MOSSPITS LANE PRIMARY SCHOOL

Policy title	Remote Learning Policy and Provision
Function	For information and guidance about what to expect from remote education
Last reviewed	January 2021

Remote Learning Policy and Provision

This policy and provision has been directed by the Government's Department for Education to be formally outlined and on school websites by January 25th 2021.

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education where national or localrestrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see thefinal section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period ofremote teaching.

What should my child expect from immediate remote education in thefirst day or two of pupils being sent home?

In order to enable staff to prepare remote learning where isolation is immediate, there will be a set of initial tasks outlined on the class page of the Class Dojo platform. These will not include resources or materials to start with, but will be open-ended , age-appropriate/curriculum-related activities that pupils can begin, while waiting for resources and learning overviews to be prepared, i.e. to learn specific number facts or times tables, write a poem or story on a theme (often related to the current curriculum units) etc. Teaching staff will be given one day to ensure that a more detailed overview and resourcing of teaching and learning is provided.

Following the first few days of remote education, will my child betaught broadly the same curriculum as they would if they were inschool?

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, where resources might not be accessible at home such as DT equipment, computer software, PE resources etc.

Remote teaching and learning time each day

How long can I expect work set by the school to take my child eachday?

We expect, based on DfE set guidelines, that remote education (including both teachingvideos and instruction and independent work) will take pupils broadly the following number of hours each day:

EYFS	2 hours
Key Stage 1	Year 1 – 2-3 hours
Key Stage 2	Year 2 – 3 hours

Accessing Remote Education

How will my child access any online remote education you areproviding?

Weekly learning overviews, for each year group, are accessible via the Year Group pages of the school website, under 'Home Learning > Remote Learning'. These are also signposted directly, each week, in the Class Dojo app, for easy access.

Weekly learning overviews detail the teaching and learning activities across the week and are released by 9am of each weekday, often earlier. Learning overviews are organised into typical daily sessions to support families who want to follow a structure.

The Class Dojo platform is used for all classes, to communicate and inform and to share completed work. Lesson activities are signposted here, live online class meetings are scheduled (using Zoom), parents/pupils can directly contact teachers via a messaging/email service and pupils (or their families) can upload completed work and received marking/feedback directly for this.

In addition, we are currently transitioning Year 4, 5 and 6 to using Google Classroom for many activities, as this is easier to submit work and receive feedback.

If my child does not have digital or online access at home, how will yousupport them to access remote education?

We recognise that some pupils may not have suitable online access at home. We takethe following approaches to support those pupils to access remote education:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- If any family need support accessing online learning via laptops or tablets, we may be able to support with issuing/lending devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information
- For pupils who need to access any printed materials, if they do not have online access or are having issues with this, these can be pre-organised via your child's class teacher. Please allow a working day for these to be prepared. Once ready, you will be contacted by the teacher or office staff to collect these.
- Work on paper can be returned on a weekly basis to class teachers for feedback and marking.
- Phone contact will be offered to remote learners who are working on paper to enable teachers to give support and feedback if required/necessary, to explain tasks or improvement points.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

The following is a range of approaches we will use to teach pupils remotely.

- live, online class meetings (via Zoom) across the week which include teaching and learning aspects i.e. recaps, instructions, reminders, illustrations, outline of expectations, key learning points etc
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- teaching and learning resources such as powerpoints, instructional texts/ textbook sections and other such materials in print/visual style
- home reading books or texts online (via Reading bug app or other)
- commercially available websites supporting the teaching of specific subjects orareas, including video clips or sequences
- for those pupils in EYFS and Y1, activities will be set to fit with the more practical, hands-on nature of the curriculum for these ages.

Engagement and feedback

What are your expectations for my child's engagement and the supportthat we as parents and carers should provide at home?

- As per Government guidelines, we expect that children should engage with remote learning as specified. We recognise that this is difficult for some families who are trying to negotiate working at home at the same time. We will support families to make adjustments to how children access remote learning, i.e. reorganising the 'timetabled day' around work arrangements, providing an increase in 'live' online class meetings so that teachers can support and encourage learning at home, providing additional resources where these are useful and requested such as paper copies, access to technology etc.

- Teaching staff will be available at points to engage with pupils online or via phone to go through work aspects/offer support and encouragement.

How will you check whether my child is engaging with their work andhow will I be informed if there are concerns?

- Engagement with remote learning will be recorded and monitored by class teachers and overseen by the school's leadership team – this will be ongoing.

- Communications with parents have set out remote learning expectations and this has been backed up by text/digital platform messages, newsletters, emails/texts directly to parents and via phone calls.
- Teaching staff will contact families, via email, text and by telephone, to offer support where issues with remote learning engagement arise, to resolve these and find ways to promote engagement. Where needed, senior staff will assist teaching staff where there are concerns that pupils are not engaging in teaching and learning tasks.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written commentsfor individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- All work submitted to teaching staff will be looked at, although, as per usualpolicy for marking and feedback, not all will be given detailed feedback as this is unsustainable.
- Some key pieces of work across a week, in the core areas of Maths, English and Science will be given more detailed feedback, where appropriate, to explain missing aspects/next steps/improvement ideas/corrections etc.
- Many pieces of work will be acknowledged for praise and encouragement to motivate pupils and support further engagement and endeavour – this is particularly important as pupils are working at distance and many parents have reported that this has had a positive impact on pupils.
- In line with usual policy, teachers may also provide 'whole class feedback'in subjects and for lesson activities, where general feedback and direction is given to the whole class as a list of points that have been picked up andneed checking. This works well with learning such as mathematical methods and procedures or features to be included in a piece of writing, orimprovement points which can be incorporated into the n for example.
- Feedback will, in most cases, be given via the Dojo app or via Google Classroom, directly to pupils and their parents. Where paper copies havebeen given, these will be returned
- Some tasks will have marking schemes provided so that pupils can engagein self-review, some will be marked digitally i.e. Mymaths tasks and some will be marked by the teacher.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additionalsupport from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needsand 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 wewill work with parents and carers to support those pupils in the following ways:

The school's Inclusion lead will work closely with teaching staff to support those pupils who have additional needs, tailoring an approach, in collaboration with parents/carers to support these needs. This will be a different approach according to need. Some ways we will do this will be:

- by inviting pupils to attend school, if support in school is needed or pupils are deemed vulnerable
- by adapting resources, providing hands-on equipment or use of specific technology, paper copies, visuals etc that will enhance provision.
- provide additional 1:1 support via online connections such as Zoom or by telephone where appropriate

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

For individual pupils who are isolating when the rest of the class are in school, the same procedures will apply as specified, with the exception of online class meetings. This will be replaced with regular telephone conversations/support.