

## **St Day and Carharrack Primary School**

### **Remote Learning Policy – October 2020**

#### **Revised – January 2021**

As we continue on the journey of remote learning, it's important to remember the big picture of '*connecting to learn, learning to connect*' (Harris And Jones 2012)

This remote learning policy has been written as guidance for staff, pupils and parents during the COVID-19 pandemic. It outlines the systems staff will use to keep the learning experience going in a safe and manageable way if children are unable to access their learning at school.

Rachel Barron is the lead teacher taking responsibility for remote learning supported by Susannah Storey, Head teacher, and Laura Vallance, Deputy Head teacher. All teaching staff have responsibility and oversight for the remote learning of their class.

This policy has been constructed taking the following into account:

- Feedback from families about what worked well during the time of enforced school closure and what was a challenge (obtained via a parent survey – July 2020)
- Feedback from teaching staff about continuing the learning experience during enforced school closure
- Training opportunities which have been undertaken in relation to best practice online learning. All teaching staff have attended the Department for Education's online webinar 6.10.2020 and Rachel Barron has attended a number of training opportunities relevant to this policies' content
- Recommendations from the Education Endowment Foundation's 'Best evidence on supporting students to learn remotely' rapid evidence assessment. The EEF suggests that ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback – is more important than how or when they are provided.

Links to other policies:

- Online safety
- Acceptable Use Agreements
- Safeguarding
- GDPR
- Positive Behaviour Management Policy

#### **Accessibility and Inclusivity – how are we ensuring that all children can access learning?**

In the event of school closure or COVID-19 related absence from school, we know that keeping learning going whilst at home will reduce the negative impact on children's education. However, we are mindful that the circumstances of each family during this time are different and school will support this with flexibility and adaptability.

From parent voice undertaken at the end of July 2020, we know that access to fully-functioning technology including internet/data use is a barrier which prevents effective home learning from taking place. We know that many families need to share devices. We know that some parents need to work from home and therefore find it challenging to support their child with their learning. We know that for some families, it is difficult to access a quiet space where learning can take place. We know that for some families, engaging their child in learning at home has resulted in an increase in behavioural and emotional challenges.

School are determined to respond to these barriers in the most supportive way; consequently, we are providing a flexible approach to remote learning. We aim to ensure that all children have access to learning in the manner which is most suited to their family's circumstances and which can be completed independently as much as possible. We aim to ensure that all children are provided with learning which is meaningful to them and their individual learning journey. This may mean that additional resources, sign-posting or support are provided. This will become even more important for children who have Special Educational Needs.

We know that where access to technology is a barrier to learning, school will provide printed packs of learning for children to complete at home, alongside exercise books being made available to record work. These will be made available in the safest way possible. Learning packs can be returned on Mondays between 12-3 when families can also collect their next weekly printed pack.

For children who have a barrier to accessing online learning, we will assess on an individual needs basis the option of lending technology devices to families. All issued equipment shall remain the sole property of the school and is governed by the school's policies. An agreement contract will also be given to families requiring loaned devices, to sign and confirm reading of the terms and conditions. Please see the link below for additional internet access.

In addition, due to the increase of time spent online for everyone, we will encourage screen-free activities throughout the week including screen free Mondays. This is to support our Community with maintaining a healthy balance and to focus on taking learning outdoors to ensure well-being for everyone.

In English learning, where possible, we will try to use a shared stimulus for writing so that families with more than one child can work and discuss ideas together. For example, children in Yr 1 – 6 can view the stimulus provided by Jane Considine sessions. Different year groups will have different links to activities based around this stimulus. Different year groups will have writing activities linked to their class topic and text, the results of these activities can be shared on google classroom.

## **Pedagogy and Metacognition – what will the children be learning remotely, and how will they do it?**

Class teachers will provide learning opportunities which:

- Aligns with the long-term curriculum plans as much as possible.
- Require children to retrieve knowledge.
- Opportunities to build on learning which has happened before.
- Prioritises essential new learning content as the foundations which children need to know in order to continue making progress – teachers will consider the impact costs of the learning they can and cannot provide
- Encourage children to access a wide range of skills – not all learning will be online based
- Aim to engage the children; we want children to continue to be excited and motivated about learning
- As much as possible are matched to the children's ability
- Enables children to continue from home with the same work as their peers, preventing future gaps in their learning.

Children will be guided to develop the metacognition skills needed to organise their own learning and become as independent as possible. This will happen through:

- Teachers providing clear instructions on how to access the learning, for example, in which order they need to complete the tasks – Children have already experienced IT sessions using Google Classroom. Instructions for parents to support use of Google Classroom have also been provided.
- Teachers providing clear explanations on what children need to access the learning, for example, pencil, paper etc.
- Teachers providing learning in formats which are familiar to the children thus promoting independence.
- Where possible, teachers providing feedback about the completed learning they have received in order to support children moving on with their next piece of learning.

## **Engagement in learning – how will the children undertake their learning?**

### **Remote educational provision for individuals who are self-isolating or shielding**

In cases where individual children are confirmed as needing to self-isolate or shield, teachers will provide learning activities via email and/or the platform 'Google Classrooms'. This will be in line with what their peers are completing in school while remaining manageable for staff on top of their usual workload. Teachers will attempt to offer personalised learning in the event of there being a Special Educational Need.

A pack of learning will be uploaded to the individual's Google Classroom account, or will be printed or emailed where needed. The learning will be able to be completed in any order and at a time which suits the family.

Teachers will draw upon the existing materials such as 'Oak National Academy' (<https://www.thenational.academy/>) and BBC bitesize TV (<https://www.bbc.co.uk/bitesize>). Teachers will also direct children to access their

Timetables      Rockstars      accounts      (<https://ttrackstars.com/>)      and  
(<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>) for  
the Multiplication Check.

We appreciate that some families won't be able to engage with all the learning provided so we recommend that families focus on key priorities such as:

- Reading daily + RWI phonics
- Mastering times tables daily
- Handwriting practice using the cursive style daily
- Spelling practice (Lists can be found in learning packs or on class page on the website)

Teachers will endeavour to view, celebrate and offer feedback to the child whilst balancing workload inside of school. This can be done through Google Classroom feedback given when viewing the work submitted or through comments made in exercise books returned at suggested times.

#### Remote educational provision for whole classes self-isolating

In the event of a larger group (whole class, Key Stage or whole school) needing to self-isolate, teachers will provide a timetable of learning to complete across a week. This learning will contain tasks and links to follow and can be undertaken in a manner that suits the child and family – at any time across the week. Teachers will advise families on how best to undertake the learning with suggested routines and clear explanations given to the children.

Teachers will upload the weekly learning to the Google Classroom accounts and from there will regularly check in to offer feedback on learning which has been 'turned in'. Should any 'live' events take place, teachers will alert children to this with as much as warning as possible.

As much as possible, teachers will set learning which is non-screen based and encourages wider development of knowledge and skills across the curriculum, for example, continuing to meet physical, creative and emotional needs.

The Google Classroom platform enables learning to be celebrated and for children to communicate with each other about their learning. Daily morning video meetings will be held by class teachers to communicate and introduce learning for the day, alongside an opportunity to video call in the afternoon to check in with teachers and ask questions about their learning. The 'comment' function of this platform will be supervised and guided by the teacher; we recognise that sensible, appropriate use of this facility enables children to keep in contact with each other throughout this time.

As undertaken during previous school closure, there will be scheduled opportunities for an online 'google classrooms meeting' in order that the children have the chance to interact and see each other. These calls will only ever be arranged by the class teacher as a chance to have a safe and structured 'meet up'. If a parent has already given permission for their child to participate in online zoom calls, this permission will carry

over. Should a parent need to withdraw permission for this, parents will be given the option to do this prior to the scheduled meeting.

### **Expectations – what does school expect at this time?**

We recognise at this time, there is a joint responsibility between home and school for a child's learning; school want to support families to navigate what is a tricky time for everyone. School expect families to keep each other safe and prioritise safeguarding and well-being. School will endeavour to ensure learning opportunities are available, accessible and inclusive in order that learning at home can take place.

As per Government policy, we have a duty to provide 3 hours of remote provision a day for KS1 children, while in KS2 the expectation is to complete 4 hours of learning every day. As an inclusive School, we offer bespoke packages of support for individual families if required – including one to one tuition or small group work with a trusted adult.

### **For 'live events' and/or 'Google Classroom calls' to be successful and safe:**

- An appropriate adult must remain in the same room as the child during video or conference calls to monitor and ensure they are safe and using it appropriately. This will also give us a chance to talk with you if we need to.
- Children must take part in the meet up in a suitable communal environment (not a bedroom) and be appropriately dressed (uniform isn't necessary, but they should be fully dressed in clothing that covers top and bottom half of the body).
- All members of the household must be aware that the meeting is taking place and make sure they are also suitable dressed and use appropriate language and behaviour when nearby or in the background.
- Screenshots, photos or recordings of meetings must not be made and the links must not be shared with others.

### **We will ensure that:**

- No staff member will contact you or your child using 'live meets' outside of any pre-arranged meetings.
- Teachers will ensure appropriate security settings are in place for the meeting. They will ensure that access is only granted to the expected, registered users, that were invited through the Google Classroom Calendar or via a direct link. Default settings will be set to invite only from teachers.
- In groups of more than one child, a member of staff will be present throughout the video call to help safeguard all participants and monitor appropriate use.
- Teachers and any other adults on the call (or in the background) will use appropriate language / behaviour throughout the call.
- Ensure staff are aware of amount of safe screen time.
- Virtual staff meetings to review the effectiveness of our approach to remote learning,

sharing successes and areas for development eg assessment and feedback strategies.

- Monitor numbers of pupils accessing lessons and tasks; follow up any absences or lack of engagement. Communication to be made once a week with all children, either through Google Classroom video call or a weekly phone call if not attending virtual calls.
- All contact between staff and pupils/families will only be authorised through the school email or Google Classroom page, not through personal email accounts or social media platforms.

**The following websites offer useful support:**

- If you need support with the loan of a laptop – please contact the School office directly. Additionally, we can support you to increase your internet access and data allowance on mobile phones. Please see this link for more information:

<https://get-help-with-tech.education.gov.uk/internet-access>

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

In addition, the following sites are an excellent source of advice and information:

- Internet matters - for support for parents and carers to keep their children safe online

If parents have any safeguarding concerns that need discussing, they can contact the school office on: [secretary@st-day.cornwall.sch.uk](mailto:secretary@st-day.cornwall.sch.uk) and one of our Safeguarding Leads (Susannah Story and Laura Vallance) will get in touch.

London Grid for Learning - for support for parents and carers to keep their children safe online

- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers



# 10 TOP TIPS

## REMOTE LEARNING FOR PARENTS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.

### 1) Take an active interest in your child's learning

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.



### 2) Monitor your child's communication and online activity

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



### 3) Establish a daily schedule and routine

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



### 4) Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



### 5) Ensure your learning device is in a public space in the home

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



### 6) Implement safety controls and privacy restrictions on apps and software

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



### 7) Ensure your child only uses official school communication channels

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



### 8) Familiarise yourself with relevant school policies

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



### 9) Maintain feedback with teachers

Engage in communication with teachers where possible and try to feed-back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



### 10) Monitor your child's wellbeing and mental health

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.

