

Remote Education Policy



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Together, We Nurture, Inspire,
Achieve

Myton Park Primary School Remote Learning Policy

Intent

The aim of this policy for staff is to ensure learning is continued, irrespective of lockdown and self isolation and there is a consistency of approach to remote learning for those children who are not in school. Myton Park Primary School has developed a remote learning plan, which covers the support for pupils in the event of Blended Learning / Remote Learning being implemented. This plan will be applied in the following instances:

- An individual is self-isolating because of a positive test within the household;
- A whole Bubble, cohort is isolating or in the event of a national lockdown.

Purpose

To ensure there are procedures in place so that children are supported effectively in the event that they are unable to be taught within the school grounds of Myton Park Primary School.

Definitions

- Blended Learning is a style of education in which children learn via electronic and online media as well as traditional face to face teaching.
- Remote Learning is whereby children access all their learning through electronic and online media.

Format

Seesaw will be the primary platform for home learning and the communication element as it has been embedded as part of school practice during the Summer term 2020 and has already proved to be invaluable. Links to the named additional learning resources will be available on Seesaw. Teachers and parents will be able to message one another to share information and offer support. The Class Journal page will offer the chance for teachers and parents to celebrate children's work and maintain our school community.

In the event of full Bubble closure or periods of national lockdown, Microsoft Teams will be used to enable the teacher to interact with the whole class. The use of Seesaw and Teams will be in-line with Myton Park's Acceptable User Policy. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

Support

In the event that children do not have the equipment/facilities at home to access their learning online, school will apply for a device as part of the DfE scheme. A Pupil Device User Agreement must be completed by the parent before a device can be loaned. In the meantime, children will receive their work via a paper-based pack. The level of support at home should be considered when activities are set.

If a child does not have access to technology, all work planned for the week and stored centrally will be printed as a hard copy for the parent to collect. This must be returned to school each Friday for quarantining and will be marked on a Monday. The child will receive the feedback for this on a weekly basis.

Provision and Expectations

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Myton Park Primary School makes that provision available and accessible to all.

In preparation for home learning, parents and children need to receive logins and passwords for the following platforms:

- TT Rockstars/Numbots
- Reading Plus
- Lexia

- Seesaw

The work set will be in line with the curriculum delivered in school, this will cover Maths, English and a further curriculum area each day – see Appendix 1. This will build on previous learning and provide direct instruction and modelling for all new learning to enable children to progress with their learning. Children should not require further explanation from parents.

All work will be uploaded by 5:30pm the previous evening to allow parents to plan to manage learning time across the day. There is an expectation that feedback for these tasks is acted upon daily. The level of feedback should be in line with the Feedback and Marking Addendum – see Appendix 2. Teachers will not be expected to provide feedback for work that is submitted after 4:00pm, this will be marked the following day. This will help with teacher workload. Feedback and marking can be ongoing throughout the school day.

Following guidance released from the Department of Education it is expected that Early Years and KS1 have access to 3 hours remote education, this increases to 4 hours for KS2. (*Restricting attendance during the national lockdown: schools. Guidance for all schools in England: updated 7th January 2021*)

Live Streaming

During Bubble closures and periods of national lockdown, year groups will have twice weekly contact with their teacher via Microsoft Teams. These sessions will be 20mins – 30mins in length, depending on the age of the children. The initial focus of this will be PHSE/pastoral, this application has a number of functions, as a school we will be using the following:

- Raise hand feature to indicate a child would like to speak;
- Children will be able to type responses during the live session.

An instructions sheet will be distributed to parents prior to live streaming commencing.

Support for Pupils with Additional Needs

Teachers will work with the SENDCO to ensure that home learning supports pupils with Education, Health and Care Plans (section F) as far as is possible in a non-education setting. The SENDCO will be available to support staff, parents and pupils with remote learning.

Health and Safety and Online Safety

When using electronic devices during remote learning, pupils need to be encouraged to take regular screen breaks. The school will ensure that any school-owned equipment and technology used for remote learning has suitable anti-virus software installed and can establish secure connections.

The school will reinforce the importance of children staying safe online through curriculum work.

Safeguarding

The use of Seesaw conforms to GDPR regulations in terms of data protection and sharing of data. Access to Seesaw is restricted to individual users which means families are only able to access their child's account while at home.

All children will be issued with an email address and unique password. All Teams invites to meetings will be via the child's email. In the event a child does not use the email system appropriately, this can be traced in conjunction with OneIT the schools technical support. Necessary action will be taken in line with school's Acceptable User Policy.

This section of the policy will be enacted in conjunction with the school's Child Protection Policy.

- DSLs in conjunction with Team Leaders will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or at risk of harm) prior to the period of remote learning.
- Local Authority Single Point of Contact (SPOC) will be informed of children who are isolating.
- In the event of a vulnerable pupil isolating, teachers will make a welfare call on the second day of absence. This will be logged on CPOMs and any concerns shared with DSL. Weekly check in to be completed until chil

returns to school.

Teachers will monitor children's engagement in Seesaw daily and contact parents if pupils are not engaging with work set to discuss and address any concerns. In the event that work is still not completed, HT to be informed and further telephone contact to be made to remind parents of the expectation that pupils should be engaging in home learning and discuss any barriers to this.

Evaluation and Monitoring

To ensure the effectiveness of school's remote learning and ensure equality of provision across school, SLT will regularly monitor provision. This will be done via regular conversations with class teachers, feedback from parent calls and viewing the work uploaded to Seesaw.

This will be a collaborative process to enable the most effective provision for pupils whilst maintaining a focus on staff workload and well-being.

Governing Body

Governors will be given updates on remote learning by the Head Teacher at each meeting. This will enable the Governing Body to hold school to account for delivering effective remote education based on a carefully planned sequential curriculum.

This policy will be reviewed regularly and adapted during the course of the academic year and following publication of government guidance. Review dates are noted on the front of the policy.

Appendix 1: Expectations of Learning

Scenario 1: An individual or small group of children are isolating.

Day 1:

In the immediacy, children to access Reading Plus, Timetable Roackstars, Numberbots, Lexi and read their home reading book. Full use of these platforms will continue throughout the period of isolation.

Day 2

At the point of planning teachers will identify work that can be uploaded to Seesaw and save this centrally. Using Seesaw, the class teacher will upload learning materials daily.

- Maths – White Rose Maths resources in line with scheme of learning.
 - English – Oak National Academy.
 - Reading – Reading plus, RWI, Oak National Academy.
 - Foundation – Oak National Academy, Associate Science Education and cornerstones resources.
- Completed work will be uploaded to Seesaw by parents/ carers allowing teachers to give accurate and timely feedback to clear any misconceptions.

Scenario 2: A whole bubble/cohort of children is isolating. This includes where National Restrictions are imposed.

Using Seesaw, the class teacher will upload a daily learning timetable for parents to follow.

Maths: 1 hour

- Mental maths session (10 mins)
- Maths skills session – fluency based retrieval practice (5 mins)
- Maths lesson- direct instruction via WRM video or staff video
- Maths lesson – independent learning task, with range of activities including fluency, reasoning and problem solving. Modelling to be delivered by pre recorded video.

English Writing: KS2 1 hour 15 mins, KS1 40 mins

- English skills session – spelling, punctuation or grammar focus (15-20 mins)
- English lesson – direct instruction via Oak National Academy video or prerecorded staff video focusing in direct instruction and modelling. *It is expected that a piece of independent writing to be produced at the end of each week.*

English Reading EYFS / KS1: 30mins

- RWI phonics lessons to be delivered daily, specific to each child's needs (15 minutes)
- 15 minutes reading session – use of Oxford Owl to read book appropriate to child's reading ability.
- Class story time - linked to Favourite Five, Reading Spine or class novel. This will be prerecorded and uploaded to Seesaw.

English Reading KS2: 50mins

- 30 minutes Reading plus
- Class story time – linked to Reading Spine or class novel. This will be prerecorded and uploaded to Seesaw.

Wider Curriculum: KS2: 1 hour 15 mins KS1 50 mins

- This will follow the medium term plan and an individual classes timetable. Resources to support include Oak National Academy, Associate of Science Education Home Learning Lessons and Cornerstones resources.
- PE/physical activities to be timetabled 20mins per day, this could be signposting to Joe Wicks, school video or teachers set a physical challenge via Seesaw.

Completed work will be uploaded to Seesaw by parents/ carers allowing teachers to give accurate and timely feedback to clear any misconceptions.



Additional Information

- Teachers will select the most appropriate resources to provide direct instruction and modelling to meet the learning needs of the class. It is an expectation that there will be at least one teacher video to enable children at home to connect to their teacher in some way.

In the event of teachers becoming ill, support staff will be required to 'takeover' the class Seesaw account with resources being identified and uploaded by the other phase teachers.

Appendix 2: Marking Addendum

Marking Code – Addendum for Remote Learning

This is what you will see...	...and this is what it means!
	I acknowledge your response. (For use on Seesaw)
✓	This is correct.
✓✓	Wow! This is impressive!
	Super effort/choice. I am proud of you!
X	This is wrong.
*	These are the two things that I really like about your work.
→	This is your next step. Please complete the task below.

When giving feedback to work completed remotely (either on paper or online), a reduced marking code will be used to avoid confusion and to reduce teacher's workload.

All work must be acknowledged and feedback given where appropriate. Teachers should provide a mixture of praise for effort, specific feedback to move learning forwards and clarifying any misconceptions that have arisen. Verbal feedback can also be given alongside an acknowledgement by sending a voice note.