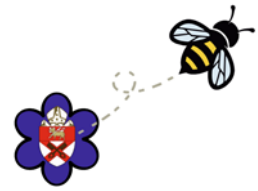




*Celebrate*



*Collaborate*



*Pollinate*



# **Burneston Church of England Voluntary Aided Primary School**

## **Remote Learning Policy**

## Background

At Burneston Primary School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to reach their full potential, in a nurturing environment.

We are committed to:

- ✓ Keeping the minds of our children active and happy whilst supporting their mental health and well-being;
- ✓ Ensuring regular contact with all children and families.

We know, and are confident that parents/carers will agree, that it is essential that our children are able to access quality teaching, during any period in which they are unable to be educated in school, which allows opportunities for children to discuss their learning and receive feedback on work completed.

Bearing this in mind, and having taken on board both parent/carer and pupil feedback, we have reviewed the approaches to remote learning used during the lockdown and partial reopening of school earlier this year, and have developed a new approach which will be outlined below.

This approach draws on our experience of the extended period of school closure from March to July, which was heavily reliant on the use of Dojo and children completing their school work with limited access to their teachers and support staff. This was a challenging time for everyone and since the start of school term, we are recognising that this has had at least some impact on progress for the children. Our work this term has focused heavily on identifying gaps and enabling pupils to work through them.

As the uncertainties and challenges of adapting our daily routines to the pandemic continue, we are committed to developing our remote learning approach further. Our ambition is that all children who experience periods of remote learning will have the opportunity to interact with their teachers and be more connected with their usual school timetable.

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, in science or PE we have taken account of possible lack of specialist equipment at home and adapted our planning accordingly. Our remote learning offer includes:

Daily Practice – Essential Knowledge (can be practised independently via these apps and websites)	Daily Lessons (at an age appropriate level)	Weekly Lessons (selection from the following subjects – may be taught as blocks)
Times Tables (Times Tables Rock Stars for KS2, Numbots for KS1 and EYFS)	Reading	R.E.
Maths (Mathletics, Maths Seeds)	Writing	P.H.S.E.
Reading (Reading Eggs)	Grammar & Punctuation	Science
Spelling rules (Spelling Shed)	Spelling or Phonics	History
Phonics (Phonics Hub videos)	Maths	Geography
Handwriting		Music (Charanga Yumu)
		Art & D.T.

Department for Education expectations for remote learning are as follows:

EYFS	Up to 3 hours per day
Key Stage 1	3 hours per day
Key Stage 2	4 hours per day

Here are some examples of our remote learning approaches include:

- recorded teaching (e.g. video/audio recordings made by teachers, phonics videos from Letters and Sounds Youtube channel)
- printed paper packs produced by teachers
- reading books pupils have at home, which can be exchanged weekly
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, such as the digital platforms mentioned earlier.

Assessment and feedback on 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:

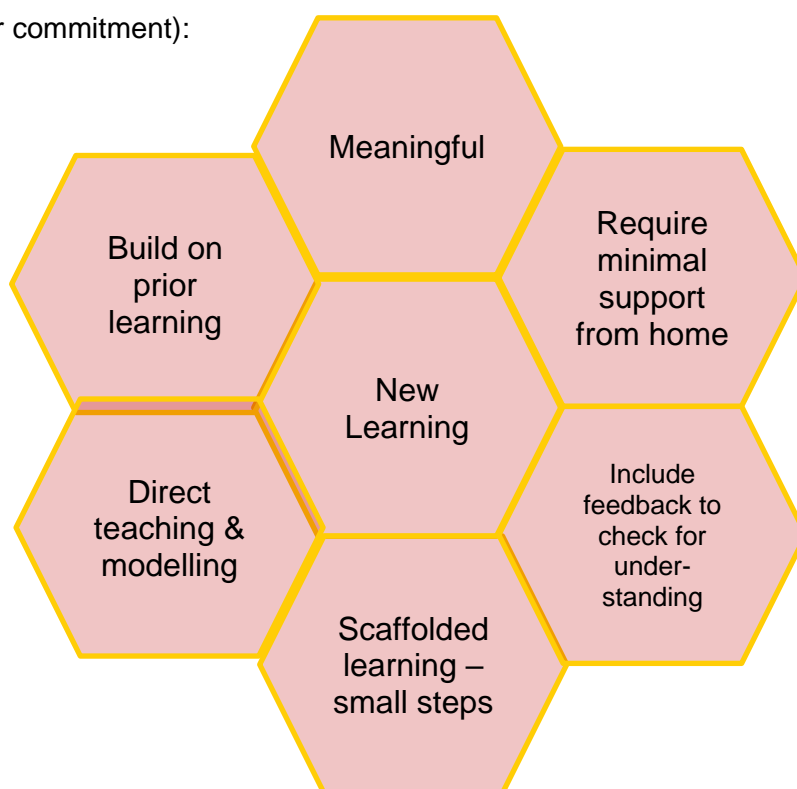
- assessment of dojo work will be done by teachers in response to pupils submitting their work, usually with a written comment to the pupil.
- Assessment of other digital platforms is done within the programme itself, eg via quizzes, and reports are generated after every session for teachers to monitor
- Assessment of paper copies of work will be verbal during teacher phone calls.
- Sometimes whole class feedback will be given where appropriate.

Remote education for children who need additional support from adults at home:

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:

- we work in collaboration with families of pupils with SEND, adapting the learning, and sending home extra resources to support those pupils to make progress. We ensure that pupils with EHCPs have access to the provision within their plans.
- Class teachers of EYFS and Year 1 are in close contact with parents to support them to deliver home learning. Our teaching for those pupils is as we have in school, eg shorter sessions, more active learning.

Remote learning (our commitment):



We are committed to working in partnership with parents/ carers on this approach to ensure that, as far as practicable, the impact upon children's education if they cannot be in school is kept to a minimum.

The school aims to respond to the following possible scenarios which could require remote learning as a result of the current Covid19 pandemic:

- a. *Children receiving remote education in the first day or two of pupils being sent home:*  
Your child's class teacher will be in contact via dojo, email or phone call to arrange work for your child. If you require paper based learning, we will have that ready to collect from the office. If you prefer online learning we will send this via Class Dojo. Your child will already have logins for our remote learning platforms, such as Mathletics, Reading Eggs and Spelling Shed and for the first day or so will be able to continue their work on there.
- b. *Children self-isolating due to a family member displaying symptoms of Covid19 or having tested positive (where the child is well themselves).*  
In this situation, teaching staff will provide work for individual children either via Dojo/email or as a paper copy if the family requests this. The work will be inline with that covered in class, in order that the isolating pupil does not fall behind. Class teachers will keep in touch with isolating pupils regularly via Dojo or phone calls. In addition to tasks and activities set by the teacher, there will be the expectation that children will read daily, and we will provide logins to online learning portals such as Mathletics, Reading Eggs and Times Tables Rock Stars/Numbots which the children will be able to access independently. Whilst, due to daily teaching commitments, staff may be unable to provide work on the same day as the pupil's reported absence, staff will ensure that work is provided no later than the following day, and is sufficient to cover the period of absence.
- c. *The closure of a bubble following a confirmed positive case of Covid19.*  
In this scenario, class teachers will provide daily recorded teaching videos for English and/or Maths alongside activities for pupils to complete daily. Tasks will cover subjects from the wider curriculum in accordance with our long term planning at the time. In addition to tasks and activities set by the teacher, there will be the expectation that children will read daily, and we will provide logins to online learning portals such as Mathletics, Reading Eggs and Times Tables Rock Stars/Numbots which the children will be able to access independently. Teachers will monitor contact with pupils in their class via Dojo, and will make additional contact with any families who appear to be struggling to engage, to offer additional support and encouragement. Depending upon the time of bubble closure, staff may be able to provide work on the day of closure, but it is more likely that staff will provide work no later than the following day, and it will be sufficient to cover the period of bubble closure.
- d. *The closure of the whole school following more than one confirmed positive case of Covid19 in different bubbles.*  
The same approach to remote learning as outlined in point c will be used.

As mentioned above, it is important that school works in partnership with parents/ carers to provide effective remote learning: we're all in this together and school recognises that supporting children at home with remote learning isn't easy. As part of our commitment to working with you so that children are able to access teaching during periods when they're unable to be in school, we have generated the following partnership agreement which we ask that you read and consider. Please note that we are here to support you in whatever way needed and we welcome any queries.

## The school will:

- ✓ Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning;
- ✓ Check home access to electronic devices and will provide a device where needed;
- ✓ Support parents/carers in the use of Dojo and online apps such as Reading Eggs, Mathletics etc;
- ✓ Provide verbal/written feedback on work submitted on Dojo;
- ✓ Support parents/carers where their child is not completing their remote learning or is struggling to maintain their usual standard of work;
- ✓ Monitor the academic progress of pupils and discuss any concerns with parents/carers;
- ✓ Respond to parent/carer questions about their child's learning.

*Please note: In the interest of staff well-being, parents/carers should not expect responses to emails outside of normal school hours (8.45am – 3:15pm).*

- ✓ Minimise the disruption to pupils' education and the delivery of the curriculum;
- ✓ Ensure provision is in place so that all pupils have access to high quality learning resources;
- ✓ Ensure that pupils with Education Health Care plans continue to have their needs met while learning remotely;
- ✓ Protect pupils from the risks associated with using devices connected to the internet by encouraging and supporting parents/carers to set age-appropriate parental controls on devices and internet filters to block malicious websites; and directing parents/carers to useful resources to help them keep their children safe online;
- ✓ Ensure parents/carers are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with;
- ✓ Ensure staff, parent and pupil data remains secure and is not lost or misused;
- ✓ Put procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning, e.g. timetabling breaks from learning and screens;
- ✓ Ensure robust safeguarding measures continue to be in effect during the period of remote learning. Liaise with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working;
- ✓ Continue to communicate with parents/carers via **email** and Class Dojo about remote learning arrangements;
- ✓ Monitor and review remote learning arrangements and welcome feedback from parents/carers.

### **Parents/carers agree to:**

- ✓ Ensure their child has a device (requesting from school if necessary) on which they can access recorded teaching and complete independent learning activities;
- ✓ maintain contact with school via Dojo or email; complete independent learning activities (saving/uploading onto Dojo);
- ✓ Report any absence to school by 8:45am, outlining the reasons for the absence;
- ✓ Use the necessary equipment and computer programs as intended;
- ✓ Do not record, store, or distribute remote learning materials;
- ✓ Protect their child from the risks associated with using devices connected to the internet (seeking support from school if required);
- ✓ Ensure their child uses any equipment and technology supplied by school for remote learning as intended;
- ✓ Report any online safeguarding incidents to school;
- ✓ Engage in welfare discussions about their child with either the Headteacher or class teacher in order to support their child's mental health and wellbeing, and notify school of any concerns so that we can provide support;
- ✓ Contact teaching staff if support is required with learning;
- ✓ Ensure that school is informed of any changes to contact details as soon as possible.