



# Remote Learning Policy

Including guidance for virtual lessons

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PARTNERSHIP OF SCHOOLS

## Remote Learning Policy

- Remote learning is delivered when children are unable to access face to face teaching and learning in school with their teacher.
- Remote learning would usually happen when a child is self-isolating or when they are quarantining following return from a country not on the exempt list. It may also take place for a minority of children who have a current letter from their GP stating that they should remain at home.
- Remote learning is online learning, usually delivered through Tapestry or Showbie.
- This remote learning model is applicable in four distinct circumstances:
  1. Firstly, when a child is unable to attend school (as detailed above).
  2. If we had to close a bubble due to a confirmed case of COVID-19.
  3. If a school has to close due to staff shortages or other extenuating circumstances.
  4. Lastly, if we enter into another period of complete lockdown (**regional or national, in which schools are closed to the majority of pupils**).

Please note: If a child is unwell, there is no expectation for learning to be completed.

One of the benefits of remote learning is that it can support a project or course of study to progress whilst not requiring teachers and learners to be in the same physical space at all times. It is important to consider remote learning within the ongoing development of the whole school: we recognise things may change over time and that there is no 'one size fits all' ideal.

By moving to a remote learning model, routines will change and pose specific challenges to the wellbeing and mental health of staff, learners and parents. The move to remote learning will equally affect the ability of schools to respond to these challenges and provide support to students and staff. The COVID-19 crisis has added extra mental health and well-being concerns for schools, and schools will play an important role in mitigating the negative psychological effects of the crisis.

## Rationale

During periods of isolation, quarantine or a lockdown, children need to have the opportunity to continue their high-quality education at home, supported by the skills and expertise of their teacher who may be in school or at home themselves. This policy aims to provide clear guidelines on how children can engage meaningfully in their education remotely and what parents can expect from their schools during periods of home learning. Remote learning is a partnership. We rely on parents to give us feedback on what is working and what is not so that we can constantly refine and develop our offer so that it is highly effective at keeping children on track with their learning.

Remote learning refers to the teaching, learning activities and learning opportunities provided by the class teacher to our pupils **should any of our pupils or staff have to isolate in accordance with government guidelines during the COVID-19 period** or for a prolonged period of time that involves illness.

This document aims to clarify the implementation of Remote Learning across The Compass Partnership, outlining Health and Safety guidelines, and directions to ensure your child's needs are met as much as we possibly can in this challenging time. In order to deliver a coherent range of curricular experiences, our staff are committed to giving pupils access to learning activities which will meet their needs, building upon prior learning.

## **Teaching and Learning: Roles and Responsibilities**

### **The role of staff:**

- To provide a balance between new learning as well as reinforcing and consolidation of prior learning.
- To provide children who are self-isolating with access to the learning being taught in school, ensuring inclusivity across the curriculum.
- To build upon the skills learned during lockdown as appropriate.
- To promote an ethos of inclusion, 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 keep abreast of research and the national agenda.
- To engage with effective learning and teaching resources e.g., Oak Academy.
- To foster an open pathway of communication between the school and home where appropriate.
- To adhere to government safeguarding and health and safety guidelines.

### **Staff will:**

- Select an appropriate teaching and learning approach with learning tasks that are complementary and coherent across learning environments.
- Provide broad, general education remote learning tasks.
- Provide at least a weekly comment on children's learning completed in English, Maths and a foundation subject.
- Provide targeted support to learners with particular needs.
- Provide follow up Literacy, Numeracy and Health and Wellbeing tasks for the days your child is not attending school.
- Feedback to pupils in response to questions or requests through Tapestry or Showbie either individually or as a whole class.
- Consider the most important elements of teaching and learning that are needed and which elements will be more difficult to explain remotely.
- Focus classroom work on key ideas and involve modelling, where possible.
- Make use of remote sessions to check knowledge, independent practice, extended writing pieces to consolidate what they have learned.
- Be mindful that extra support may be required where parents and guardians are less able to do this themselves.

**Please give teachers time to respond to questions or queries...remember that teachers will be supporting a large number of pupils both remotely and in school and others may require the teachers' immediate attention.**

**The role of the pupils in KS1 and KS2:**

- To engage in learning through our digital platform Showbie.
- To consider everyone's views and ensure everyone feels valued and respected when participating in the live discussion.
- To contribute their views during remote learning.
- To complete remote learning tasks, in the time given.

**The role of parents:**

- To support the school values.
- To foster an open communication between the school and home .
- To use Showbie to access remote learning materials which support, complement and consolidate school learning.
- To ensure your child completes remote learning tasks online.
- To communicate through the usual channels if they want to discuss something with the teacher.
- To make the school aware of any issues with access to technology.

**Guidelines for Home Learning and Teaching**

We know that the idea of supporting your child's learning can seem daunting. It is important to remember that you are not expected to become a teacher and that your child does not need to learn in the same way as they do in school. The most important aspect is the relationship that you already have with your child, this will enable you to support and reassure them during the time they are learning from home.

On the days that you are engaging with remote learning, plan the day out in advance with your child, doing this will help to reduce pressure or anxiety. Ensure that they have a range of short 'chunks' of time when they are engaged in an activity. Not all activities should require direct adult support, plan so that your child can undertake some activities independently in order to ensure that you can continue to work at home, if needed. 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.

The time pupils have at home could allow them opportunities to read more widely. Encourage them to explore some of the shorter texts and extracts to enrich a topic or simply to give them enjoyment.

For learners that are more independent, time spent learning at a distance may involve the role of the teacher as one to provide support, feedback and instruction on a needs basis while pupils work through the curriculum area and its content. This gives pupils a high degree of control over their learning and supports their self-directed and goal-oriented learning.

Where we can, teachers may also consider how to create and maintain a culture of collaboration and trust – through dialogue as well as learning tasks – that contribute to the sense of community, transcending different learning environments. This facilitation may also help dispel the teacher's own anxieties around different (potentially more distant) relationships with pupils who are less frequently in-school.

### **Online Home Learning Resources:**

- For children who do not have regular access to the internet or a device, paper learning will be provided. Where possible, school will provide a remote learning device or offer a place in school.
- Weekly phonics/reading, writing/GPS, foundation (Science, History and Geography) and maths activities for the week to be uploaded to the online learning platform.
- When working collaboratively across schools, planning for the week ahead and other materials must be uploaded to the Compass SharePoint Home Learning room by the Wednesday before the following week's learning commences so teachers can upload the resources to the learning platform or adapt them if they would like to. Teachers must ensure it is clear which day links to the appropriate resource.
- When working within one school, planning should be uploaded to the Year group folder on SharePoint within the relevant school site.
- During a regional or national lockdown, in which school is closed to the majority of children, teachers will upload interactive lessons daily to support home learning for phonics/reading, writing/GPS and maths they are planning for. We will be moving to a remote learning offer of both live and pre-recorded sessions using Showbie Live. However, other forms of interactive learning can be used instead of or in addition to these such as BBC Bitesize links, Oak Academy or YouTube clips if teachers feel more comfortable using these platforms.
- Foundation subjects will match those that are taught in the classroom. Please see the example timetables on p.7. For more detail on each School's offer please see each School's 'Remote Schooling Guidance' document, available on all school websites.
- During a national or regional lockdown, in which school is closed to the majority of children, weekly interactive 'community' sessions through Showbie Live, must occur to maintain meaningful interaction between class teacher and pupils. Take this time to have a circle time, read a story, discuss a philosophical question with your children.

### **Safeguarding**

Keeping teachers safe when providing remote education is also essential. Remote education is a new experience for both staff and pupils, so it's important that schools understand how to approach safeguarding procedures online. We cannot emphasise enough the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns. If you have any concerns, please phone the school office or use the contact email address. All information will be treated in confidence and where necessary reported to the appropriate agencies.

The vast majority of our learning will be pre-recorded lessons containing voice-overs or materials from other platforms. We are now leading some live classes across the Trust. Here are some basic principles to safeguard everyone during remote learning:

- Group meetings only. No one-to-one meetings with children unless the parent is present.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Staff devices used should be located in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background or use the blur background options.
- The live class should be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Schools should risk assess the use of live learning using webcams.
- Data Processors need to reassure themselves that any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use cases against the providers terms and conditions (for example, no business use of consumer products, use of unauthorised copyrighted materials).

Moving forward as a Trust, through the development of a blend of in-school and remote learning, teachers can support pupils and help to individualise learning; increase learners' autonomy, motivation and agency; improve learning skills towards becoming self-directed learners. The school will undertake regular reflection and continuous development: the remote learning approach – particularly as it is a new approach for the school – requires constant adaptation of teaching based on reflection (self-evaluation and by others) and feedback, in order to respond to the learners' needs effectively.

### **Our Curriculum offer in three different circumstances**

New government guidance '*Restricting attendance during the national lockdown.*' states that we must now provide 3 hours remote learning for children in KS1 (less for younger children) and 4 hours for children in KS2. This is reflected in example timetables below.

**Table 1**

**Compass Weekly Curriculum Offer  
During a school day when one child+ is isolating.**

<b>A live meet with the class teachers and peers (where parental permission has been given)</b>				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Daily fitness of 20 mins</b>				
Maths	Maths	Maths	Maths	Maths
Reading	Reading	Reading	Reading	Reading
Writing/GPS	Writing/GPS	Writing/GPS	Writing/GPS	Writing/GPS
Science	Unit of learning	History	Geography	RE

**Table 2**

<b>Compass Weekly Curriculum Offer During a school day when there is a bubble closure due to a positive COVID test result.</b>				
<b>A live meet with the class teachers and peers (where parental permission has been given)</b>				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Daily fitness of 20 mins</b>				
Maths	Maths	Maths	Maths	Maths
Reading	Reading	Reading	Reading	Reading
Writing/GPS	Writing/GPS	Writing/GPS	Writing/GPS	Writing/GPS
Science	Unit of learning	History	Geography	RE

**Table 3**

<b>Compass Weekly Curriculum Offer An example during a regional or national lockdown in which school is closed to the majority of children.</b>				
<b>One whole school Assembly (where parental permission has been given)</b>				
<b>A live meet with the class teacher and peers at least once a week</b>				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Daily registration and outline for the day</b>				
<b>Daily fitness of 20 mins</b>				
Maths	Maths	Maths	Maths	Maths
Reading/Phonics	Reading/Phonics	Reading/Phonics	Reading/Phonics	Reading/Phonics
Writing/GPS	Writing/GPS	Writing/GPS	Writing/GPS	Writing/GPS
Science	Community	History	Art/DT	Community

**Key Considerations:**

- When children are accessing remote learning at home, consideration needs to be given to the amount of screen time this will require. Our guidance would be **three hours for KS1** (less for younger children) and **four hours for KS2** over the day. Please consider this when planning your activities/lessons for the children.

In the event of a regional or national lockdown, Wingfield Primary School will provide the following online learning offer facilitated through the online platforms 'Showbie' (Years 1 – 6) and 'Tapestry' (Nursery and Reception).

- Teachers will upload four lessons daily:
  - maths
  - reading (Years 2 – 6) / Phonics (Nursery, Reception and Year 1)
  - writing
  - a foundation subject (including science)
- It is expected that these lessons should take children a minimum of three hours to complete in KS1 and four hours in KS2.
- Practice of key fluency skills on a daily basis such as: spellings (high frequency words), reading, times-tables and phonics for younger children. Additional activities in subjects such as P.E. will be uploaded to ensure a continuity of curriculum.
- The school will begin to provide a blended approach to remote learning that includes both live and pre-recorded sessions. Initially, the live sessions will take the form of replacing the daily class discussion.
- The school will provide additional links to online learning resources for families who require further resources via the school website. Please see our home learning links page: <https://www.wingfield.greenwich.sch.uk/?q=node/43>
- Teachers will also ensure that every child's social and emotional well-being is prioritised through dedicated class discussion periods where children can communicate with their teachers and friends.
- Virtual school assemblies will ensure that there is a continuity of school life during any lockdown period.

Teachers will therefore:

- Teachers will endeavour to replicate the classroom experience by creating guided videos and differentiated learning resources.
- Teachers will be available throughout school hours (9:00 – 16:00, Monday – Friday) to support children in their learning using resources such as annotations, voice notes and videos.
- Teachers will provide personalised feedback for all students.
- Teachers will organise the online folders of learning in a consistent manner.
- Teachers will check on a weekly basis that all children are engaging with their learning. Where this is not happening, staff will contact parents and carers to support them with their remote learning.

Class teachers will ensure that highly individualised learning is uploaded for children with specific learning needs.

Where children do not have access to suitable technology at home, the school will endeavour to provide children and families with appropriate resources to ensure they can access their online learning at home.

If you would like further information about our online learning offer please refer to our Remote Learning Policy or contact Tim Arding, Assistant Headteacher, using [wfcontact@wingfield.compassps.uk](mailto:wfcontact@wingfield.compassps.uk). Thank you.

### **Monitoring, evaluation and review**

The Board of Trustees will assess the implementation and effectiveness of this policy.

The policy will be promoted and implemented throughout all Trust schools.

This Policy will be reviewed by the Board of Trustees on a two-yearly cycle.

Adherence to the policy will be monitored by the School's Local Governing Body.

Policy adopted:	Autumn Term 2020
Aligned for	School Name: Wingfield Primary School
Other related policies:	Safeguarding and child protection E-safety Teaching and Learning
Next Review:	Autumn Term 2022