

Remote Learning Policy

‘Together we unlock potential and learn for life’



Moor First School

This policy was approved by the Governing Body of Moor First School at their meeting on:

Chair of Governors
Print: Vicki Chapman

Sign:

Co-Head Teachers:
Print: Mrs Atherton

Sign:

Print: Mrs Mayes

Sign:

Agreed by our governing body on 14th October 2020 (updated 27th January 2021)

Review Frequency: 3 Years

Next review: September 2023

Remote Learning Policy

Online Teaching and Learning Information in response to COVID -19 for parents, pupils and staff

Aims and Intent

The main aims of remote learning at Moor First School are to:

- Ensure consistency in the approach to remote learning for pupils who are not in school.
- Set out expectations for all members of the school community concerning remote learning.
- Provide appropriate guidelines for data protection.

Our intent includes:

- Providing children with the appropriate resources and knowledge, they need to make progress in all areas of the curriculum when learning from home (3 hours of learning for KS1 and 4 hours for KS2.)
- Setting out expectations regarding the assessment of children's progress and set targets in order to close gaps.
- Supporting children's emotional and mental wellbeing
- Ensuring regular contact with all children and families.

The governors and senior leadership team at Moor First School are fully aware that these are exceptional times and that this document seeks to inform and guide families and not impose expectations. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides. We understand that not all of our pupils will be able to access all the remote learning due to technology constraints, other children in the household, illness, family commitments and work commitments. Many children will not work for their parents in the same way as they work in school. We must not expect parents to be teachers, especially in anxious times. It must be made clear to parents and teachers alike to 'do what they can'. Reasonable workload may also be negotiated with staff on an individual basis. Some staff only work part time, some will have young children or other relatives to care for, some may even be unwell or have someone in their family who is unwell. Work demands will be continually evaluated and discussed with teachers to ensure mental health and well-being is prioritised during these difficult periods.

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Whole School Expectations

Teacher expectations

- Our home learning tasks set on these platforms aim to follow the school timetable on a daily basis. This means that all areas of the curriculum will continue to be covered. As a whole school, our focus is to improve writing and therefore work will very much be focussed on this.
- Work for the day will be posted on the learning platforms by 9.00am.
- Zoom sessions may be hybrid with children in school also taking part.
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.
- Work and tasks should suit the age range and capabilities of the children and expected outcomes should be flexible. Tasks should be set that all pupils can complete to some degree of success, with an extension/stretching task for some to access. Challenge activities should be made available upon request.
- All children with SEND and those who receive intervention, will be provided with personalised learning activities.
- Assembly themes will be shared occasionally along with mindfulness and emotional wellbeing tasks.
- Responding to parents via learning platforms will be no more than 2/3 times a day to protect teacher work load and staff are not obliged to respond after 5pm. Teachers will endeavour to respond to any query within 48 hours.
- Many children need a lot of guidance when working and cannot be left for long periods to complete complex tasks. We will suggest activities that children can complete on their own. We must recognise that many parents are also trying to work from home and parents might struggle to assist with schoolwork for a number of reasons.
- As a school, we have been working on approaches to improve long-term memory with children. We will bring this work into our online teaching, sometimes setting work to recap on learning that we have previously completed as a refresher for children.
- On some occasions, staff may contact families through Microsoft teams/Zoom and may deliver some group reading sessions via this method too. This is depending on GDPR permissions provided to the school.
- Teachers may share examples of good work on Seesaw, in line with GDPR permissions provided.
- Teachers will respond to tasks set, identify misconceptions, challenge pupils and encourage pupils to edit and improve work.
- Subject leaders must continually consider whether any aspects of the subject curriculum needs to change to accommodate remote learning.
- Senior leaders will monitor all teaching and learning on these platforms and will also monitor data protection and safeguarding compliance in line with the school policy.

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Remote teaching for staff who are self-isolating

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this.

If a member of staff is required to self-isolate, they are expected to:

- Submit relevant planning, activities and guidance via email, Seesaw/Tapestry learning platforms if well enough to do so.
- Whilst self-isolating and if able to do so, non-teaching staff will be asked to support with the online learning provision for a year group or given an individual project to work on, which is in line with whole school improvement priorities. These projects will be allocated on a case-by-case basis.
- If unwell, teachers will be covered by another staff member for the sharing of activities.

Family expectations

- It would be advantageous for families to upload completed work on a daily basis, however there is an expectation that families communicate with teachers via Tapestry (EYFS) or Seesaw family app (Y1-4) at least once a week. We will contact those parents that we do not hear from to check on their welfare and safety. This may include home visits from the Education Welfare Officer if this communication is not upheld.
- The teacher should be made aware if a child is unwell or unable to complete learning. Also if parents are having difficulty accessing technology.
- The learning platforms are to develop learning and so any communication that is not linked to this should be sent via the office email.
- When uploading video's/photos to learning platforms or taking part in Microsoft Teams sessions, this should be undertaken with professionalism and safeguarding the child.
- Occasionally, teachers may want to share a learning video clip from YouTube. In this instance, an adult should supervise the child.
- Any complaints/sharing concerns with staff the school complaints procedure must be adhered to.

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Remote Learning Plan; specific to Year Groups

EYFS (Tapestry)

- All children will be able to access daily work through their Tapestry account. This work will be found attached to their child's observation area. Tasks that do not need the internet or a device such as a laptop or tablet to complete them are preferable, as some children and families will not have internet access or more than one device to use. If the link to the activity sent does not work on a parent's device then they can write on paper and then upload photos as usual. Voice and video recordings can also be uploaded.
- Evidence of reading, 3 x weekly, should be recorded either by taking a picture of reading diaries, uploading a picture and pages read or send a sample video of the child's reading – (5 minutes max)
- Letter and Number formation will continue through activities sent and through the use of Ten Town.
- P.E will continue through set challenges via Tapestry.
- Creative tasks will be set weekly on Mondays through Tapestry and should be completed by the end of the week. Evidence should be shown through uploads to Tapestry.
- Phonics activities will be differentiated tasks that are set daily through the activities sent on Tapestry.
- Teachers will endeavour to celebrate class successes by sharing examples of work and even awarding certificates.

Y1-4 (Seesaw)

- All children will be able to access daily work through their class seesaw app (not the family app). This work will be found under the 'activity' tab. Tasks that do not need the internet or a device such as a laptop or tablet to complete them are preferable, as some children and families will not have internet access or more than one device to use. If the activity does not work on a device then families can write on paper/homework books and then upload photos. Families can even upload voice and video recordings.
- All tasks set will consist of a learning goal and will be assessed through the use of star awards. Teachers may send the work back to the parent if it requires editing before adding to a child's journal. They may also ask children questions for them to answer in order to address misconceptions or challenge.
- Evidence of reading, 3 x weekly, should be recorded either by taking a picture of reading diaries, uploading a picture and pages read or send a sample video of a child's reading – (5 minutes max)
- Spellings and times tables tests will continue to take place weekly.
- Handwriting practice will continue
- Virtual school games PE competitions will continue
- Teachers will endeavour to celebrate class successes by sharing examples of work and even awarding certificates.
- Classes can continue with any reading challenges or chilli pepper tasks within their learning enrichment books.

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Additional Learning or sites that teachers may guide parents/children to when planning daily lessons.

- Emile times tables app (provides scores to teachers)
- Education City (provides scores to teachers)
- Discovery Education
- Oak Academy lessons
- Epic Reading (provides reading frequency data etc. to teachers)
- Oxford Owl reading
- BBC learning zone

Governing Board

The governing board will monitor the school's approach to providing remote learning to ensure high quality education is being delivered and accessed. They will also ensure that systems are secure for both data and GDPR reasons.