders will ensure that support is given promptly.

When providing remote learning, teachers must be available to pupils between 9am - 3.30pm., with usual school lunch breaks (12.00 - 1.00pm for KS1 and 12.15 - 1.15pm for KS2). 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 procedure.

When providing remote learning, teachers are responsible for the following:

#### **Planning & Setting work:**

- Plan lessons that are relevant to the curriculum focus for that year group and endeavor to replicate this through live teaching, video clips and tasks for home learners. This should be in line with government expectations:
  - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
  - Key Stage 2: 4 hours a day
- The work set should follow the usual timetable for the class had they been in school, wherever possible.

- Live modelling to be delivered each day for each lesson - microphone to be switched off once main teach is delivered. Live sessions will be saved to Teams so children who could not access live teaching will be able to rewatch.
- Teachers to set clear deadlines and expectations for work to be completed.
- Provide resources and activities to support pupil wellbeing whilst working from home e.g. wellbeing blogs/check ins.
- Teams will be used for live teaching and pupil interaction. Seesaw will be used to share work for the relevant year groups.

#### **Providing feedback on work:**

- Provide daily contact with pupils as and when needed between the hours of 9am and 3.30pm (excluding break and lunch times).
- Individual submissions of work to be made via Seesaw or in books if pupils are working in school.
- Focus individual feedback on where there are clear misconceptions that need to be addressed. This will be through live video sessions on Teams or through marking.
- Class feedback where necessary.

#### **Keeping in touch with pupils & parents who aren't in school:**

- If there is a concern around the level of engagement of a pupil/s parents should be contacted by the class teacher via phone to assess whether school intervention can assist engagement.
- To respond, within reason, promptly to requests for support from families at home. This should be done via Teams/Seesaw or by adding further video guidance for families.
- Staff and parents should communicate via Seesaw, emailing a member of SLT or by contacting the main school office.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT- for any safeguarding concerns, refer immediately to the DSL.
- Teachers to contact parents/carers if there are concerns about engagement with learning. They should do this via phone and ensure their number is blocked if calling from home.
- All children working from home in the case of bubble self-isolation or whole school closure, will receive a weekly wellbeing call from the class teacher or LSA if they are not attending live lessons. These phone calls can be spread across the week to ensure teacher workload is manageable.

#### **Additional support for pupils with particular needs:**

We recognise that some pupils, for example some 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 those pupils in the following ways:

- Additional phone calls home from the inclusion team to support families
- Specific work based around IEP/EHCP targets sent home for completion
- Offer of a school place for any children with specific needs or vulnerabilities

#### **Pupil & Parent Expectations**

##### **Staff can expect pupils learning remotely to:**

- Log in to Teams/Seesaw daily and complete the work daily.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers via forums/blogs.
- Alert teachers if they're not able to complete work.

##### **Staff can expect parents with children learning remotely to:**

- Contact the school if their child is sick or otherwise can't complete work.

- Seek help from the school if they need it via forums/blogs, contacting the main office or emailing a member of SLT.
- Be respectful when making any complaints or concerns known to staff.

### Home and School Partnership

- Manor Park Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Manor Park Primary School would recommend that each 'school day' maintains structure and will provide a clear timetable for children working from home remotely.
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-by-case basis.

### Links with other policies and development plans

This policy is linked to our:

- Safeguarding and Child Protection Policy
- Behaviour and Anti-Bullying Policy
- Data Protection Policy and Privacy Notices
- Acceptable use policy
- E-Safety Policy
- Staff Code of Conduct
- Digital Device Loan Agreements

### Monitoring and review

This policy is monitored by the governing body, and will be reviewed annually, or as and when needed, should government guidance relating to remote learning change.

### Online Resources

#### English

- **Spelling** and maths shed

<https://www.edshed.com/en-gb/login>

Years 2-6 should have their login for this. A place to practise key spellings and mental maths.

- Oxford Owl for Home

<https://www.oxfordowl.co.uk/for-home/>

- Accelerated reader

<https://ukhosted43.renlearn.co.uk/2171850/>

## **Computing**

- Blockly

<https://blockly.games>

Learn computer programming skills - fun and free.

- Scratch

<https://scratch.mit.edu/explore/projects/games/>

Creative computer programming

- Hour of Code

<https://hourofcode.com/uk/learn>

Children can practise coding

## **Maths**

- Times tables Rockstars

<https://trockstars.com/>

Years 2-6 will have a login for this. Log in and practise your times tables.

- NRICH

<https://nrich.maths.org/>

Mathematical resources; activities and games

- Spelling and **maths** shed

<https://www.edshed.com/en-gb/login>

Years 2-6 should have their login for this. A place to practise key spellings and mental maths.

## **Younger children**

- Cbeebies Radio

<https://www.bbc.co.uk/cbeebies/radio>

Listening activities for the younger ones.

- The Imagination Tree

<https://theimaginationtree.com>

Creative art and craft activities for the very youngest.

## **Extra**

- BBC Learning

<http://www.bbc.co.uk/learning/coursesearch/>

This site is old and no longer updated and yet there's so much still available, from language learning to BBC Bitesize for revision. No TV licence required except for content on BBC iPlayer.

- National Geographic Kids

<https://www.natgeokids.com/uk/>

Activities and quizzes for younger kids.

- Duolingo

<https://www.duolingo.com>

Learn languages for free. Web or app.

- Mystery Science

<https://mysteryscience.com>

Free science lessons

- The Kids Should See This

<https://thekidshouldseethis.com>

Wide range of cool educational videos

- Crash Course Kids

<https://m.youtube.com/user/crashcoursekids>

Wide range of education videos

- Crest Awards

<https://www.crestawards.org>

Science awards you can complete from home.

- Paw Print Badges

<https://www.pawprintbadges.co.uk>

Free challenge packs and other downloads. Many activities can be completed indoors. Badges cost but are optional.

- Tinkercad

<https://www.tinkercad.com>

- British Council

<https://www.britishcouncil.org/school-resources/find>

Resources for English language learning

- Geography Games



<https://world-geography-games.com/world.html>

Geography gaming!

- Toy Theatre

<https://toytheater.com/>

Educational online games

- DK Find Out

<https://www.dkfindout.com/uk/>

Activities and quizzes

- Twinkl

<https://www.twinkl.co.uk>

This is more for printouts, and usually at a fee, but they may offer free access to parents because of school closures.



# MANOR PARK PRIMARY SCHOOL

*Soar to Success*

Offer	What it means for our school	Expectations
A	<p>Year group/Class bubble have been sent home to self-isolate</p> <p><b>All teaching will be remote for the whole class. Teacher to conduct remote learning from home.</b></p>	<ul style="list-style-type: none"> <li>• Lessons are relevant to the curriculum focus for that year group.                             <ul style="list-style-type: none"> <li>• The work set should follow the usual timetable for the class had they been in school, wherever possible, (inc equivalent teaching time). E.g. mental maths, spelling and reading are all included as activities</li> <li>• Lesson content will be delivered through school/teacher created resources.</li> <li>• Provide pupils with a welcome message/video</li> <li>• Teachers and LSAs to be available for the whole teaching day, apart from break and lunchtimes.</li> <li>• Teachers to set clear deadlines and expectations for work to be completed</li> <li>• Teachers and LSAs will review work submitted online, identifying any areas of misconceptions. Teachers will address these through individual feedback submitted online or via group feedback, if needed, via video</li> <li>• Ensure feedback is clear and manageable.</li> <li>• Teachers to make a daily note on who is engaging with the work and who isn't. Keep a daily register/note of their attendance and work submitted. If there is concern around the level of engagement of a pupil/s, parents should be contacted via phone to access whether school intervention can assist engagement.</li> <li>• Provide pupils will opportunities to access live assemblies</li> <li>• Ensure pupil wellbeing is being monitored whilst working from home e.g. wellbeing blogs/check ins</li> <li>• Teacher will have the flexibility to take their allocated PPA time within their working week around the above tasks. Year Group Leaders to ensure the teacher isolating in their team knows what they are planning/the team members in school take responsibility for the planning.</li> </ul> </li>   <li>• <u>Nursery</u> <ul style="list-style-type: none"> <li>• Activities and instructions to be posted on Seesaw</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Individual submissions of work to be made via Seesaw</li> <li>•</li> <li>• <b><u>Years R - 6</u></b> <ul style="list-style-type: none"> <li>• Live teaching and introduction of activities via Teams</li> <li>• Allocation and individual submissions of work to be made via Seesaw</li> </ul> </li> <li>•</li> <li>• <b><u>Children who have no access to online learning</u></b> <ul style="list-style-type: none"> <li>• School should provide digital devices or data dangles to aid online learning in the first instance</li> <li>• If digital assistance support has been exhausted, a pack of relevant work should be made for the child including maths, English - reading and spelling, and creative curriculum work</li> </ul> </li> <li>•</li> </ul>
B	<p>An individual child or small number of individuals are sent home to self-isolate</p> <p><b>Child will conduct remote learning from home. Teacher will deliver live lessons in school and upload to Teams for viewing.</b></p>	<ul style="list-style-type: none"> <li>• <b>This will be a reduced offer due to the fact that the teacher will need to fulfil their full-time duties providing within class teaching. Feedback will be provided but will be proportionate to the time teachers have during the week for normal marking/feedback. E.g. 5 minutes at the end of the day per child.</b></li> <li>• Lessons are relevant to the curriculum focus for that year group. <ul style="list-style-type: none"> <li>• The work set should follow the usual timetable for the class had they been in school, wherever possible, (inc equivalent teaching time). E.g. mental maths, spelling and reading are all included as activities</li> <li>• Lesson content will be delivered through school/teacher created resources.</li> <li>• Teachers to make sure the pupil/s at home are welcomed into the class at the beginning of the day and say goodbye to them at the end of the day.</li> <li>• Clear expectations for the children as to when the teachers will be available. Teacher to keep the child informed through Teams live link.</li> <li>• Teacher to let the children know when they will have their microphone on loud (addressing the whole class) and when it will be muted (for the work).</li> <li>• Teachers to set clear deadlines and expectations for work to be completed</li> <li>• Teacher will review work submitted online via Seesaw, identifying any areas of misconceptions. Teachers will address these through individual feedback.</li> <li>• Ensure feedback is clear and manageable.</li> <li>• Teachers to make a daily note on who is engaging with the work and who isn't. Keep a daily register/note of their attendance and work submitted. If there is concern around the level of engagement of a pupil/s, parents should be contacted via phone to access whether school intervention can assist engagement.</li> <li>• Provide pupils will opportunities to access live assemblies</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Ensure pupil wellbeing is being monitored whilst working from home e.g. wellbeing blogs/check ins</li> <li>• <b><u>Children who have no access to online learning</u></b> <ul style="list-style-type: none"> <li>• School should provide digital devices or data dangles to aid online learning in the first instance</li> <li>• If digital assistance support has been exhausted, a pack of relevant work should be made for the child including maths, English - reading and spelling, and creative curriculum work</li> <li>•</li> <li>•</li> </ul> </li> </ul>
C	<p>Whole school is in lockdown, the majority of children are working from home, the school is providing face to face provision for Key Worker and Vulnerable children only</p> <p><b>Teacher will deliver live lessons from school with the children at home accessing remote learning and children in school working as normal.</b></p>	<ul style="list-style-type: none"> <li>• Lessons are relevant to the curriculum focus for that year group. <ul style="list-style-type: none"> <li>• The work set should follow the usual timetable for the class had they been in school, wherever possible, (inc equivalent teaching time). E.g. mental maths, spelling and reading are all included as activities</li> <li>• Lesson content will be delivered through school/teacher created resources.</li> <li>• Provide pupils with a welcome message/video on Teams. This will be automatically saved onto the class calendar and can be rewatched for a period of up to 14 days</li> <li>• Teachers and LSAs to be available for the whole teaching day, apart from break and lunchtimes.</li> <li>• Teachers to set clear deadlines and expectations for work to be completed</li> <li>• Teachers and LSAs will review work submitted online via Seesaw, identifying any areas of misconceptions. Teachers will address these through individual feedback submitted online or via group feedback, if needed, via video on Teams as a 1:1 with the child</li> <li>• Ensure feedback is clear and manageable.</li> <li>• Teachers to make a daily note on who is engaging with the work and who isn't. Keep a daily register/note of their attendance and work submitted. If there is concern around the level of engagement of a pupil/s, parents should be contacted via phone to access whether school intervention can assist engagement.</li> <li>• Ensure pupil wellbeing is being monitored whilst working from home e.g. wellbeing blogs/check ins. All children working from home will receive a weekly call from class teacher/LSA.</li> </ul> </li> <li>• <b><u>Key worker/vulnerable children</u></b> <ul style="list-style-type: none"> <li>• To be taught in the classroom by their usual class teacher. Work in normal school books with no need to submit online.</li> </ul> </li> <li>• <b><u>Nursery</u></b></li> </ul>

		<ul style="list-style-type: none"> <li>• Activities and instructions to be posted on Seesaw</li> <li>• Individual submissions of work to be made via Seesaw</li> </ul> <ul style="list-style-type: none"> <li>• <b><u>Years R - 6</u></b> <ul style="list-style-type: none"> <li>• Live teaching and introduction of activities via Teams</li> <li>• Allocation and individual submissions of work to be made via Seesaw</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• <b><u>Children who have no access to online learning</u></b> <ul style="list-style-type: none"> <li>• School should provide digital devices or data dangles to aid online learning in the first instance</li> <li>• If digital assistance support has been exhausted, a pack of relevant work should be made for the child including maths, English - reading and spelling, and creative curriculum work</li> </ul> </li> </ul>
D	Teacher has to self-isolate but class is still in school	<ul style="list-style-type: none"> <li>• Teacher to provide cover/supply teacher with planning and support to deliver lessons within school - this may involve remote meetings to discuss/clarify planning and children's progress.</li> <li>• Delivery of some sessions <b>may</b> be conducted remotely to the class where appropriate and <b>may</b> include pre-recorded resources e.g. morning message, story time, voice over PowerPoints etc</li> <li>• Teachers to take responsibility for the remote learning of any children in that year group who are also self-isolating (Offer C).</li> <li>• Teacher will have the flexibility to take their allocated PPA time within their working week around the above tasks</li> </ul> <p><b>Note: Where the teacher is unwell they should follow the normal sickness absence procedure, there will be no expectation for them to work from home under these circumstances.</b></p>