

Policy No	Blisworth Community Primary School
Version No 2	(Remote Learning Policy. Information for parents and carers)



Remote Learning Policy Information for Parents and Carers

Committee Ratifying Policy: Curriculum	Date of meeting: Email ratification 22.1.21
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	Name	Signature	Date
Chair of Committee's Approval	Sarah Jones		
Chair of Governor's Approval	Greg Hall		
Recommended Review Date:	Regularly during the pandemic to respond where guidance or best practice is updated		

Ownership

Blisworth Community Primary School is a Local Authority School. It will be displayed on the policy list whether the policy is Local Authority adopted or school produced. The policy is issued by the Clerk to the Governors, to whom any change requests or queries should be directed by emailing admin@blisworth.northants.sch.uk

Version Control

This document is issued and maintained in accordance with Blisworth Community Primary School's procedures. Any change to the document will increase its version number. It is the responsibility of the reader to check with the Clerk that this is a currently valid copy.

Version	Date	Description of Change	Changed By
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1	Jan 21	Remote learning policy updated due to introduction of new policy and use of a learning platform by the new in post Headteacher	L Jenkins
2	3/2/21	Minor amendments following additional Governor contributions. A note to link to Remote learning acceptable use for children policy, additions to live lesson content	L Jenkins

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Statement of School Philosophy

Blisworth Community Primary School is fully committed to every child as an individual and will always work to ensure that every child can ‘be the best that they can be’ across a broad and balanced curriculum, including the effective development of both core subject skills and children’s individual character. Our remote learning policy is underpinned by this philosophy.

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 where national or 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?

<p>In the instance of children being sent home from school, we will work apply the curriculum (as far as is possible) that they would have covered in school to the remote platform. The first few days will be populated with enough for your child to start, but as time progresses videos and so forth will also be uploaded. Parents should also make use of the existing programmes used to support learning at home: eg - accelerated reader, Mathletics, TT Rockstars all set at the child’s level and familiar resources used by them.</p>
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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?

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- We teach the same curriculum remotely as we do in school so far as is practical. We will cover their year group objectives and the same broad and balanced curriculum so far as is possible at home. If a concept or curriculum area requires significant new learning or understanding, we will keep records to ensure that we cover these aspects upon your child's return.
- We 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; team games, ambitious Science experiments or other sessions that would require adults in the home to purchase many resources to fulfil them.
- We provide suggested timetables to support those at home in understanding how the curriculum and subjects should be divided up during the day.

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:

Reception	<p>We fully understand that our partnership with parents and carers is vital in supporting Reception aged children to learn at home. Alongside the learning set, the teacher will provide advice and support about practical learning and progression and development for children of this age in addition to the set work (eg – via parent coaching and information in videos or online or providing information via videos or writing to support parents and carers at home).</p> <p>Sessions and work is carefully planned to maximise learning outcomes in an appropriate amount of time for the children's age.</p>
Key Stage 1	<p>The government have specified a minimum of 3 hours of remote learning for KS1 pupils is set. Younger children may need shorter bursts of learning and more practical experiences to achieve their learning in an age-appropriate way.</p>

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Key Stage 2	The Government guidance is four hours per day, though year 3 children may need some more practical learning/ games or videos and, may struggle to write/ concentrate for longer periods of time. We anticipate and expect that many Year 5 and 6 pupils will be able to work independently and likely choose to exceed this time in Year 6.
<p>There will be a combination of methods of delivery during this time as well as independent learning to provide a blended approach based on research into effective remote education, including Ofsted information. It includes live meets; in the morning (daily unless unavoidable cancellation and staggered to allow siblings/ families planned use of devices) to discuss and model some key concepts for the learning during the day, including English and Maths (Phonics for younger pupils) and provide question and answer support as well as teachers responding to assessment opportunities to further support teaching in an area of need; two weekly class ‘catch up/ story sessions’ regular videos/ audios using Loom, including PowerPoints to teach children concepts, published videos and independent work related to teacher input provided on the Loom videos. Pupils will be able to complete their daily work whether or not they are able to attend the live sessions due to the way work is explained on Loom. Live attendance where possible is recommended due to the opportunity to talk directly with the teacher in addition to the feedback received.</p> <p>We also highlight to parents that one-to-one teaching at home is very different. The greater number of times a child is interacting directly and significantly in this setting can mean children tire easily. We recommend chunking time spent on sessions and brain breaks to support a positive climate for learning at home. Parents and carers should approach the class teacher for advice if their child is struggling to concentrate or tasks are regularly taking longer than would be anticipated.</p>	

Accessing remote education

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

<p>Your child will access learning through –</p> <p>Tapestry – Year R/ 1</p> <p>Google Classroom - Years 2 – 6</p> <p>Zoom (safely set up) for live meets</p>

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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:

- iPads/ laptops can be loaned to families where we notice you need one or you request use due to not having access. You would need to contact the teacher or school office and be able to collect the device, signing a contract of care and return for it
- Use of the laptop scheme for the Government – we have been eligible for 5 chromebooks assigned on criteria of need
- The main phone providers have implemented free increases in data allowance to support families. School can provide technical advice on connecting your device to this internet source. If you have no internet use, contact the school and we will look at the use of dongles
- If you need to, you can request printed copies of our work if you are still not able to work remotely. The majority of our set work is planned in a way to avoid printing and presentation of the work can be on lined or plain paper, photographed and returned
- The school is open to critical worker children – if you wish to return hard copies of

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How will my child be taught remotely?

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

- live meets (daily as far as possible, one per morning session, staggered across year groups to enable optimal attendance and two class catch ups per week unless unavoidable cancellation). Other live meets – for example – with the Headteacher
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers on Loom)
- reading books on our accelerated reader programme and available online via websites such as Oak Academy library and Oxford Owl
- Purchased subscriptions where teachers can set the level of learning (eg – Mathletics, accelerated reader, TT Rockstars)
- Independent work set following the teacher input videos
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- printed paper packs produced by teachers if required after all avenues for remote learning have been exhausted (e.g. workbooks, worksheets)
- Bespoke feedback for learning via Tapestry/ Google classroom

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Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Blisworth Community Primary School has a good, open dialogue with parents and we fully appreciate the demands and pressures some parents can be under in the current circumstances. We have assessed that our families are in a range of situations and would like to support a positive climate for learning and family support. The submission of work is important because it enables the teacher to understand individual and class needs for planning. It also provides the opportunity for individual feedback. We would like to receive as much of the learning back as parents are able to facilitate in their circumstances. Additionally, we would also like to be sent comments and information where parents have noticed something about their child's learning or covered the topic with some of the optional resources provided for example. We have created a blended approach to enable parents to select learning methodology to maximise outcomes and learning.

We believe working together to minimise any issues and pressures will result in more high quality work being produced at home.

We do expect that every effort is made to fully support your child in home learning as far as is possible, with the ideal being full work submission. We are here to provide support and adaptations to enable the maximum amount of learning against our curriculum offer to take place.

We strongly recommend establishing a daily timetable that works around your family circumstances to maximise effective worktime which we support with a blended approach to learning and a range of additional and option resources also suggested.

We do expect our families to continue to do their best to promote the value of education to their child and also to work to support them with effective workspaces and support to access

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

Due to the age of children at our school, we expect all parents to be aware of how much learning their child is doing. It may be appropriate that older children work independently and parents check how much has been completed at several points in the day.

We keep tracking grids for each child/ subject and know what has been completed and handed in as well as attendance at live sessions. We do understand that families need to vary their days and have other pressures, but will contact parents to find ways to help further their child's completion of any work as far as is possible.

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

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digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Feedback for each piece of work turned in, including that work beyond the curriculum is given via the learning platform, frequently identifying the child's next step and providing praise. We will also mark extra work completed if children are doing different learning.

We also make use of information on digital platforms about how your child is doing to continue to provide the correct level.

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:

We have a designated Senco – Miss Warren and a consultant Senco Vanessa Tear. Between them, they undertake a full review of Send pupils who require support or different work set and review how they are doing to assign support via the learning platforms.

We ensure that the technology is accessible to the SEND pupils as well as the others by using clear video/ audio powerpoints and differentiate work as required.

Where possible, we provide additional, targeted support from teachers/ catch up teachers to minimise loss of learning during times of closure via remote (or face-to-face for those in school). The parents have access to the Senco and we work to ensure that there is an open dialogue to create appropriate, bespoke approaches when 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.

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

If your child is off isolating whilst the classes continue as normal, work will be uploaded to the learning platform as soon as possible for use. This can be delayed if notification comes whilst the teacher is teaching. Initially, you should use the platforms set up bespoke for your child to include accelerated reader once they are using this, reading their reading book and using Mathletics/ TT rockstar if assigned. Work will be as closely matched as possible to that in class. However, it will be written and published materials, potentially supported by a published video but not one created by the teacher.

What about keeping my child safe online?

You should also view the Remote Learning Acceptable Use policy for children. We provide information on our website, have booked a live session with the county online safety lead (contact the office if you have misplaced the details), provide updates as we are sent them and provide other useful materials by email. You may contact school for support if required.