Little Sutton Primary School

Remote education provision

Updated January 2021

Context

The closure of schools again in January 2021 remains an ever-changing situation and the requirements for pupils' isolating at home is likely to continue throughout the coming academic year with little notice. As such, the following Policy outlines how Little Sutton Primary approaches remote learning when pupils are learning at home. Home learning is built on and compliments learning at school. This information is intended to provide further 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. The policy is written with reference to the latest research available from the EEF (January 2021).

For the details of when individual pupils are self-isolating, please see the letters as detailed on the school website.

Definitions

A blended learning approach is where students learn via electronic and online media as well as traditional face-to-face teaching to help ensure pupils are given equal opportunities to access the curriculum, whether in school or working at home. The resulting experience is transformed into an interactive learning environment where the teacher is assessing and guiding children as they apply concepts and engage creatively in learning.

We are committed to giving pupils access to learning activities which will meet their needs, and build on prior learning. Staff will use Teams and Ipads to deliver online lessons.

Our aims for remote learning
- To provide a progressive curriculum which ensures high levels of attainment.
- To ensure regular opportunities for pupil achievement including all groups.
- To ensure that all young people in our school feel valued and respected.

We aim to fulfil the DFE guidance to:
- Set assignments so that pupils have meaningful and ambitious work each day in a
- number of different subjects.
- Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: Reception and Key Stage 1, 3 hours a day, on average, across the school cohort and Lower and Upper Key Stage 2, 4 hours on average.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.

- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- Enable teachers to 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.

Teaching & Learning: Roles and Responsibilities

The role of staff:
- To provide new learning as well as reinforcement and consolidation of prior learning.
- To provide a balance of online learning (where pupils and teacher interact in a specific virtual space, through a specific online medium e.g. video conferencing, live chatting, live streaming lesson) and asynchronous learning (where learning happens independently).
- To offer learning which is inclusive, and upholds, respect, fairness and equality.
- To ensure that cyber resilience and internet safety is central to all digital technology.
- To provide support and guidance for pupils to enable them to engage in the schools homes and blended learning approach.
- To engage with effective learning and teaching resources.
- To foster an open pathway of communication between the school and home where appropriate.
- To adhere to government Health and Safety guidelines.

The role of the pupils:
- To show respect in relation to the rights of others.
- To contribute their views during direct and remote learning.
- To engage in learning through our digital platform.
- To try their best to complete the tasks.

The role of parents:
- To support the school values.
- To foster an open pathway of communication between the school and home where appropriate.
- To encourage and support their child to complete their work.

The role of the Governors:
- Monitoring the school's approach to providing remote learning to ensure education remains high quality.
- Ensuring that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.
- Providing support to the SLT and staff.

Expectations of immediate remote education

As with any period of isolation, each child will have access to TEAMS with online resources placed in each year group folder for children to access and complete. These include the WhiteRose Maths booklets and a Talk for Writing unit.

In the event of a national or partial school closure, each child will receive a home learning pack. The home learning pack may contain a timetable for English and maths work for the week, a CGP Maths book and maths study question book, a CGP comprehension book and exercise books for English and Maths to work in. It may also contain 2-3 reading books for children across Reception and Key Stage 1. In Key Stage 2 pupils will have access to Bug Club and for some children Lexia with books set. Additional resources including maths worksheets, handwriting units of work and a Topic learning mat will also be provided. Packs will be provided for parents to collect in a staggered approach.

How the curriculum will be taught

We aim to teach the same curriculum remotely as we do in school wherever possible and appropriate with class teachers. However, we have needed to make some adaptations in some subjects. For example, some lessons may be planned in smaller groups or taught at slightly different timings e.g. reading.

Where possible we will provide live teaching. In addition, it may include:
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- Printed paper packs produced by teachers (e.g. learning packs, workbooks, worksheets).
- Textbooks and reading books pupils have at home (CGP books).
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (see below).

Pupils will have access to the following resources when learning at home:

- Parent letter (please see appendix 1)
- Pupil letter (Please see Appendix 2)
- CGP books
- Weekly work set by teacher on website/TEAMS
- Online lessons through Teams
- Curriculum notes
- Curriculum Maps
- Online access to programmes: My Maths, Education City, Purple Mash, Rock Stars
- Online safety advice
- Andi Markham Assembly content emailed to pupils and parents
- Online Phonics Lessons
- Oak Academy
- BBC Bitesize/ BBC Iplayer
- White Rose Maths booklets, worksheets and online lessons
- News Round
- Picture News
- A further List of useful websites and activities
- Talk For Writing English Packs

Please see Appendix 3: Home Learning Overview for more detailed information for the offer provided.

Accessing remote education

The school Remote learning policy is accessed through Microsoft TEAMS. Letters regarding individual access to the site will be sent to parents.

Support to access online resources

We also recognise that some pupils may not have suitable online access at home. We will therefore take the following approaches to support those pupils to access remote education:
- Engage with parents in understanding access to online resources via an initial questionnaire.
- Apply for the required number of tablets and laptops from the DfE in accordance with number needed.
- Issue or lend devices that enable an internet connection (for example, routers or dongles signed) To be requested and signed for – please see parent agreement of lending of ICT devices.
- Provide links to information via the school website, or via email so children may access resources online and provide TEAMS support.
- Provide printed materials for parents/carers if they do not have online access.
- Remind parents in weekly newsletter to contact the school office if support to access is needed.

Expectations of engagement and feedback

Parents/Carers/Pupils will:
- Log in to their TEAMS account in order for teachers to communicate through Teams, assign materials and track progress.
- Utilise Teams (see policy) to access remote learning materials which support, complement and consolidate school learning.
- Complete remote learning tasks online (email) or in Purple Mash, ensuring all tasks requested are submitted using the functions on Teams.
- If self-isolating complete 'Weekly Learning Log' as an opportunity for communicating parental and pupil feedback, issues, concerns
- For support in using Teams see the Parent Guide on the website.
- Use class email address to communicate with staff where applicable.

Staff will whenever possible:-
- Provide online teaching each day in accordance with the suggested timetable.
- Complete introductions and set tasks for children to complete whilst working online.
- Provide follow up work and Health and Wellbeing tasks.
- Feedback to pupils verbally and where applicable in written forms in response to questions or requests online or via Teams or Purple Mash.

Support for Parents

The following are further suggestions for parents:
- Each week help to plan the day in advance with your child by checking they have all resources, doing this will help to reduce pressure or anxiety.
- Not all activities should require direct adult support, therefore plan so that your child can undertake some activities independently in order to ensure that you can continue to work at home, if necessary.
- It is important to make sure that your child isn't working online all day-factor in time for breaks, lunch, shared activities, time outdoors and fresh air.
- A variety of different activities such as board games, puzzles or outdoor games can help your child to further develop skills such as problem solving, turn taking, cooperating with others and resilience.

Additional support for pupils with particular needs

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:

- Work with families to deliver remote education for pupils with SEND by providing adapted resources in the initial learning pack.
- For children in Reception and Key Stage 1 provide resources to support phonics and reading with support from the Little Sutton English Hub.
- Regularly liaise with parents to ensure resources for children with SEND are well matched to their needs.
- Conduct meetings with parents and the SENDCo to ensure progress is being made towards ITP targets.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education will continue to provided, but will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. Please see letters for pupils regarding self-isolation on the school website.

Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:
- Connect to the school network using only a school remote desktop connection.
- Ensure that no personal data leaves the school premises.
- Avoid the use of a personal device that shares their personal contact details e.g. a private phone or email address.
- Use Year group email addresses to communicate with parents.

Processing personal data

Staff members do not need to collect and/or share personal data such as emails, phone number as part of the remote learning system.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure.
This includes, but is not limited to:
- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol).
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

Safeguarding

The school's Child Protection Policy has been updated to reflect the current situation. The safety and wellbeing of our children and staff are a priority. MyConcern log will be recorded and the DSL will be contacted if there are any concerns regarding any pupil working from home. A list of vulnerable children is regularly reviewed by the DSLs.

Monitoring arrangements

This policy will continued to reviewed following the self-isolation of a whole school closure, partial closure, bubble and fortnightly during Leadership meetings. The Governing Body will review and approve it termly.

Links with other policies

This policy is linked to our:
- TEAMS policy guidance
- Behaviour policy (and addendum)
- Child protection policy and coronavirus addendum
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Parent agreement for lending of ipad/laptop

Last approved: 1st October 2020

Reviewed: 12th January 2021

To be reviewed in March 2021