Remote Learning Policy

Preston Grange Primary School

Issue Date: October 2020

Last reviewed: March 2024

Next review due: March 2026

Aims

This remote learning policy aims to:

- Set out expectations and ensure consistency in the approach to remote learning for pupils who aren't in school for more than a week but are well enough to learn e.g. due to an infectious disease or suspended
- Set out expectations and ensure consistency in the approach to remote learning for pupils who aren't in school due to school closure.

Work is not set for children who are taking term time holidays as these are unauthorised absence.

When a child cannot attend

Parents or carers can collect work from the school office each morning of absence.

When school is closed to all pupils

Teachers will set work using Google Classroom (Nursery using Tapestry)

What is our remote learning offer?

Please note on Google Classroom each lesson/ activity has a timing next to it. This is to help parents understand the expectations for each activity and allow them to organise their day.

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

All children from Reception to Year 6 have a login for Google Classroom and all work set will be uploaded to this platform at 8.30am each day.

How will my child be taught remotely?

All lessons, activities and learning resources will be accessed through Google Classroom.

We are using a range of live, pre recorded and uploaded activities so that pupils can access learning using a flexible timetable that suits parents schedules and technology demands between siblings.

Children will be contacted by their teachers via Google Classroom and will take part in virtual contact at set points across the week e.g. live Shared Reading. Children will receive a range of feedback (in line with our Feedback Policy) in order to motivate and support their learning.

Early Years	KS1 + KS2
<u>Reception</u> <u>Google Classroom</u> ● Daily Maths and Phonics activities. ● 3 Literacy activities across the week. ● PE/ Fitness ● 3 Topic Activities ● Castles (PHSE) lesson every week. ● Parents to continue uploading evidence to tapestry e.g. child-initiated play, videos of children reading. Daily Expectations for Children: ● Reading everyday (children have access to reading scheme books via Google Classroom) ● Rainbow words are practiced daily using videos on Google Classroom. ● Daily Basic Skills practice e.g. letter formation, name writing. <u>Nursery</u> On a weekly basis activities will be set via Tapestry which will cover all areas of the Early Years curriculum with a focus on early language development. Some pre-recorded videos e.g. Dough Disco will be used. Activities will be linked to meaningful first hand experiences.	<u>Google Classroom</u> ● Recorded Maths and English lessons every day ● Shared Reading Live teaching with a small group (6) every day via Google Meet ● A Castles (PHSE) lesson every week. ● PE/ Health/ fitness lessons across the week. ● A range of foundation subject lessons following our usual curriculum. ● Daily spelling activities through Spelling Shed and Google Classroom. ● A weekly SPAG lesson and activities ● In KS1, a daily phonics activity/ Daily Expectations for Children : ● Reading every day - reading record photo upload weekly ● In KS1 children have access to reading scheme books via Google Classroom. ● KS1/2 - rainbow words and high frequency words

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:

Feedback will be given to the whole class through daily shine which aligns with our feedback policy. This will be based on sharing work, picking up misconceptions and extending learning.

Teachers will provide individual feedback once a week for Maths and English focusing on strengths and points for improvement.

Teachers will continue to reward Castle Points for work returned via Google Classroom.

In Early Years, children will continue to receive feedback based on evidence and work uploaded to Tapestry and Google Classroom.

What will your teaching videos look like?

Teachers do not need to appear in teaching videos. Videos will be focused on explanations and modelling. Videos will be designed to be paused so children can practice themselves and then check by continuing the video. Children should be encouraged to rewatch videos multiple times in order to develop their understanding of the content.

Teachers will be in regular contact with pupils through the use of Google Meets embedded in Google Classroom.

How will you continue to support children with Additional Needs, Special Educational Needs or Vulnerable Children?

Children who receive EAL support in school will continue to receive additional support through the EAL service.

Children who are on the Dyslexia team's caseload will continue to have their regular sessions live via Google Meet.

Children with EHC plans will continue to have their needs met when both in school and at home via live sessions.

EHA meetings will continue to take place every six weeks led by our EHA Lead.

Mental Health and Wellbeing Lead will contact families of Vulnerable Children.

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

Class teachers will be continuously monitoring engagement with work on Google Classroom and will make use of the messaging features and Google Meets to check in on children. If there is a concern raised about the child's work or well being by either their family or teacher, we will do one of the following:

- phone call by class teacher to check in with family or provide support if needed
- regular phone calls from a member of staff to ensure that families are being supported
- Mental Health and Wellbeing Lead calls made to support wellbeing

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

- We are able to issue or lend laptops or tablets to pupils if you have issues accessing technology, you can request help by messaging through Google Classroom or contacting the school office.
- We are able to offer additional internet packages and parents who are struggling should contact the office in order to trigger this support.
- We offer support calls to those who are having difficulty accessing technology or have lost passwords.
- In exceptional circumstances, paper based work may be required if so this should be requested through the school office.
- If children who have requested paper packs cannot return them online, please return them to the office regularly for feedback.

How do we support families during this time?

These are the support mechanisms we have in place to ensure the children are engaging with the work:

- Parents will be asked to ring the school office if they need help & staff provide support with these issues on an ongoing basis.
- Children are able to message their class teacher via Google Classroom if they need to and teachers can message back.

Roles and Responsibilities of Families

We expect **pupils** learning remotely to:

- Be contactable during certain sessions
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

We expect **parents** with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when raising any issues or concerns with staff
- Ensure that children are active on Google Classroom everyday and completing any work set.

What will I need?

- A device that can access the internet, such as a laptop, desktop computer, tablet or smartphone.

- We recommend a quiet space for your child to learn with minimal distractions.

- Once your child is set up for the day they should be able to complete work relatively independently but may need prompting to keep on task, rewatch or reread the material on Google Classroom

What do we expect from your child?

It's essential that your child engages with home learning and completes the daily activities set.

We expect the work set for each day to be completed on that day. This is important because the next day's teaching is often dependent on previous learning.

We acknowledge that for our youngest children it will be more difficult for them to work independently and will require more support from parents. Lessons and activities have been designed to reduce the need for support as much as possible.

If they aren't engaging with the learning, we'll use the following strategies to provide additional support:

- Phone call home
- Increased encouragement

What can I do to support my child?

We appreciate that this situation may present some challenges for you. We need your support so that we can continue to provide high-quality education for your child and your child continues to make progress during this time.

Younger children in particular may need support in accessing online materials and staying focused with their remote learning. We ask that you help them as much as you can.

At the same time, we don't expect you to watch your child all day, and we wouldn't expect parents/carers to get involved in remote lessons in place of our teachers. But, it would be really helpful if you can take an active role in your child's learning by asking them about their day and what they've learned.

Our top tips:

- Try to encourage your child to be ready and dressed for the start of the school day, and as in a normal school day keep devices and games for when school work is completed

- Distinguish between weekdays and weekends, and make it clear when the school day is over, to separate home and school life

- Plan breaks and exercise into the day to help keep your child active

Please keep in touch with us and do let us know if you're having any difficulties with remote learning, or if you have any questions. You can contact office@pgps.co.uk

Roles and Responsibilities of the Governing body

The governing body is responsible for:

- Working with the school to ensure quality of education remains as high as possible

- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

- Monitoring the schools learning offer to ensure itr meets the communities needs

- Take part in a Governor visit to see remote learning in action and evaluate the schools' approach for all stakeholders.

Review

This policy will be monitored and reviewed as necessary.