Remote Learning Policy

To be reviewed annually

Chair of Governors, Sue Nelson

Signed

East Preston Infant School is a Rights Respecting School. All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility.

In this policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 3 – The best interests of the child must be a top priority in all things that affect children

Article 28 – Every child has the right to an education. Primary education must be free.

This policy tells you about what you can expect from us should your child/family be isolating due to Covid-19, and our expectations of you as the parent/carer.

Aims:

The aims of remote learning at East Preston Infant School are to:

- Keep the minds of our young children active and happy, ready to return to school and engage with learning when the times comes.
- To minimise the gaps in children's learning as a result of absence from school due to Covid-19 isolation requirements.
- Ensure regular contact with all children and families.
- Ensure consistency in the approach to remote learning for pupils who aren't in school.

Our remote learning plans aim to provide a minimum of 3 hours of focused learning per day, to make this manageable for parents at home, particularly where there is more than one child. It is not appropriate for our age of children to be using computers for long periods of time to complete their learning. We will aim to include activities that are practical and purposeful in order that children are gaining concrete real life experiences.   Discussion when completing tasks is vital, this helps children to understand concepts and we welcome photos and video evidence as we would use in school.

Teachers will not be engaging in live stream lessons as we cannot match these with the needs of our infant children because the teacher-pupil interaction is not easily replicated. It is recognised that remote learning is most challenging for the youngest pupils and that the priority for them should be progress in early reading. With this in mind, we would ask that parents/carers prioritise regular (if possible daily) reading and phonics. There is no expectation to maintain Reading Diaries in scenario three.

If families have difficulty printing any learning, they should contact the class teacher for support via the year group email address. We will try our best, however to make the remote learning for short term absence, website based or practical, using general household items, to avoid the physical need for contact with the school and to avoid printing copious amounts of sheets, which can be a huge workload for staff, and of course, not good for the environment.

We will be continuing, in all scenarios, with 'Marvellous Me' in order to maintain contact and provide motivation for the children.

Wellbeing

We have tried to put together a plan for all eventualities. If a child or family member is unwell, we recognise that this may mean that remote learning is the last thing on your mind and we would not expect it to be completed under these circumstances. **Health should always be put first.**

Taking care of our own mental and physical health as teachers is absolutely crucial at this time, as it is for our children and their parents/carers. Teachers are having to teach in the class and plan for remote learning for children who may not be in school. This plan supports the workload of our teaching staff so that it is manageable for all parties.

Scenarios

Tasks will be colour coded to help parents more easily identify the priorities for learning.

Red: Priority tasks to be completed and returned to school by the set deadline
Amber: Key tasks which could be completed, but which do not need to be returned to school
Green: Extension tasks which might be completed by children who are able to spend longer on focused learning

Scenario 1: Individual pupil isolating for up to 14 days

Child or a family member has Covid-19 symptoms and are awaiting test results OR Child or member of the family has tested positive for Covid-19	- Learning for the week ahead will be provided via your child's Google Classroom page and will be uploaded each Friday. - There will be a weekly overview of the learning which is taking place in school and links to activities that focus on the core subjects of Literacy (Reading, Writing, Phonics) and Maths, plus one Foundation subject. - At least one piece of learning per day will be expected to be returned to school for feedback and marking (this will be clearly identified as a red task). - If a child is absent from school for more than 5 school days you will receive a 'keeping in touch' phone call to check-in with both the child and parent/carer.

Scenario 2a: Year group bubble isolating (class teacher well and can provide remote learning)

Year group bubble at school are isolating for up to 14 days *NB: The school will only isolate year group bubbles under the direction of the local Public Health Authority.*	- Learning will be provided via your child's Google Classroom page and will be uploaded at the start of each day. - The class teacher will log on to Google Meet (part of the Google Classroom page) each day for approximately 15mins to set out the days learning, expectations and to try to motivate and engage the children. Each year group will be at a different time in order that siblings within the household can access this. These will also be recorded so that they can be viewed at a different time if needed. - Learning will focus on the core subjects of Literacy (Reading, Writing, Phonics) and Maths, plus one Foundation subject

	-Teachers will be uploading videos and signposting to The Oak Academy for other Foundation subjects. - At least two pieces of learning per day will be expected to be returned to school for feedback and marking (these will be clearly identified as Red tasks). -During the day the teachers will monitor Google Classroom and year group emails between 8.30am and 4.30pm, so that they are able to respond to questions from parents/carers and give feedback on returned work.

Scenario 2b: Year group bubble isolating (class teacher unwell and therefore unable to provide remote learning)

If the class teacher is unwell and therefore unable to provide remote learning, teachers in the other classes within the year group will upload learning to the Google Classroom page. Work will still be expected to be returned to school, but this may not be reviewed or given feedback. Teachers in the other classes will try to monitor the class page in order to answer questions from parents/carers.

NB: In scenarios 2a and 2b teachers working from home can only carry out a reasonable workload and they will have limited access to school resources, which may impact on their ability to provide the remote learning package set out above.

Scenario 3: Whole school closure

Whole school closure – all bubbles isolating *NB: The school will only close under the direction of the local Public Health Authority or Government directive*	-If the whole school are isolating and teachers are well, we will follow the plan for Scenario 2a. - If the whole school are isolating and teachers are unwell, we will follow the plan for scenario 2b. -If no teachers are well enough within the year group to upload remote learning, we will signpost parents to The Oak Academy. -If the school is open to children of Key Workers, then the staff in school will teach the 'remote learning' to these pupils during the school day.

NB: In scenario 3 some teachers may be required to shield, some will have their own children or other relatives to care for, some will have partners working as key workers and some may be unwell or have someone in their family who is unwell. Under these circumstances, it may be difficult for the school to provide the full remote learning package as set out above.

<u>Our expectations of parents/carers:</u>

In order for remote learning to be as successful as possible, we will need to work closely together. We recognise that our children come from a wide variety of family settings and that the pressures within these may vary significantly.

Due to the young age of our children, the vast majority will need a lot of guidance when working and cannot be left alone for long periods to complete tasks. Many children will not work for their parents in the same way as they work in school. We will therefore endeavour to make the learning tasks short, practical and age/stage appropriate. Tasks that do not require the internet or a device such as a laptop or tablet to access them are preferable, as some families will not have internet access or more than one device to use.

We do not expect parents to be teachers and our advice would always be, 'do the best you can'.

Our expectations for parents/carers are as follows:

- Parents/carers will sign up to Google Classroom and regularly support their child in accessing the class page to view the learning.
- If parents are unable to do this they will contact the class teacher (via the year group email or main school office) as soon as possible, in order that alternative arrangements can be made.
- Parents/Carers will contact the class teacher if their family circumstances mean that supporting remote learning is difficult e.g. multiple siblings at home, no internet access .
- Parents/Carers will contact the class teacher (via Google Classroom) if they have any concerns or difficulties with the remote learning tasks, in order that support can be given.
- Parents/Carers will ensure that all work required to be returned to school is done so within the specified period.

Children with SEND

We will try to accommodate the needs of all students, including those with SEND or those who are vulnerable, and take into account different levels of learning however, teachers are not expected to provide bespoke individual lessons for pupils.

The Inclusion coordinator will liaise with those families where the child has an EHCP, to discuss how their specific needs could be met during their absence from school.

E-Safety

At East Preston Infant School we all have the right to be safe. Ensuring your child's safety when they are online at home is the responsibility of parents and should be given a high priority. One of the most important ways to keep your child safe is to know how to discuss e-safety rules when using the internet at home and at school. Have a conversation with your child on an ongoing basis about keeping safe online, particularly if they express interest in new websites, games or other internet-based activity.

In the event that pupils need to access their learning due to the aforementioned scenarios, we have endeavoured to create a system where we can effectively monitor and can safely include our whole school community. All login information must be kept private to the individual user and we ask that you treat this login information as you would your own private information. Please do not share login information, or any information provided by the Google Classrooms, with anyone. This will help to ensure that all who use the online learning platform remain safe and secure.

As the internet becomes more and more integral to children's lives, it is vital that you are aware of how applications are interacting with your children and how that could affect them. It can be challenging to remain on top of the various different ways in

which children can access the internet, therefore we have included below a range of websites that you can use to develop your own understanding of internet safety, as well as helpful resources to help children become more internet aware.

https://nationalonlinesafety.com/guides

https://www.saferinternet.org.uk/

https://learning.nspcc.org.uk/news/2020/may/online-safety-during-coronavirus

https://www.saferinternet.org.uk/advice-centre/parents-and-carers/parental-controls-offered-your-home-internet-provider

https://www.childnet.com/resources

Contacting staff

Questions regarding any of the remote learning should be sent to the class teacher via Google Classroom. If parents/carers are unable to access this, the questions should be sent to the year group email (see below) or via the main office secretary@epinf.co.uk.

Year group email addresses:
YR: yearr@epinf.co.uk
Y1: year1@epinf.co.uk
Y2: year2@epinf.co.uk

Teachers will not respond to any contact through their personal email addresses.

Safeguarding

The Designated Safeguarding Leads (DSL) - Mrs New and Mrs Owens - will contact vulnerable families on a weekly basis when those children are not in school. Should they not be able to communicate with the vulnerable family then a risk assessment and a home visit will be completed within a 48-hour period.

Staff will continue to record any safeguarding incidents or concerns and will report these to the DSL without delay.

If teachers upload a video onto Google Classroom to support remote learning, they will undertake these videos in an appropriate room, having considered their surroundings.

Useful websites to support remote learning

For all rounded curriculum activities and videos:

- National Oak Academy: https://www.thenational.academy/
- Discovery Education's Espresso: https://www.discoveryeducation.co.uk/what-we-offer/discovery-education-espresso

- BBC Bitesize https://www.bbc.co.uk/bitesize/levels/z3g4d2p

Maths games, activities and reasoning opportunities:
- NRich https://nrich.maths.org/9798
- My Maths https://www.mymaths.co.uk/
- Topmarks https://www.topmarks.co.uk/

Great websites for reading, writing and phonics practise:
- Pobble365 https://www.pobble365.com/
- Phonicsplay https://www.phonicsplay.co.uk/
- Oxford Owl Reading https://home.oxfordowl.co.uk/reading/free-ebooks/

UCL's Institute of Education's Online Learning Website for Primary:
- https://www.ucl.ac.uk/ioe/departments-and-centres/centres/ucl-centre-educational-leadership/free-online-learning-resources#Primary