



REMOTE LEARNING POLICY 2020
LIONWOOD INFANT AND NURSERY SCHOOL

Signed: _____ on behalf of Trustees

Date: _____



All different. All equal. All learning.

Remote Learning Policy Updated January 2021

Overview

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Show how our school remote learning offer complies with the DfE guidance

At Lionwood Infant and Nursery School, our aim is to ensure that our remote education planning and delivery runs alongside our curriculum offer in school. As when pupils are in school, we aim to tailor the learning to the needs of the pupils. All remote learning is planned and will be delivered by our fantastic staff team who are well equipped to make sure any pupils educated at home are given the support they need to master the curriculum and make good progress.

How is remote learning integrated into our school curriculum?

- All children have access to an online learning platform e.g. Class Dojo. Login details are shared by class teachers.
- Children are given regular opportunities to practice the skills needed to access and engage in remote/home learning. This may include exploring what a child can do when they get stuck, how to speak to a teacher or how to maintain wellbeing.
- Weekly planning is shared regularly on the school website. When the school is informed that a child will be self-isolating, the school administrator will text and email parents to let them know where remote learning can be found. Teachers will also send out links via Class Dojo. This information is also shared regularly in parent newsletters.
- Teachers, where possible, use their online platform (Class Dojo) as a noticeboard and an easy way to communicate notes and reminders with parents as well as document key learning events and activities throughout the week.
- Online platforms (Class Dojo) can be used by teachers to set homework or suggest home learning activities linked to the class learning where appropriate.
- Teachers, where possible, make use of these learning platforms as part of in school learning e.g. sharing a website to research, sharing a photograph to discuss.
- Each half term the Remote Learning Champion, with input from teachers, will update the suggested websites and home learning resources on the school website to ensure they link to the planned learning for that half term.

As a school we are prepared that at short notice, remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching. In such a situation we will ensure that remote education is high quality and aligns as closely as possible with in school provision. Weekly plans will be available by the Friday afternoon for the following week.

In the event of an individual or small group of pupils self-isolating at home:

The purpose of providing remote learning for individual children/small groups who are self-isolating, is to ensure they do not miss out on their education and are able to easily join back in which class learning when they return to school. In line with government guidance, children will have immediate access to learning which closely links to what is being covered in their class.

- On Day 1, children will be directed to the school website (via email/text from the school office as well as through a message from Class Teachers via ClassDojo) where they will find a weekly plan with activities and links to online games and videos linked to the learning in class.
- Weekly plans will include learning objectives, key vocabulary and success criteria (where applicable) and are written in child/parent friendly language. These resources can be found by selecting: Parent Information – Home Learning – child's year group.
- Class teachers will use their online platform (ClassDojo) to keep in regular (two to three times a week) contact with individuals who are self-isolating.
- Children/parents/carers should share any learning that is completed by taking photos and uploading it onto their child's portfolio on Class Dojo.
- If parents have any problems, concerns or questions during this period, they should make contact their child's class teacher directly via ClassDojo or via the school office (01603 433957). Please be advised that during teaching hours, teachers may not be able to respond straight away.

In the event of a school / bubble closure:

- Class teachers will hold a daily Zoom register every day between 9 and 9.30. A link should be posted via Class Dojo. Registers will be kept and children who do not engage will be contacted via the pastoral team.
- A short video input from class teachers for Maths and English (shared on the website only) and Read Write Inc for Phonics, will be shared via Class Dojo. Associated resources should also be shared at this time.
- Learning activities will be shared in a way that shows consistency across classes in each year group.
- Learning activities will be planned for so that they are achievable by reading from a screen and do not require the use of a printer. However, printer options should also be available as well as paper copies for parents to collect from school.
- Children will have access to a weekly 'assembly' video, which will focus on a PSHE/wellbeing/school values theme. These may be pre-recorded videos from a member of SLT or chosen from appropriate sources on the internet.
- Isolating teachers and TAs will be encouraged to make contact with children throughout the isolation period through phone calls or online platforms (ClassDojo), as long as they are well enough to do so.
- Where schools remain open for key workers / vulnerable children, teachers will be given dedicated time in the day to connect with families and respond to learning shared via Class Dojo.
- Isolating families will also be contacted by a member of our Senior Leadership Team or Pastoral/Parent Support Team on a regular basis. The frequency of these check-ins will be based on individual circumstances including safeguarding, SEN and wellbeing of the child. The check in may be through messages on the online platform or via a phone call.

- Parents and carers are encouraged to contact the school if they have any worries or questions regarding remote education.
- All children learning from home will have the opportunity to take part in a daily Zoom register. This will give them the chance to keep in contact with their class teacher and peers.

EYFS remote learning provision in the event of a school/bubble closure:

In the EYFS, children will need adult support to access their online platform and learning activities. Parents are not expected to take on the role of a teacher, therefore, learning activities will be planned in a way which parents can easily share with children.

- Nursery children are not statutory school age and attend Nursery at different times of the day. If a Nursery child needs to self-isolate, parents and carers should access the weekly planning document via our school website (Parent Information – Home Learning – Nursery) which contains a number of activities to do with your child linked to the learning in class. Parents/carers of Nursery children should also keep in touch with their class teacher and teaching assistants via Class Dojo. Videos of activities to try at home may be shared by class teacher (Maths and Phonics on alternate days). This will all be done via ClassDojo.
- In Reception, two daily tasks will be shared, via pre-recorded video, on online platforms (Class Dojo):
 - One Maths activity
 - One Phonics activity (this may be a Read, Write Inc video)
- In addition to this, a weekly set of suggested activities, linked to the half term's learning, will be shared on Monday. Families can select which activities they would like to complete throughout the week. This will include opportunities to cover other areas of the curriculum such as Science, Music, PE, History and Geography.
- Daily reading is encouraged
- In addition to this:
 - Online E-Safety sessions will be provided as required
 - Suggestions for wellbeing/PSHE activities will be provided as required

KS1 remote learning provision in the event of a school/bubble closure:

In Key Stage 1, children remain likely to need adult support to access their online platform and learning activities. Children will be supported to access this while they are in school and teachers will make explicit skills that may be needed to successfully learn from home. Planning and remote learning will be as user-friendly as possible and be provided in a way that parents can share with their children easily.

- In Key Stage 1, **three** daily tasks will be shared, via pre-recorded video, on online platforms:
 - One Maths activity
 - One English activity (this may be phonic sounds to practice saying out loud, reading and writing; answering some comprehension questions on a class book, writing some sentences, practising handwriting). Read, Write, Inc videos may be used.

- One Foundation subject activity e.g. History, Science, PE, Geography, Art etc.
- In addition to this, teachers will share other suggested activities linked to the half term's learning.
- Daily reading is encouraged.
- For children who require it, 1:1 phonics sessions will be taught via Zoom
- In addition to this:
Online E-Safety sessions will be provided as required
Suggestions for wellbeing/PSHE activities will be provided as required

Children with Special Educational Needs, including those with EHCPs

Any pupils requiring bespoke provision will be supported by the class teacher and SENCO. Where necessary, physical resources will be considered and distributed as required. Parents of children with SEND may also access resources via the school website: Inclusion and SEND – SEN Home Learning. Teachers will provide parents with detailed individual targets to be worked on at home, where applicable. Remote learning will be differentiated to ensure it can be accessed by the breadth of learners usually within the classroom. Personalised work is added to the home learning packs where possible.

If school is partially opened to vulnerable children and key workers, children with EHCPs should be offered a place.

Children with English as an Additional Language

Teachers will make sure to include talk based activities as well as those that require reading and writing to ensure that all of our learners with EAL can access remote learning materials. Maths and English inputs will be delivered by the child's 'normal' teacher who will ensure to make resources available for all pupils to be able to access their learning. Information on our school website can also be translated into any language. This feature is also available through 'Class Dojo for any written text. Learners/parents are encouraged to contact the school or class teacher if they have any problems accessing the remote learning.

Expectations

At Lionwood, we understand that all families have individual circumstances, for example, the support that can be provided to a child with remote learning and access to devices with an internet connection. As a result of the, our message to families remains 'do what you can'. In addition to this, we are mindful of the wellbeing of staff who are teaching in school alongside providing remote learning for isolating children. The expectations below have been set to clarify some key points:

Completing Work

- If there is no evidence of a child accessing or engaging with remote learning, teachers will make contact to offer support. We understand that some children may not be well enough to work at home and some family circumstances may make accessing the learning very difficult, however the school team will work hard to ensure all families have access to home learning

where possible (this may be by providing paper packs, support for behaviour, access to technology).

- Our expectation is that work completed will be submitted for feedback via the child's portfolio on Class Dojo or by return the paper pack/workbook (where it is safe to do so). Children will not be penalised for not submitting work however it is strongly encouraged to keep children on track with their learning and to motivate children to engage in the learning.
- If children have questions about the work, they can comment on their online platform and a member of staff will respond as soon as possible.
- Teachers will not be expected to mark work completed at home but will give feedback to all pupils who share work with them. Feedback will be in the form of a written comment.
- The timing of the feedback may vary depending on the status of the school e.g. partially closed, class lockdown, individual isolation etc. Parents/carers and staff will be informed of this in the individual circumstance.

Wellbeing of children

The wellbeing of the children is our number one priority. We understand that self-isolating and remote learning can be very difficult and we do not want the completion of any tasks to cause conflict in the household. You know your family best and what works for them. Use our suggestions as a guide to help give structure and routine to the days.

We are also aware that children who are self-isolating may be accessing more than the recommended amount of screen time per day and it is important to ensure that they have sufficient time getting fresh air, moving around and playing. We encourage this, particularly for our youngest children.

There are additional resources, including tips and tricks for successful home learning, on our website: Parent Information – Home Learning – Whole School.

Parents/carers supporting children at home

- As stated above, parents/carers are not expected to act in the role of a teacher.
- Children in EYFS and KS1 will need support to access the online platforms, however, activities will be presented in a way which is easy to understand and does not require the parent to act as the teacher.
- We ask that parents/carers take photos of children's work and upload it onto the remote learning platforms in order for teachers to offer feedback (on Class Dojo parents need to do this by logging into their child's account). We also ask that feedback is then shared with the child for learning and motivational purposes.

Senior Leaders

Senior Leaders are responsible for:

- Co-ordinating the remote learning approach across the school. The member of the Senior Leadership Team responsible for this is Lucy Finnie.

- Sharing the remote learning strategy with all stakeholders (staff, parents, children, the Trust).
- Monitoring the effectiveness of remote learning. This will be done through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Access to devices with an internet connection

- All efforts have been made to find out if children have access to the internet / a device. Initially by whole school survey and through individual conversations with PSA.
- If a child does not have a device to connect to the internet, the parent can contact the school office and a solution will be found based on individual circumstances.

When the class teacher is out of class

- If a teacher is unwell or absent from school, another member of their year group/key stage team will upload work for any isolating children.
- Teachers will respond to any messages on online platforms as soon as possible – if a question is urgent, parents are encouraged to contact the school office and a member of staff will respond as soon as possible.

This policy should be read in conjunction with the following policies:

- Online Safety Policy
- Safeguarding Policy