Potters Green School

nurturing bright futures

Remote Learning Policy

If a child is absent from school as a result of needing to isolate in connection with Covid19, work is provided for them.

Once the office know that a child is isolating, they notify class teachers of this and the period of time that the child is isolating for, so that teachers know how often work needs to be set.
The child will be taught remotely through recorded teaching through Seesaw (a digital app-based platform that allows students, teachers, and parents or guardians to complete and share classroom work).

This will require teachers to provide pupils daily learning to reflect the usual class timetable and regular broad and balanced curriculum. This allows us to teach the same curriculum remotely as we do in school wherever possible and appropriate. We will make adaptations in some subjects where appropriate. For example (within a national lockdown period), a topic which requires a significant number of resources to teach the planned art and design/design and technology/music curriculum may be swapped with an alternative topic from that year groups' long term plan.
This provision may also look slightly different depending on whether a whole bubble is isolating and having to access learning from home or an individual child is isolating.

In the case of a whole bubble isolating or as a result of a national lockdown:

- Daily contact will be made through the notification section. This will include greeting children, providing key information such as the day and date and outlining the learning expectations for the day linked to the daily timetable. This should be done through a video recording and written.
- The children's timetable will be replicated with teaching and activities being provided. This will include English, maths, spelling/phonics, topic, science, maths fluency, story time and other timetabled sessions.
- Teachers will either teach the children each lesson by recording themselves explaining learning or by providing links to teachers explaining learning (potentially through the use of Oak Academy/White Rose). It is however essential that the teaching follows the expectations of the school's current long and medium term plans.
- Any changes to long and medium term plans required as a result of remote learning, need to be discussed with the leader for that area beforehand.
- Children's completed activities, posted by the children, will be responded to on the same day by the teacher. Feedback will be provided.
- Assemblies/collective worship will be provided each day at 9am. Children will have the following assembly focuses:
    - Pictures News
    - Thrive class assembly
    - Phase
    - Year group
    - Class PSHE/RHE focus
- All children will be assigned a book to read through Bug Club and this will be reviewed at least weekly.

In the case of an individual child isolating:

- Learning must be set for the child on a regular basis (at least 3 times per week – M/W/F).
- Weekly key learning linked to English, maths, science and topic will be shared with the child. Resources from the child's regular lesson will be provided to support them.
- Children will be assigned a book to read through Bug Club and this will be reviewed at least weekly.
- Additional resources such as those listed below may also be used to support the teacher in managing their workload while continuing to provide remote learning.

Minimum amount of study time

Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
Key Stage 2: 4 hours a day

Immediate response

Education provision will usually be made available immediately (on the day that the children are sent home from school) however this will differ to our standard approach. Teachers will be given a day to prepare our standard approach to remote learning for their class. When children are sent home to isolate the teacher will provide an English and maths activity through Seesaw using Oak Academy and White Rose. Children will also be given guidance to complete learning through various online platforms that we use in school including Times table Rockstars, Spelling Shed, Maths Shed, Oxford Owl and Bug Club.

Not accessing technology?

If the child/family do not have access to the internet/technology in order to use Seesaw despite provisions being made for them (laptop loans and data allowances/internet connection), the teacher will provide paper copies of learning for them to complete. This learning can then be returned when the child finishes their isolation period or it can be shared via photograph with the class teacher through the class email in order for feedback to be provided.

Additional Resources

Oak Academy: https://classroom.thenational.academy/subjects-by-key-stage
Maths resources linked to White Rose: https://whiterosemaths.com/resources/primary-resources/
Various online platforms that we use in school including Times table Rockstars, Spelling Shed, Maths Shed, Oxford Owl and Bug Club.

Planning and Teaching

Teachers are expected to continue to use the school's current systems for medium and short term planning.
They will also continue to use a variety of teaching strategies including:

- sharing the learning statement through the use of WALT
- developing success criteria
- recapping of previous knowledge
- modelling (clarity of explanations is even more important as we can't as easily correct misunderstandings or misconceptions)
- questioning
- differentiation
- opportunities for reflection.

Feedback

Feedback can take many forms and will not always mean extensive written comments for individual children. Children's work will be reviewed on the day that the children complete the activity (when the work is completed between the usual school day hours).

Teachers may respond:

- with a 'like' when the learning completed is correct
- with a developmental written comment to highlight how the child can make improvements
- with a verbal audio or recorded video comment to provide further support or guidance (when modelling is required)
- with a verbal audio or recorded video comment to provide next steps (when modelling is required)

Assessment

Teachers will continue to use children's work to inform their teacher assessment for English and maths.

For maths, teachers will continue to share the end of unit tests through Seesaw.

For topic learning, assessments will continue to be made through Maestro.

Low-stakes quizzes can be built in to remote education, as can written assignments and retrieval practice activities. This will aid teacher's assessment.

Teachers will be mindful of how much support each child is receiving at home in order to complete tasks and once the child returns to school baseline assessments in connection with remote learning will be carried out.

Praise

Through feedback, all teachers will provide praise and reward where appropriate to motivate children in their learning and encourage their engagement.

Praise post-cards will also be sent home on a weekly basis.

Teachers will Tweet on a weekly basis to share and celebrate the classes learning. These Tweets should be general messages which do not state a child's name or their image. They could be examples of good quality learning completed by the children.

Engagement Concerns

Whole school text messages and emails will be sent home to celebrate and promote engagement in home learning through Seesaw.

If children are not completing any home learning through Seesaw and therefore there is no contact with home, a designated member of staff will contact these families on a weekly basis. This contact will be to outline the expectations in terms of home learning but also to check the wellbeing of the child.

If class teachers have concerns that children within their class are completing some, but not enough home learning through Seesaw, class teachers will contact families via email and/or telephone to have a discussion about this.

Additional Support

We recognise that some pupils, for examples some children with SEND or our youngest children may not be able to access remote learning without support from adults at home.

For SEND children, teachers will provide learning to meet the child's specific needs. This learning could be differentiated from that of the rest of the class or could be an entirely different task. Teachers and the inclusion leader will also available to provide support and guidance via email and phone call to the parents.

For children within the early years of education teachers will continue to follow their current timetables however, activities provided will take into consideration that these children may not access Seesaw fully independently. There will be a greater focus on the sharing of stories, images/video and rhymes to develop learning and phonics will be taught daily.

FAQ

What will happen for PPA time?
If a whole bubble is isolating, including the teacher, PPA will happen during the remote learning preparation day. In some circumstances time may also be provided during the usual PPA session. During a national lockdown, staff will manage their own PPA time ensuring that they have the allocated amount of time (see termly PPA breakdown).

What will happen for leadership time?
There will be no leadership time provided during the isolation period. If leadership time is essential, this can be discussed and arranged with SLT.

What if a teacher is asked to self-isolate through Track and Trace or a member of their household become symptomatic during remote learning?
As long as the teacher's ability to work is not affected they continue to follow the remote learning policy.
If the teacher's self-isolation period extends beyond the remote learning period and the teacher's ability to work is not affected, the teacher provides planning and support for the (supply) teacher covering their absence. Teachers should also engage in remote PPA sessions with their partner teacher.

What if a teacher becomes ill and is unable to work during the remote learning period?
The normal absence policy will be followed and the staff member will inform the school office. Parents of this class will be informed that the teacher is absent and the alternative arrangements in place. Where possible an available teacher will cover this period of absence, liaising with the year group partner teacher and following the remote learning policy.