Lingdale Primary School

'Working together to be the best we can be'

Remote Learning Policy

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Contents – Click on a heading to be taken to that part of the document

1. Aims

This document is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire bubbles to remain at home.

For details of what to expect where individual pupils are self isolating, please see the relevant section of this document.

To ensure remote learning meets the high expectations set in school, additional considerations must be undertaken:

- Ensure our approach to remote learning is consistent across the whole of school to provide children, who are not in school due to Covid-19 restrictions, with a platform to continue their learning.
- Provide expectations for all members of the school with regards to remote learning.
- Have specific guidelines with relation to GDPR requirements.
- Continue to have high expectations for all learners and provide each pupil with the tools to continue learning.
- Continue to differentiate appropriately to meet children's needs
- Have policies in place to allow families to loan equipment to aid with remote learning (see appendix 2).

2. Lingdale Primary School's approach to remote learning

A pupil's first day or two 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.

In the event of a closure, we will have provisions in place for these first couple of days:

- Access to activities through Google Classroom.
- For those with limited digital access, a paper pack will be available to collect on day 2.
- Support through email for parents to enable them to plan for a period of lockdown.
- Further online content will be available from day 2 including a timetable of live lessons.

We endeavour to 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, science and geography lessons will make use of digital content as the resources needed, such as atlases and practical equipment, would not be available in the same way they are in school. P.E. activities will still be provided weekly and will allow children to use their home environment to achieve the objectives with safety a paramount consideration.

All families are contacted on a weekly basis to offer support to give them an opportunity to raise any worries or concerns to the school staff.

3. Expectation of study time

When considering remote learning, we will provide activities that will broadly cover the expectations set out below:

Nursery	1 hour
Reception	3 hours
Key Stage 1	3 hours
Key Stage 2	4 hours

4. Accessing remote education

Key Stage 1 & 2

Google Classroom will be the primary 'hub' for children to receive their education for those in Years 1-6. The interface of this app/website allows children to easily navigate the different activities and tasks they have received. Children have been extensively taught how to use the features in Google Classroom and are familiar with how to share work and respond to feedback. Video instructions and guidance has also been sent to parents to support them in setting this up.

The Google platform gives children not only access to Google Classroom, but to associated apps to support the children's learning (all set out in the section titled – How children will be taught remotely). However, in the interest in safeguarding and GDPR, children will not have access to the following features:

- Email
- Access to video conferencing without the teacher/teaching assistant being present
- The ability to create their own video conferences
- Screen sharing

Through our acceptable user policy, children, parents and staff understand that they should report any additional problems directly to the Headteacher or a member of the safeguarding team.

EYFS & Two-year-old provision

Our younger children will access their remote learning through the Marvellous Me app. This will be used in conjunction with email and telephone correspondence with parents. As many of our children require parental support to access their work, this app allows them to access suggested web based links alongside teacher set work.

Parents are already familiar with this app as it has already been utilised to share the children's learning journey when the children are in school.

5. Supporting families with digital access

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

At the start of the academic year, the school undertakes extensive research of all of our families' digital accessibility (see appendix 1). Following our findings, we are in a better position to understand the needs of our school community.

During any closure or isolation of individual bubbles, the families who require support will be invited to collect a device from school, sign it out by agreeing to our loaning policy and utilising it for home learning.

All of our families will have access to paper copies of the remote learning that ensures all children have access to the work.

Returning work

To allow all children to return work, we offer families, without digital access, the opportunity to return work to the school office. We will then leave the work for up to 72 hours before reviewing the work as per the risk assessment and respond accordingly. In addition, all children are provided with a writing book and a maths book to record their work that will be brought back to school when lockdown or an isolation period is over.

For those families who are not engaging in remote learning, digitally or paper based,

6. How children will be taught remotely

KS1 & 2

As stated above, the use of Google Classroom will be the primary 'hub' for children to receive their education for those in Years 1-6.

Teachers will provide a mixture of 'live' sessions and opportunities for smaller breakout activities throughout each day of lockdown for those children who need additional support to ensure maximum engagement from the pupils. Additionally, staff will provide pre-recorded sessions that demonstrate activities and model how they should be completed. This allows children to revisit the key concepts covered within the lesson multiple times if required. This means all children, regardless of internet connection, can access lessons. Alongside teachers' live and recorded lessons, links to other pre-recorded learning such as Oak Academy will be shared.

All resources are uploaded to Google Classroom and released to pupils at the start of the week before any lessons are delivered giving families the opportunity to familiarise themselves with the work.

Paper copies will be available from school at the start of each week and any families who are isolating will have their packs delivered. Reading books are provided and the pupils have access to MyOn – a digital reading platform with access to 1000s of books all catered to their level of ability.

The school already uses Times Table Rock Stars and use of this app will continue during periods of remote learning. The staff and pupils are already familiar with the interface.

All members of staff involved in remote learning, particularly if they are on screen, should be dressed appropriately for work and be in an environment conducive to learning (i.e. not in a bedroom). The same applies to pupils – they must not be in a private environment such as their bedroom when attending remote learning sessions.

All teaching staff have already received training on the use of Google Classroom. Mr Fairbridge will provide additional training and support for additional features alongside training videos as a reference point for all staff. Teaching assistants will also have the videos available and have the opportunity to work with the teacher they support to develop their own understanding of the different apps provided.

EYFS and Two-year-old provision

Marvellous Me (discussed above) allows our families to access work from the teacher and use pre-recorded videos and websites to access their learning from home.

A private YouTube channel has been set up for families to follow specific instructions to support our youngest learners. Children can access these links through the app and return work in the form of messages or photographs also through the app.

7. Engagement and feedback

We expect families to engage as much as is practicable. However, we do recognise that 100% compliance may not be realistic. Where parental support is needed, we will send clear instructions or model the activity clearly.

Staff monitor daily engagement with remote learning and weekly calls will be made to all of our families. In the event of a family not answering, a message will be left and a follow up email sent. A weekly summary will be shared amongst staff and those families who are not engaging can be identified for contact. As all families will receive a paper learning pack, those who are not engaging can be spoken to when the pack is delivered and - where required – a letter can be sent.

For our youngest learners, Marvellous Me provides a report of engagement for the teachers to analyse engagement and then the above steps can be followed.

Feedback

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 others. Our approach to feeding back on pupil work is as follows:

- Private messages remarking on the quality of the work and effort shown.
- Points for further improvement
- Whole class feedback through the 'stream' area of Google Classroom.
- Dale postcard (part of rewards given whilst in school) sent home commenting on excellent work or engagement.

- Call and email correspondence to discuss any questions or concerns.

We endeavour to respond to any concerns or questions within an hour of them being raised but families need to appreciate the difficulties of maintaining this whilst staff are still working at school.

8. Additional support for pupils with particular needs

We recognise that some pupils, for example, some pupils 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:

- Additional guidance and support provided by the SENCO to support families.
- Coloured paper and reading overlays for those who require them.
- Focus on targets from provision plans and work sent accordingly

When children with SEND are working from home, differentiated activities and resources will be provided to aid their learning. Additional calls home and small group live lessons may also be utilised to support them.

Younger children will continue to have phonics lessons – either live or recorded – so families can see the methods of teaching and support children with activities linked to their phonetic knowledge. Modelling is key for these families so video examples are important and the reason a YouTube channel has been set up for this purpose.

9. Remote educating 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 is likely to differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

Children will be provided with a home learning pack (similar to the paper pack all children receive during lockdown) and a device where required. They will have both maths and English activities and work that covers the fundamentals of the foundation subjects being taught in school.

Where possible, screen casting can be used during a teacher's delivery to the class in school so the child at home can still hear the teaching and view any learning slides. This approach will also be used where staff are teaching key/critical workers and vulnerable families during a lockdown. All safeguarding and GDPR regulations will be enforced and broadcasting of the class or the child at home will be permitted.

Staff will continue to respond to work submitted in a timely manner but we would expect parents to recognise the constraints that exist.

If children are unwell, sensitivity will be evident in how we maintain contact with them.

Appendices

Remote Learning Questionnaire

This questionnaire will support the school in providing you with the best possible assistance in the unfortunate event of a bubble or the school having to self isolate due to Covid-19.
* Required

1. Name of child(ren) *

   _____

2. Do you own a mobile phone? *

   Mark only one oval.

   ◯ Yes

   ◯ No

3. If you answered yes to the previous question, what type of mobile phone do you have?

   Mark only one oval.

   ◯ Iphone

   ◯ Android

   ◯ Don't know

4. What is your internet access like at home? *

   Mark only one oval.

   ◯ Internet into the house only (via broadband)

   ◯ Mobile data only (via mobile phone sim card or tablet)

   ◯ Both internet into the home AND mobile data

   ◯ I don't have access to the internet at home

5. When do you have access to the internet at home?

Mark only one oval.

- ◯ All of the time
- ◯ Some of the time
- ◯ Occasionally
- ◯ Never

6. Do you have your own computer/laptop/tablet at home? *

Mark only one oval.

- ◯ Yes and I can access all internet services including streaming videos and my child's work
- ◯ Yes and I can access most internet services including Google Classroom but not videos
- ◯ Yes but it struggles to connect to anything including Google Classroom
- ◯ No I do not have anything that I can use for my child to access work

7. Do you have enough computers/laptops/tablets for all your children to access school work at the same time? *

Mark only one oval.

- ◯ Yes
- ◯ No

8. When the schools were closed, did you have any problems with technology or access to online materials from school? *

Mark only one oval.

- ◯ No problems
- ◯ Didn't know how to access the work through Google Classroom
- ◯ Struggled to submit work to the teacher
- ◯ Other: _____

9. Is there anything that might affect your child's ability to access work from school in the event of their bubble closing? *
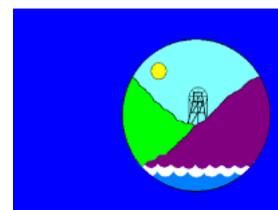
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_____

_____

_____

_____

10. Is there anything else we could help with if your child needs to work from home?

_____

_____

_____

_____

_____

Appendix 2
Acceptable Use Agreement – Technology provided by school

All young people have a right to an education and since the emergence of Covid-19, there is an expectation in place that this education continues in the event of a bubble or the whole school self-isolation period.

Due to your current position concerning technology at home, you are entitled to loan hardware from school for your child to continue their learning whilst in lockdown.

In order for us to provide you with additional technology, you must agree and sign this agreement understanding the following points:

- The technology you have received is the property of the school and must be returned at the end of the lockdown period.
- The technology is for the sole use of remote learning and should not be used by you or your children for personal reasons.
- Your children will use child safe search engines when researching information linked to their remote learning using sites such as Kidtopia or Kidrex.
- All internet activity needs to be in line with the acceptable use policy signed previously.
- Any concerns about the use of the technology should be reported to the school immediately
- You understand that your child should be using the equipment in a neutral place where their e-safety can be monitored.
- Any damage to the equipment, whether accidental or purposeful, will need to be paid for by you the lender.

Name of child	
Year Group	
Parent/Carer Name	
Signed	
Date	

Parent / Carer Acceptable Use Policy Agreement

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. Young people should have an entitlement to safe internet access at all times.

This Acceptable Use Policy is intended to ensure:
- that young people will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- that school ICT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that parents and carers are aware of the importance of e-safety and are involved in the education and guidance of young people with regard to their on-line behaviour.

The school will try to ensure that pupils will have good access to ICT to enhance their learning and will, in return, expect the pupils to agree to be responsible users.

A copy of the Pupil Acceptable Use Policy is attached to this permission form, so that parents / carers will be aware of the school expectations of the young people in their care. Parents /Carers are requested to sign the permission form below to show their support of the school in this important aspect of the school's work.

Permission Form

As a parent / carer, I give permission for my son / daughter to have access to the internet and to ICT systems at school.

I know that my son / daughter has signed an Acceptable Use Agreement and has received, or will receive, e-safety education to help them understand the importance of safe use of ICT – both in and out of school.

I understand that the school will take every reasonable precaution, including monitoring and filtering systems, to ensure that young people will be safe when they use the internet and ICT systems. I also understand that the school cannot ultimately be held responsible for the nature and content of materials accessed on the internet.

I understand that my son's / daughter's activity on the ICT systems will be monitored and that the school will contact me if they have concerns about any possible breaches of the Acceptable Use Policy.

I will encourage my child to adopt safe use of the internet and digital technologies at home and will inform the school if I have concerns over my child's e-safety.

Pupil Name	
Year Group	
Parent/Carer Name	
Signed	
Date	