



REMOTE LEARNING POLICY

JANUARY 2021

Potter Street Academy
Part of the Passmores Co-operative Learning Community

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home. For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

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

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

The class teacher will contact parents via Class Dojo/Tapestry from the first day and provide a list of home learning to complete for the first few days. This will include accessing the online learning platforms we use.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, we have adapted the PE lessons so children can practise key skills at home without the need for extra resources.

Remote teaching and study time each day

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

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils	Key Stage 2 pupils: 4 hours per day EYFS and Key Stage 1: 3 hours per day
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Accessing remote education

How will my child access any online remote education you are providing?

- Our remote learning plans will be seen via Class Dojo or Tapestry each week.
- There will be three live lessons per day (2 on Fridays) on Microsoft Teams.
- Recording of the lessons and any documents to support learning will be saved on Microsoft Teams and / or sent by Class Dojo / Tapestry
- Some remote learning activities will be accessed on Mathletics, SPAG.com, Spelling Shed, TT Rock Stars, Scratch.com, Duolingo and Accelerated Reader.

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

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

- We will lend laptops or tablets to pupils where there is a WIFI connection but limited devices in the family home.
- We will lend devices that enable an internet connection (via dongle) where pupils only access live lessons on a mobile phone, there is no WIFI connection and there are no other devices in the family home.
- We will provide a free SIM Card with 30 GB data where internet access is restricted due to data allowances.
- Where we are not able to provide devices due to limited numbers, we will invite children to attend our rooms for vulnerable families and Key Workers.

For further information parents are asked to contact us via telephone or the school admin email address.

How will my child be taught remotely?

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

- Live teaching (online lessons via Microsoft Teams).
- Use of recorded teaching (e.g., Oak National Academy lessons, BBC Lessons, video/audio recordings made by teachers).
- Use of websites and platforms such as: Mathletics, TT Rockstars, SPAG.com, Spelling Shed, Scratch and Accelerated Reader.
- A Weekly remote learning sheet for each year group, identifying activities linked to each area of the National Curriculum.
- If /When there are problems with the internet or devices, children will follow the remote learning sheet.

Engagement and feedback

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

We expect parents and carers to:

- Provide a quiet area for learning.
- Ensure children attend their 3 live lessons per day or where this is not possible, watch the recording of the lessons that day.
- Be within listening distance of each live lesson to help if needed.
- Making sure children are not in their bedrooms during live teaching and they are dressed appropriately (E.G., not in their pajamas)
- Organise each day, selecting which activities children are going to complete from the remote learning sheet.
- Send copies / photographs of children's completed work to the class teacher via Class Dojo or Tapestry at least once per week.
- Ask the class teacher for additional support if needed via Class Dojo or Tapestry.

We expect children to:

- Attend 3 live lessons per day or where this is not possible, watch the recording of the lessons that day.
- Follow and show the school values and learning behaviours during all live lessons.
- Complete the recommended amount of learning time each day or as an average over the week.
- Follow the schools E Safety rules whilst on Microsoft Teams and other social media platforms.
- Complete all learning tasks to the highest possible standard, as if they would in school.

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

- Teachers will check to see if children are engaging in learning each day.
- Teachers may ask children to complete a task and share it in the next live lesson.
- Children / Parents are expected to send copies or photographs of completed work each week.
- If teachers are concerned about your child's learning they will contact you via Class Dojo or Tapestry.
- If the parents do not respond to messages on Class Dojo / Tapestry and children have not engaged in learning a member of the Safeguarding Team/Senior Leadership Team will text message and then call parents.
- If we are still unable to contact parents a senior member of staff will carry out a home visit.

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

Feedback can take many forms and may not always mean extensive written comments for 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:

Children and parents are expected to send copies of completed tasks via Class Dojo. This can be daily but must be at least once per week.

- Whole class feedback during live lessons.
- Quizzes and tests marked automatically or by pupils self-marking.
- Completed tasks on Mathletics, Spelling Shed, TT Rockstars and Accelerated Reader.
- Feedback on work sent via Class Dojo or Tapestry.

All children will receive feedback at least once per week.

Additional support for pupils with particular needs

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

We recognise that some pupils, for example 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:

For all:

- All One Plans updated and shared with parents.
- Online teaching is adapted to ensure maximum engagement from pupils (visual supports, videos, adapted language etc.)
- Devices have been provided for children who need them (see above).
- Routers provided for children and families who need them (see above).
- Staff are in regular contact with parents and children with SEND each week to ensure that online learning is accessible.
- Inclusion Leader and Teaching staff discuss and review children's needs where there are concerns.
- All EHCP families have been invited into Supervision. Risk assessments are complete and all 'reasonable endeavors' are in place to ensure EHCP outcomes are being addressed where possible.

For older children:

- If needed, children are invited to the online learning platform a few minutes earlier than the rest of the class so that pre-teaching can take place.
- Children are encouraged to contact their class teachers through secure messaging if further support required.
- Smaller break out groups to enable differentiation of activities where appropriate.

Remote Education for EYFS

- Class teacher uses Tapestry as a mutual way of messaging and contacting parents.
- Online teaching is kept age appropriate – visually stimulating and engaging teaching and learning.
- EHCP children receiving bespoke home learning and resources.
- Inclusion Leader makes weekly contact with families to address needs or concerns

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?

- Children will be set tasks to complete on Mathletics tasks, Spelling shed, Accelerated Reader, TT Rock Stars.
- You will be provided with a weekly task sheet of activities that reflects class learning for your child to complete at home. These will have links to online videos where applicable.
- The class teacher will be in contact each day via Class Dojo or Tapestry.
- The class teacher will arrange to meet you and your children on Teams once per week.
- If the whole class bubble is isolating our children will receive the same remote learning that was in place during the January 2021 lockdown.