



Remote Learning Policy

Primary Phase

Approved by: Full Governing Body
Date: October 2021
Last reviewed on: January 2021
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HAPPINESS



EXCELLENCE



ACHIEVEMENT



RESPECT
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TOLERANCE



SELF-BELIEF

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Aims
This remote learning policy for staff aims to:
Ensure consistency in the approach to remote learning for pupils who aren't in school
Supporting growth in confidence with new material through scaffolded practice
Application of new knowledge or skills
Enabling pupils to receive feedback on how to progress
Set out expectations for all members of the school community with regards to remote learning.
Provide appropriate guidelines for data protection
Ensure pupils unable to attend school remain fully included within the school community.
Continue to ensure that every child receives the best education the school can provide them.
Ensure that remote education is integrated into the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown.

Roles and responsibilities

Senior leaders - alongside any teaching responsibilities, senior leaders are responsible for:

Co-ordinating the remote learning approach across the school.

Monitoring the effectiveness of remote learning.

Monitoring the security of remote learning systems, including data protection and safeguarding considerations

If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership team will take direct responsibility for this. If this is the case, home learning provision and systems may need to be adapted so that school leaders can continue to manage their leadership roles while carrying out remote learning for the class.

Designated safeguarding Lead:

The DSL is responsible for: Safeguarding concerns, including those related to Remote Learning. Please refer to Child Protection and Safeguarding Policy.

Teachers:

When providing remote learning, teachers must be available between 9 am and 3pm on their working days. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

What is Remote Education?

There are different definitions. Some of the most common are:

Remote Education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.

Digital Remote Education: often known as online learning. This is remote learning delivered through digital technologies.

Blended Learning: a mix of face to face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happens in class.

Synchronous education: this is live

Asynchronous education: when the material is prepared by the teacher and accessed by the pupil at a later date.

Class Dojo

Class Dojo is the online platform we are using to facilitate our Remote Education offer. Work will be set via your child's 'Portfolio'. They will be able to access the activity, along with any explanations the teachers have provided. All parents have been invited to join Class Dojo and are able to access all online learning via this platform. Parents also have access to Homeroom app where extracurricular activities will also be provided. Where parents are not connected to Class Dojo the same work will be provided through a pack delivered at regular intervals via post or home visit. Efforts will continue to be made to connect these parents to Class Dojo.

Oak Academy

Oak National Academy was created in April 2020 as a rapid response to the coronavirus outbreak. There are nearly 10,000 lessons and resources that cover a wide range of subjects, from Early Years Foundation Stage to Year 11.

Each lesson is around an hour-long. They're delivered by a teacher, with a pre-recorded video as well as quizzes, worksheets and creative activities. There is no login or password, you can access lessons on any device, and pupils only need materials they can find at home. We are using Oak Academy to assist in the Remote delivery of our existing curriculum. Teachers will provide links through Class Dojo directly to the appropriate videos, activities and resources. Where a response from your child is required, children will be able to submit any work they complete through their individual 'Portfolio'.

White Rose Maths

White Rose Maths provided the curriculum content and sequence we were following before lockdown. The online resources allow us to continue progressing through the curriculum content largely as we would have in normal circumstances, but with some small adjustments. Teachers will provide links to the teaching materials they want you to access through Class Dojo, and your child's responses will be submitted in your child's 'Portfolio'.

Online Resources

Teachers will also direct children to complete work on one of the online learning resources we have available. These are Mathletics, Timestable Rockstars and Oxford Reading Buddy.

Individual Isolation

When an individual is self-isolating and the rest of the classes are in school, work will be provided via Class Dojo that reflects what is happening in class. The procedures for accessing the work and then submitting your child's responses on Class Dojo are explained below. Safe and Well Being calls will be made by the teacher, or other appropriate members of staff, during the period of isolation.

Bubble Closure

When a Bubble has been forced to close because a child or member of staff has tested positive for Covid – 19, work will be provided by the class teacher via Class Dojo. The procedures for accessing the work and then submitting your child's responses on Class Dojo are explained below. Safe and Well Being calls will be made by the teacher, or other appropriate members of staff, during the period of isolation.

National Lockdowns

There may be some variability of provision between classes. However, each child can expect:

- Lessons to be set according to a class timetable **made available by the class teacher through the 'Class Story' feed for your child's individual class. This will ensure your child is receiving the full breadth of the curriculum for the period of Lockdown.**
- To receive daily Maths and English sessions. Daily phonics lessons will be planned for KS1 and all parents will be able to access the online learning hub for RWI where modelled lessons are also available.
- To have the opportunity to listen to either their teacher/teaching assistant read to them daily.
- To have one Science lesson a week.
- To have one PE lesson a week.
- To have the opportunity to access other non-core lessons once a week as described in their individual timetables.
- Work will be set daily. Teachers will use a range of resources and links to educational websites when providing activities.
- Teachers will be available to contact between the hours of 9am – 3pm. Teachers can be contacted via Class Dojo through the 'Messages' tab or via 'Class Story'.

Providing feedback on work:

All work submitted to Classdojo and/or Homeroom will be acknowledged by the class teacher. Feedback will be given for English and Maths on an individual, group or whole class basis. Feedback will be age appropriate.

Keeping in touch with pupils who aren't in school and their parents:

In the case of a national or local lockdown, a member of staff (usually the class teacher or teaching assistant) will attempt to speak to both parent and child once every two weeks. If the member of staff is unable to talk to your child, they will continue to make calls until that contact has been made. For our most vulnerable children (children with an EHCP, children on a Child Protection plan or children identified as a Child in Need) a member of staff, usually a member of the Pastoral Team, will attempt to make contact with parents and children once a week. If the member of staff is unable to talk to your child, they will continue to make calls until that contact has been made. Any concerns will be recorded in line with whole school procedures and may lead to further calls home or in some cases home visits by a member of staff.

In the event of a self/class bubble isolation, communication will be via Class Dojo. If there has been no communication from either a parent or child via Class Dojo by day 3 of lockdown/self-isolation period starting, teacher or SLT member will call parents/pupils on day 4.

Emails received from parents and pupils are to be checked between 9am and 3pm, Mon- Fri. Teachers should respond to pupil/parent emails within 24hours (where possible).

Teaching assistants - when assisting with remote learning, teaching assistants must be available between 9am and 3pm. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Supporting Subject leads: Alongside their teaching responsibilities, as outlined above, subject leads are responsible for: Monitoring the work set by teachers in their subject and reviewing work set weekly.

Staff can expect pupils to:

Complete all work set so as not to fall behind in their learning and take responsibility for rigorous and daily home learning.

Be contactable during the hours of the school day 9am – 3pm – although they may not always be in front of a device the entire time.

Engage with teachers via the learning platforms

Seek help from teachers if they require it.

Alert teachers if they're not able to complete work

Staff can expect parents to:

Seek help from the school if they need it.

Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

Remote Learning Plan

#The Washwood Way



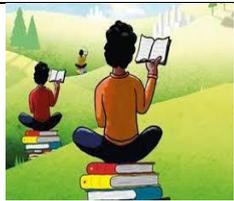
Online Learning

Your individual teachers will post learning activities for you to work through and they will provide you with feedback, using both Clasdojo and Homeroom platform. This may include presentations, worksheets, reading or links to specific online applications such as Oxford Reading Buddy and/or Mathletics. Work on paper where you can to avoid too much screen time. All parents will have received the remote online learning newsletter. If your class bubble closes for two weeks, you will receive a personalised learning pack to complete.



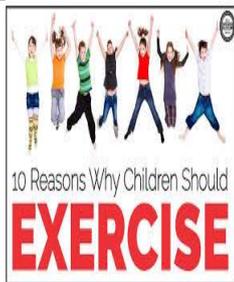
Communication

If you have any worries or concerns about the tasks set please let your teacher know through Clasdojo, no other pupil will be able to see your comments. If you need to email the school directly please use the school email address: primaryenquiry@washwood.academy on the website and we will get back to you. We will keep in touch with your parents/carers using text messages and email. Follow us on Twitter and Homeroom and watch the website for important messages. Your parents can contact your teacher directly via Clasdojo.



Read & Broaden your Mind

Every teacher has an expectation that every pupil will undertake daily reading activities. We hope that parents will help you with this. These can include reading fiction, and non-fiction. Commit to reading, it is a great way to escape to a different place. Many books are freely available online, just google 'free books online' and you will have access to huge numbers of classical and modern texts that you can download. Log on to Oxford Reading Buddy daily.



Exercise Daily

If you can go outside, then get as much fresh air as you can. Sunlight is important for vitamin D production which will help your immune system. Commit to raising your heart rate for 30 minutes per day. Exercises can be adapted for your own home and do not always require a large space or expensive equipment. YouTube is a great source of fitness material; Joe Wicks YouTube channel has a "kids" specific section as well as short work outs that are suitable for older pupils. Exercise can be any bodyweight exercises such sit ups, press ups, star jumps and squats. Jogging, running or brisk walking are all good ways of increasing your heart rate.



Be Creative

Looking after your mental well-being is just as important as your physical health. Learn a new skill, make something, spend time drawing or writing creatively. Watch films and plays that you wouldn't usually, and listen to music. There are lots of performances available for you to enjoy online, and we will send you regular links to these. If you are interested in musicals and love Roald Dahl adaptations there are lots of activities to be found here <http://uk.matildathemusical.com/schools/matilda-school-resources/>



Your Teachers

Will ensure that everybody is supported with their learning. They will check to see that work is being completed and that teachers are setting challenging work. Your teachers will make sure that work is appropriate to your individual learning needs. You will also receive regular telephone calls from your teacher/s to ensure that you are happy and safe at home. Your teachers will work as a team to ensure that you continue to receive the highest of education whilst at Washwood Heath Academy.

Try to stick to a daily routine, follow your school timetable – see overleaf
Take regular breaks from screens. Keep in touch, we are here for you.



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Home support where pupils are required to remain at home (for example, if pupils need to self-isolate or there are local restrictions) helping parents, carers and pupils to make a weekly plan or structure is important. These plans should include time for education, playing and relaxing to reduce stress and anxiety and should be in line with your class timetable. Consider whether one-to-one sessions could be appropriate in some circumstances. For example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND). Discuss with SLT where appropriate.



EHCP. Where a child with an EHCP plan is learning from home, ensure that tasks set reflect areas of need within the plan. Teachers will be expected to keep in touch with vulnerable pupils as previously. Teacher-pupil contact will be in line with secondary processes. Breaking up taught information and delivering it in shorter sessions—and returning to the same points later on—takes advantage of what psychologists call the “spacing effect” or distributed practice, which boosts learning. This will be especially effective for pupils with particular learning if not effective for all pupils.



As with classroom teaching, it’s best to connect new information to what pupils have already learned—or, if they’ve forgotten the context that will help them understand and remember the new material, let them know where they can find it. As education expert Paul Kirschner has said, “The most important factor in learning new things is what one already knows.” When introducing a new concept or skill, teachers should provide pupils with examples. They might show children a maths problem that is already worked out or a video in which they demonstrate how to solve it, explaining what they’re doing and why.



Replicate the classroom remotely. The EEF (Education Endowment Foundation) has found that the effectiveness of live classroom teaching should contain the following: ensuring pupils receive clear explanations, scaffold new material, apply new knowledge or skills, provide pupils with effective feedback on how to progress. Where families have requested further technological support, school will endeavour to support using catch up funding or curriculum workbooks for ease of delivery. EYFS staff will monitor parental contributions on Tapestry and provide constructive and timely feedback.



Time for yourself. Be aware that looking after your mental well-being is just as important as physical health and the same goes for teaching staff. Establish clear routines and procedures so that remote learning is as effective and supportive for you as it is for the pupils. Emulate the school day as much as possible and remember to take regular screen time breaks. Weekly staff meetings will take place via Microsoft Teams and will be used in the first instance as a supportive measure for all staff. Meetings will allow for coordination of access links, monitoring and feedback sessions. SLT will monitor the security of remote learning systems, including data protection and safeguarding considerations to ensure the safeguarding of the Washwood community.



Support both pupils and parents via clasdojo and answer any concerns that parents may raise. Ensure that all new material is delivered with a video explanation to ensure clarity for all. Work must be personalised for all children as it would be within a classroom setting. Ensure usage of quizzes and tests to consolidate learning and allow for effective teacher assessment. Teaching Assistants must liaise directly with teachers in the first instance and provide pupil support as directed. Therapy champions must liaise regularly with therapists to ensure delivery consistency.

Try to stick to a daily routine and follow your teaching timetable as much as possible. Take breaks from screens