



**Stonesfield Primary School**

Learning together to achieve our best

## **REMOTE LEARNING POLICY**

**Published: January 2021**

**Review: ongoing**

### **Remote education provision: information for parents**

This policy is written in line with DfE guidance and is informed by Ofsted's guidance on what's working well in schools in relation to remote education.

This policy will be regularly reviewed taking into account views of all stakeholders: parents, pupils, staff and governors.

This information is intended to provide 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 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.

### **Guidance and documentation**

[DfE guidance for parents and carers of children who are learning from home](#)

[DfE restricting attendance during the national lockdown](#) [includes guidance on remote learning expectations]

[Ofsted guidance: What's working well in remote education](#)

## **The school's aims for remote education:**

- Provide face to face education for eligible pupils
- Equality of provision for all children whether working in school or at home
- Delivery of full curriculum
- Daily contact between teachers and pupils
- Provide a weekly overview and daily structure to support parents
- Allow flexibility for parents who are juggling home schooling with work commitments
- Support staff and pupils' wellbeing

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

When Stonesfield Primary School is fully open there will be occasions when children are absent due to self-isolation. In these circumstances the class teacher's main responsibility and focus will be on delivering the curriculum to pupils in school.

Class teachers will:

- Provide a paper copy of a Talk 4 Writing English unit to be used in the event of absence due to self-isolation
- Provide daily Maths lessons linked to White Rose curriculum uploaded on Google Classroom
- Promote focus on Fast Facts with sessions to be completed on TTRockstars
- Promote focus on spellings with practice and activities on Spellingframe
- Provide access to a weekly Science lesson on Developing Experts

When children are absent from school due to illness they are not expected to complete remote education.

In the first two days of partial school closures due to national lockdown teachers will be adjusting from face to face teaching to providing remote education. The school will also meet its requirements for staying open for eligible children (children whose parents are critical workers and vulnerable pupils). The remote education provision will be equivalent to that set out above.

## **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?**

The school will deliver the same curriculum to pupils eligible to be in school and pupils learning from home. The exception is that a weekly Forest School session will be offered to pupils in school on a Friday. This is to support their wellbeing.

The school will adapt its regular curriculum in order to be delivered remotely. The school will select English units from Talk 4 Writing or Oak Academy which align with the school's long-term plan. In other curriculum areas lessons will be adapted where special equipment is required, for example Science.

## 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:

Key Stage 1	3 hours per day
Key Stage 2	4 hours per day

## Accessing remote education

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

The school will use Google Classroom to provide virtual classrooms where pupils will access their learning. All pupils will have a username and password. Technical support is provided by 123ICT. Reception will continue to use Tapestry.

The school will use Google Meet to provide virtual face to face contact between pupils and staff.

Google Meets will be used for a range of purposes:

- Whole class, year group, or targeted pupils;
- Introducing learning for the day ahead;
- Teaching, reviewing, addressing misconceptions, and providing feedback;
- Social opportunity for children to keep in touch;
- Shared reading experiences with the class book;
- Sharing and celebrating learning and successes on a Friday.

### 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:

- Lend chromebooks to households who require devices, dependent on the number of pupils in school requiring devices.
- Provide printed materials.
- Opportunity to hand in printed work.

## How will my child be taught remotely?

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

Approach	Purpose
Live teaching	Live teaching provides an opportunity for a teacher to deliver curriculum content via Google Meet. There are opportunities for interaction: pupils can ask questions and teachers can assess pupils and provide instant feedback.
Recorded teaching	Recorded teaching provides an opportunity for a teacher to deliver curriculum content. Oak Academy provides an opportunity for pupils to access pre-recorded lessons delivered by specialist staff who are not from Stonesfield Primary School.
Online resources	High quality curriculum content. For example, White Rose Maths curriculum and Developing Experts Science.
Printed paper packs	Activities collated by teachers for children to work on offline. For example, spellings and phonics activities.
Class texts	Children will be encouraged to have a copy of the class book. Staff will plan sessions on Google Meet for children to read the book together. There will also be lessons and activities linked to the book assigned on Google Classroom.
Other assignments on Google Classroom	Teachers will also use a range of other resources to provide stimuli for lessons which will be assigned on Google Classroom.

## 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?

The school believes that every child is entitled to a good education. The school will work closely with parents to ensure all children get the education they deserve. We recognise that families have work commitments and will need flexibility to timetable lessons to suit. The school expects all children to access and complete the daily English and Maths lessons as a minimum. Pupils are strongly encouraged to read every day, practise Fast Facts, spellings and handwriting. The school will provide a weekly timetable for each class in order to provide a daily structure for pupils.

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

Staff will monitor attendance at Google Meets and the expectation is that pupils make contact with their teacher daily. Attendance at Google Meets is highly encouraged as this provides teachers an opportunity to check on pupils' wellbeing. If a pupil is unable to attend a Google Meet then we would encourage pupils or parents to leave a comment on Google Classroom and make contact by handing in the daily English and Maths tasks.

If engagement is a concern then in the first instance a member of staff will phone home in order to identify barriers and find ways to support a 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:

- Pupils attending Google Meets in the afternoon in order for teachers to provide tutorial support and responding to misconceptions.
- Commenting on work handed in on Google Classroom.
- Providing feedback on end of unit English work handed in physically to school office.

## **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:

- Provide differentiated and personalised learning for pupils requiring this level of support.
- Regular phone calls home by a member of staff.
- Actively welcome feedback on remote education and provide support as required.
- Reduced demands on quantity of learning expected.