

YARDLEY GOBION CE
PRIMARY SCHOOL

Remote Learning
Policy

"Using the talents God gave us to achieve and shine"

God's voice thunders in marvellous ways;

He does great things beyond our understanding.

Job 37: 5



YARDLEY GOBION CE PRIMARY SCHOOL REMOTE LEARNING POLICY

POLICY TITLE:	Remote Learning Policy
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POLICY OWNERSHIP:	
School	Head Teacher
Governors	Full Governing Board

POLICY IMPLEMENTATION DATE:	January 2021
POLICY REVIEW DATE:	September 2021

POLICY REVIEW DOCUMENT HISTORY

This policy is monitored by the Policy Owner(s) and will be reviewed every year, or as dictated by school requirements or legislation.

Version	Date	Author	Amendment	Approval / Adoption
1	16/12/20	V. Griffiths	NEW Policy <ul style="list-style-type: none"> • DfE requirement 	

IMPLEMENTATION / UPDATING

Following approval, it is the responsibility of the Policy Owner(s) to ensure that the policy is:-

- circulated to all relevant stakeholders
- uploaded onto the school website

RESOURCE IMPLICATIONS

Training time to staff and cost of update training.

REFERENCES/LINKS/CONSULTATION

LEGAL COMPLIANCE & EQUALITY STATEMENT

At the time of ratifying this policy, the policy owner was satisfied that, to the best of their knowledge, this document complies with all relevant legislation.

The school is committed to the principles of Equality and under this policy no person will be treated less favourably on grounds of race, colour, nationality, ethnic or national origin, disability, gender, marital or parental status, age, religion or belief, sexual orientation, proposed or actual gender re-assignment, economic group, employment status, or any other condition or legally protected characteristic which cannot be shown to be wholly justified in relation to the effective operation of the school.

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

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.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

- Initially, work may be sent home in paper form, to allow children to continue to learn whilst we finalise plans for our learning plan.
- Initially, work may be sent via email, rather than our Microsoft Teams platform, until we have ensured all families can access the system.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We will endeavour teach the same curriculum remotely as we do in school wherever possible and where appropriate. However, we have needed to make some adaptations in some subjects. For example,

- PE teaching will not follow our curriculum due to not being able to provide resources and potential necessary supervision to each household.
- Art, DT, Music and Computing may need to be changed depending on the resources needed

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils	Reception Pupils 2 hours KS1 (Years 1 & 2) 2-3 hours LKS2 (Years 3 & 4) 3- hours UKS2 (Years 5 & 6) 4 hours
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Accessing remote education

How will my child access any online remote education you are providing?

We will be using a Microsoft Teams platform to deliver remote learning. Parents will need to install the Teams App on a device at home and will be given the children's log-in information.

If my child does not have digital or online access at home, how will you support them to access remote education?

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:

- We will look at how we can loan devices if required. Through the government scheme we have only been allocated two devices and can only access this once we have had need to shut a bubble.
- We assume all families have access to the internet, through the normal weekly homework tasks. Please let school know if this would be something you would need further support with.
- If printed copies of work are required then arrangements would be made with the class teacher's to have items ready for agreed collection times. There would also be times arranged for completed work to be return to school for teachers to give feedback on.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- recorded teaching (e.g. Oak National Academy lessons or video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (TT Rockstars and Reading Eggs)
- long-term project work and/or internet research activities that would have normally been given as homework tasks.
- we will have a slot everyday when children will be asked to participate in a live session(s) with the class teacher.

Engagement and feedback

What are your expectations for my child's engagement and the support required from parents?

- We expect children to join the live meeting with their teacher everyday
- We expect that the daily work set for Maths and English is completed, ready for moving on the next day.
- We request that tasks for other subjects are completed during that week, ready for moving forward the next week.
- We request on-going projects to be added to regularly and be completed by the required time.
- We ask parents to ensure children are committed to learning on a daily basis, by creating a schedule that they can stick to.
- We ask parents to ensure children attend their live daily session
- We ask parents to ensure that work is completed by the required dates.

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How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Teachers will have daily contact with children and will be questioning their understanding and progress
- Teachers will ask children to complete assignments via Microsoft Teams, or by emailing pieces of work directly to them. Staff will respond to that work in an appropriate timescale, as they would be giving feedback if the children were in school.
- Staff will be in contact with parents if any work is not completed and will ensure you are kept informed of any concerns with progress.

How will you assess my child's work and progress?

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

In this section, please set out briefly:

- Verbal feedback during live sessions
- Marked assignments on the Microsoft Teams platform
- Responses to work, via email

- Children will receive feedback on work in a timely manner, in order for them to continue to progress. This may be daily, or every couple of days depending on the work.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

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:

- All work will be differentiated before being set, taking into account the child's needs.
- Our SENDCo, Mrs. Hooper, will make contact weekly with those children who would normally receive significant additional support in school, to ensure they are accessing the work successfully and to see if any additional resources are required.
- For Reception children it is more difficult to provide remote learning. However, we will be providing daily phonics sessions and be giving activities that children can do. Reception children do need more input from adults than older children and we recognise that differing home circumstances will impact how much adult support children will have. They will have their daily live contact with the teacher, who will monitor their progress and adjust learning ideas as required.

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

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Work will be adjusted daily to match the progress being made in school. Children will be sent work, as shown in the table below, in-line with what the class are doing. This will mean that some subjects if they are not being covered in school that week will not be provided.

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Weekly Overview – Subject to Curriculum requirements

KS2	KS1
DAILY English – Reading 60 mins English – Writing and GaPS 60 mins Maths – 60 mins	DAILY English – Reading 45 mins English – Writing and GaPS 45 mins Maths – 45 mins
WEEKLY Science 45-60 mins RE 45-60 mins PSHE/Mindfulness 25- 45 mins Art or Computing 45-60 mins Theme x2 45-60 mins Physical Activity Task x2 25 -45 mins MFL 25 mins	WEEKLY Science 45 mins RE 45 mins PSHE/Mindfulness 25- 40 mins Art or Computing 45mins Theme x2 45-60 mins Physical Activity Task x2 25 -45 mins

Provisional Plan for Curriculum Delivery (Subject to change dependant on each class’s curriculum coverage at the time of closure)

Year 1-6 (Non-daily subjects may be delivered on days different to what is outlined below – Teams notification will let you know what subjects have been set for what days)

Mon	Tue	Wed	Thur	Fri
Maths & English				
Science	RE	Theme	PSHE	Theme
MFL	PE	Art	PE	Computing

EYFS

Mon	Tue	Wed	Thur	Fri
Phonics	Phonics	Phonics	Phonics	Phonics
English	Maths	English	Maths	English
PE	Art	Science/Nature	PE	Teachers Choice