

Remote Learning Policy

October 2020

Statement of intent

At Waterside Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many.

We will work with families to ensure all children receive a broad and ambitious curriculum that matches the learning within school. This includes the ability to have their work assessed, receive feedback and other interactions with teaching staff. Recognising the fact that younger pupils and some pupils with SEND may not be able to access remote education without adult support and that some families will not have the technological resources to access online remote learning.

The wellbeing of our children, their families and all our staff are considered on an individual need within all actions the school takes within this plan.

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

Covid-19 related remote learning opportunities are applied in the following instances:

1. An individual is self-isolating because of a positive test of Covid-19 within the household, or because a member of the household is displaying symptoms and awaiting test results;
2. A class bubble of children are self-isolating because of a case of coronavirus within the bubble;
3. The school is under either a local or a national lockdown, and so is partially closed.

In the event of any form of isolation caused by Coronavirus, parents must understand that engagement in home learning is compulsory. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

Waterside Primary School will offer remote learning opportunities for all children who require it, in order to ensure that learning is continued. This learning will replicate the curriculum coverage in the classroom. Unlike the lockdown during the Spring 2020, this is not just about consolidating old learning but is about ensuring the child keeps up with the new learning that is within their curriculum at that point in time.

Waterside Primary School has enrolled in 'Google Classroom', as an online platform for remote learning. 'Google Classroom' is simply the 'portal' for learners to access activities set for them.

We acknowledge that some households have limited access to devices and would require hard-copies of work and resources.

Communication

A crucial lesson from lockdown is that educating a child is a shared responsibility. Waterside Primary School staff will communicate regularly with families about how to access 'Google Classroom' and to support families as they engage for the first time with the online platform. We will also make sure teachers know which of their families are unable to access 'Google

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Classroom' to ensure hard copies of work and resources are delivered and that parents and pupils are all engaging in the learning tasks received.

Teachers will:

- Try to personalise messages as much as possible.
- Frame their messages positively, such as celebrating home learning successes so far.
- Reinforce simple, encouraging messages around home learning, routines and study tips.
- Consider how emails, phone calls and text messages may be combined effectively.
- Avoid, where possible, complex communication about curriculum content
- It may be beneficial to involve the family members, not just the primary contact, if possible.
- Show empathy and awareness of the stresses and challenges faced by the different family members as they are in isolation.

Parents will be able to communicate with the school and with the class teacher by any one of the following:

- ✓ Phoning the school
- ✓ Parentmail
- ✓ Emailing the class teacher through their work email (Initial.surname@waterside.hants.sch.uk)

Children and their class teacher can safely communicate through Google Classroom.

Teachers will communicate with parents through any of the following:

- ✓ Phone
- ✓ Parentmail
- ✓ Email

Safeguarding/SEND

- If a child is entitled to benefit-related FSM the school will make food parcels through HS3C Catering in the school kitchen.
- If child is vulnerable in any way, the DSL/Deputy DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).
- Any concerns a class teacher may have about a family should be reported to the DLS immediately.
- Teaching staff will liaise with the Inclusion Manager and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- The Inclusion Manager will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls/emails.

Teacher expectations:

Teachers will have an initial two-day emergency plan for pupils.

It is important that pupils are engaged in relevant learning in the initial two days of an isolation. As such, teachers must:

- Plan a key skill for each learning journey considering what will be a useful focus for all pupils that reinforces an important aspect of the whole learning journey.

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- Consider the needs of the range of learners in their group/class and how previous learning will be revisited/consolidated.
- Communicate with the family to ensure pupil has access to the remote learning resources they need e.g. internet access if required. If this is not possible, consider how pupils with limited or no access to the internet will access materials during any isolation from school.

Teachers will adapt the planning from classroom based to remote delivery.

When teaching pupils who are working remotely, teachers will:

- Provide frequent, clear explanations of new content through high quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks (Google Classroom quizzes) and be clear on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- If any child does not engage, the class teacher is to call the parents to discuss obstacles and support.
- All provisions for remote learning will be subject to the class group's age and ability.
- Reception children will receive learning through tapestry.
- All teachers will ensure that planning both class based and remotely is available for other staff to access and use, should they be ill and unable to work either remotely or in school.

Parent/guardian expectations:

- Communicating with the school regularly.
- Support their child by ensuring they have access to all the resources required.
- Support their child by having a clear timetable (best done if created jointly with child)
- Support their child by focusing on the effort put in, more than the output. ("Well done, I can see you have tried really hard here." "Well done for persevering".) By showing interest in a child's work can lead them to a very important understanding-that learning can be enjoyable as well as rewarding and is well worth the effort required.
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.
- Demonstrate a positive attitude about education to their child. What is said and done in our daily lives can help a child to develop positive attitudes toward school and learning and to build confidence in themselves as learners. Showing our children that we both value education and use it in our daily lives provides them with powerful models and contributes greatly to their success in school.

Pupil expectations:

- To work in a focused way and spend an appropriate amount of time on home learning activities;
- To alert the teacher to any problems they have experienced which has meant they have not been able to complete the homework in a satisfactory way;
- To speak to their parents if they find that they are not able to complete a piece of home learning for a valid reason, or if they find that a task is taking an excessive length of time.

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Governor expectations:

The school governing board is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

Remote teaching for staff who are self-isolating

If a class teacher is self isolating and is positive and poorly, then the school will support the teacher through their recovery and take over all and any planning and teaching required. If the class teacher is self-isolating because of another member of the household is showing Covid-19 symptoms, then support with the school in providing planning both remotely and in class is expected. The school recognise that situations at home may be stressful and all actions will be with the wellbeing of the staff as a key leader.