



Remote Learning Policy

	Signature	Date
Chair of Governors	<input type="text"/>	<input type="text"/>
Headteacher	<input type="text"/>	<input type="text"/>
Committee Approval		January 2021
Next Review Date		Up to governors

Remote Learning Policy

Introduction

This policy has been created to provide a coherent framework from which all staff and parents / carers can develop a consistent and effective approach to remote learning. We have looked at the age and stage of our children and taken in to account the local community and needs, therefore the offer from Newtown should not be compared to other schools as all schools respond to the individual needs of their school community.

Principles

As a Nurturing School the staff understand that every individual family's experience of self-isolation or lockdown will be different. Some parents will be attempting to work at home during a period of isolation and some families will have multiple children needing to access one internet accessible device, other families will have different issues. As such we have tried to make our learning offer as flexible as possible, it is not time sensitive and can be accessed whenever there is an available time during the day. As far as possible it will not require printing materials out. We also understand that some families will be disadvantaged due to lack of internet or device availability.

The youngest children need an adult's support to access early reading and writing opportunities and next step learning, it is fundamentally not feasible to do this totally online or independently. We understand that parents will have different skills, time and patience to do this. Whilst as a school we have set expectations, we understand that sometimes these will not be met due to specific home circumstances.

Remote Learning

There are three main scenarios that will lead to children having to remote learning.

1. A child is self-isolating due to testing positive for coronavirus themselves, a family member having symptoms or testing positive or being asked to by track and trace.
2. A class of children are self-isolating due to a bubble in school being shut.
3. Children are at home due to a lockdown situation; only vulnerable children and the children of keyworkers are in school.

Each of these situations will have a slightly different remote learning offer and these are detailed on the grid on page 3.

Self-isolation

If a single child is isolating for up to 10 days but the rest of the class is in school, then all the staff will still be in school and therefore not able to plan for individual remote learning. The staff have therefore produced remote learning packs that the children can access, these will NOT reflect the learning that is going on in school but will be daily phonics or writing activities that are augmented by the online learning resources.

Contact with staff during a period of self-isolation

Support with the remote learning can be accessed via the school office between 8am and 4pm.

Bubble Closure / Lockdown

Where staff are also isolating the offer is different as staff are able to manage this learning remotely. Work done during a bubble closure or lockdown will reflect the work being carried out in school. One of the benefits of being a two-form entry school is that we will usually have one teacher in school and one working from home. Teaching staff will send an email to parents detailing the weekly work, this will include daily English and Maths lessons and links to videos made by staff or others, explaining or supporting the learning. These videos can be viewed on any digital device, including phones. Follow up work can either be done online or in exercise books or whiteboards that will be sent home. Parents are asked to photograph or scan and email the teachers the work that is completed. Teachers will email each child (from Reception up) feedback at least once a week with advice and next steps.

Teams

As a school we use Microsoft Teams to do face to face meetings, some small group work and individual assessments. This can be accessed through the internet on a smart phone, smart TV, computer, laptop or tablet. Whilst it does not require the app to be downloaded, the functionality is better if it is. When children are accessing Teams meetings it is important that parents make sure that the children are in a quiet place away from siblings or other distractions and that an adult is in the same room for safeguarding reasons.

Contact with staff during a Bubble Closure / Lockdown

As a school we have a duty to ensure that all the children are safe and well, even when they cannot attend school. A member of the staff will therefore phone to speak with all parents once a week. If we cannot get hold of parents by phone we would follow up with an email. If we still cannot make contact it would be considered as a safeguarding concern. Children attending Nurture Group in school will be offered additional support from Nurture Staff during a Lockdown, this could be offered either in school or via Teams.

Vulnerable Children and Families

All children with an Education, Health Care Plan will be offered a place in school during a lockdown. If they are not attending school, then the SENCO will phone them weekly in addition to the call from the class staff.

All children who have a current social worker will also be offered a place in school during a lockdown. If they are not attending school, then the Deputy Head will phone them weekly in addition to the call from their class staff.

Parents should note that these calls will come from withheld numbers as staff will be working remotely.

Expectations

The DFE have stated that they expect KS1 children to be accessing 3 hours of home learning a day. Children will spend different amounts of time completing work, but we would certainly not expect the children to take any longer than this. If children are not completing work this will be discussed at the weekly phone call between parents and staff. If work is still not being completed the Headteacher or Deputy Head will follow up to identify what the barriers are and to support the child to complete the work.

Well-being

Remote learning can be extremely challenging for both children and parents, parents are given the following general advice:

Chunk learning time: Children learn best when learning is done in small time blocks with breaks in between. Start with 10 minutes of learning time and see how they get on. If they lose focus before the time is up, then the learning period is too long.

Set break time limits: It's important to take lots of breaks but set time limits so your child knows when it is time to get back to work. Breaks should be long enough to allow your child to rest and reset, but not long enough to get out of the learning mindset. 20 minutes is usually a good place to start.

Keep it positive: Keep things positive and always find something to praise them on, be specific with the praise. It's always better to stop while you're ahead than to push too far and end up with tears and negative feelings.

Do what works for you: Every child is different and what works for others might not work for your child. Be flexible and work together to find the things that are effective for your family. There is no magic formula for successful learning!

First this, then that: Make a deal with your child to do something unenjoyable and then they will get something enjoyable. Like, first finish this maths and then we'll go outside. Always hold up your end of the bargain! If you change the deal to get in one more bit done, this strategy will not work again.

Stay calm: Remember you are the grown up, if you shout at them or get cross that is what you will get back!

Keep in touch: If you do not understand the activity set by the school then ask, staff are available 8.30am to 4pm Monday to Friday.

Don't worry! Even the best laid plans don't work out sometimes and that's ok. If your child isn't in the learning mood today, don't worry. Engage them in activities that help them learn life skills and have some fun instead there is always tomorrow.

Child self-isolating for 10 days due to testing positive or family member with symptoms or request from track and trace, class open to other children as normal

	Pre-School	Reception, Year 1 and Year 2
Home Learning Expectations	<p>Remote Learning Pack:</p> <ul style="list-style-type: none"> Fine motor control / phonics activities to be completed daily at home <p>Online Learning:</p> <ul style="list-style-type: none"> Free access to Mini-Mash, Reading Eggs and Maths Seeds, no activities will be set 	<p>Remote Learning Pack:</p> <ul style="list-style-type: none"> Writing / phonics activities to be completed daily at home <p>Online Learning:</p> <ul style="list-style-type: none"> Reading Eggs: child to complete placement test and two complete lessons per week Maths Seeds: child to complete placement test and two complete lessons per week Purple Mash: free access to all activities, no tasks will be set
Contact with Staff	Class teacher and Teaching Assistants will be working at school as normal therefore no contact from school should be expected. Parents to email or phone the school office, between 8am and 4pm weekdays during term time, if support is needed.	Class teacher and Teaching Assistants will be working at school as normal therefore no contact from school should be expected. Parents to email or phone the school office, between 8am and 4pm weekdays during term time, if support is needed.

Whole class self-isolating for 10 days, staff physically well and working from home

	Pre-School	Reception, Year 1 and Year 2
Home Learning Expectations	<p>Online Learning:</p> <ul style="list-style-type: none"> Weekly plan to be emailed reflecting exactly what is going on in school, including links to staff and other videos Free access Mini-Mash, Reading Eggs and Maths Seeds, no activities will be set 	<p>Online Learning:</p> <ul style="list-style-type: none"> Weekly plan to be emailed reflecting exactly what is going on in school, including daily Maths and English activities and links to staff and other videos Reading Eggs: children to complete one lesson per week (in lieu of Reading Book) Maths Seeds: Option to access after daily work completed Purple Mash: tasks may be set as part of weekly plan
Contact with Staff	Class teacher or Teaching Assistant will phone and check in once a week and be available by email weekdays between 8.30am and 4pm during term time.	Class teacher or Teaching Assistant will phone and check in once a week and be available by email weekdays between 8.30am and 4pm during term time. Small group or individual work may be done over Teams. Children will receive a feedback email at least once a week.

Lockdown where only vulnerable children and those of keyworkers are in school, half staff are in school and half working from home

	Pre-School	Reception, Year 1 and Year 2
Home Learning Expectations	<p>Online Learning:</p> <ul style="list-style-type: none"> Daily phonics video to be emailed Weekly plan to be emailed reflecting exactly what is going on in school, including links to staff and other videos Free access Mini-Mash, Reading Eggs and Maths Seeds, no activities will be set 	<p>Online Learning:</p> <ul style="list-style-type: none"> Daily phonics video to be emailed Weekly plan to be emailed reflecting exactly what is going on in school, including daily Maths and English activities and links to staff and other videos Reading Eggs: children to complete one lesson per week (in lieu of Reading Book) Maths Seeds: Option to access after daily work completed Purple Mash: tasks may be set as part of weekly plan
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