Misterton Primary & Nursery School

Remote Learning Policy

Written: January 2021
Agreed by the governing body: Planned for February 2021
To be reviewed: ongoing
Headteacher and lead on remote learning: Jane Cappleman-Jackson

Introduction

At Misterton Primary and Nursery School we strongly believe that all of our children have the right to good quality education whether that be at home or school. The familiar routine school provides leads to children feeling part of belonging to a larger team alongside the security this brings and this will be replicated with a routine from school where possible. Independence is key to our children being lifelong learners and engaging in learning through their lives, in turn providing the possibilities of a fulfilling adult life.
Relationships within the school community are essential in driving all aspects of the curriculum and remote learning at Misterton Primary will endeavour to sustain and grow these.

Curriculum Intent:

At Misterton Primary School the **children are at the heart** of everything that we do**. Take Care** radiates through the application of an **ambitious, vocabulary rich** National Curriculum we embed **sequenced skills, knowledge and understanding**. Beyond this, our **children engage** in the shaping of the curriculum we teach, to **motivate and inspire** a **love of learning**.

The school community ensures that each child's **wellbeing** is supported and strengthened to create **healthy, kind and respectful citizens** for the future. Through this**, individuality is nurtured and celebrated**.

Our **local position** and context is used as a key resource within our curriculum as a base to explore the **diverse wider world through cultural capital**.

The children are reflective of when to **actively deepen** their learning by having **aspirations of themselves** in order to **achieve highly**. Through a **growth mind-set** approach children's **resilience and independence** prepares them for the **transition** into the next stage of their learning and the **whole child is developed**.

Aims

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidance on data protection
- Ensure that the physical and mental health of the school community is of high importance
- Ensure that remote education is integrated in the curriculum

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

If school or part of school has to close part way through the day, remote learning will start the following day via TEAMS and where this is causing difficulties parents/ carers are asked to email the class teacher who will support either accessing TEAMs or finding an alternative.

If school closes during the weekend or in an evening, work will be available via TEAMs the following day, day 1 of closure.

When a bubble is closed for a block of time, work will be posted by 5pm the following day and online TEAMs lessons will follow the classes time slot.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, practical subjects including PE and DT where the resources may require an adjustment.

Learning whether at home or school will be planned and well-sequenced so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject so that pupils can progress through the curriculum.

Work set will be meaningful and ambitious across a wide range of subjects.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Foundation Stage	There is no guidance on hours for this, however it will be less than 3 hours
Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing remote education

How will my child access any online remote education you are providing?

Wellbeing- how will my child's wellbeing be supported?

The platform used for online learning and sharing work is TEAMs.

The online programs being used are:

Purple Mash, Times table Rock stars, RWI, Oaks Academy resources, Marvellous Me, Joe Wicks, BBC Bitesize, Top Marks.

Pupils may experience a wide range of emotions in school closing for a period of time. Some may need support to adjust, please talk this through with your child's teacher if you have concerns.

Wellbeing will be supported through Take 5, bucket filling, WWW (What Went Well), Star of the Day, Growth Mindset, weekly certificates, support for parents/carers and pupils through TEAMS, email and phone.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Parents can loan a laptop for the duration of the isolation period.
- A loan agreement will have to be signed and will be based on those who expressed a need and who have no devices that can be used for the online learning school are providing.
- In school we have many sim cards which give free hours of internet access, these can be requested form the office.
- All work is sent the evening before by 5pm. Should any families have difficulty accessing this we ask that you email the class teacher.
- Pupils can send work to their teachers by photographs or scanned work or it can be dropped off at the school.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- live teaching (online lessons) where appropriate
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Assessment will be through the online learning and also through each day, the work set will have highlighted pieces which we ask are sent back into school, through photographing, scanning or direct email.
- Where a child does not return work, the class teacher will follow this up with emails and /or telephone calls.
- Where there is no response for three days, the teacher will report this to a member of the SLT who will follow this up further, which may include a home visit.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Daily teachers will check pupils' engagement with remote education
- Where there are any concerns the teacher will contact the parent/ carer to see what support can be offered, this can include a conversation with the teacher and pupil.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- To assess and feedback on pupils' work, teachers will be responsive to pupils' needs and address any gaps in pupils' knowledge.
- Pupils will receive feedback on their work on how to progress, this may include whole class feedback as well as individual daily

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

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:

- Teachers and support staff, Teaching Partners and the school's Health Mentor will ensure the learning activities provided are personalised to meet the needs of the pupils
- The SENDCO will work closely with parents/carers of these pupils and their teachers to ensure that the learning is meeting the needs of their child and they are supported
- EYFS and Year 1 pupils are receiving a curriculum and timetable which is very familiar to their day in school.
- EYFS pupils receive their learning weekly and have many learning opportunities to select for themselves as they would with self-initiated play in the school setting.

Remote education for self-isolating pupils

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

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Where an individual pupil is self-isolating, the teacher will contact the family to agree the approach to supporting learning from home, which will be very similar to the above description.

Any child self-isolating will be invited to access the learning through TEAMS where ever possible.

Feedback will be given for work.

Safeguarding

School's responsibilities

- Staff at school will complete risk assessments for vulnerable pupils and work alongside outside agencies and parents to ensure children are kept safe whilst working from home. Teachers will make welfare checks on a fortnightly basis, or more regularly if needed. Where concerns are raised about the safety of a child or family staff will make the designated safeguarding lead aware and the safeguarding policies and procedures will be followed. An additional appendix to cover the Covid-19 has been added to cover new safeguarding procedures.

Parent's responsibilities

- Where parents are concerned about the welfare of their own or any other child they must contact the school for further advice or where there are significant concerns should contact the Multi-Agency Safeguarding Hub (MASH) on 0300 500 80 80

Review:

Reviewing this policy will be ongoing as new guidance is shared from the Government and Nottinghamshire Local Authority, alongside the feedback we gain from the families within our school community.