



REMOTE LEARNING POLICY

Paxcroft Primary School

Introduction

When Lockdown was introduced in March 2020, schools in the UK were required to swiftly adapt their teaching provision to enable children to continue learning remotely. This was unprecedented and a new way of working for everyone, presenting many challenges to enable us to continue providing Quality First Teaching. At Paxcroft, we chose to use Seesaw, supplemented by the school website, as our main vehicle for delivering remote learning. This decision was taken without the chance to review all potential options available, so this document serves to clarify our continued approach to remote learning, based on an evaluation of our provision so far.

Effective Remote Learning

- a. We know from feedback gathered from a wide variety of families that remote learning through lockdown presented a whole host of challenges for families trying to make it as effective as possible at home. Nevertheless, provided lessons are planned carefully with certain key attributes, remote learning can still be highly effective.
- b. When implementing strategies to support pupils' remote learning, or supporting families to do this, key things to consider include:
 - i. *Lesson quality is more important than how they are delivered*
 - ii. *Ensuring access to technology is key, especially for disadvantaged pupils*
 - iii. *Peer interactions can provide motivation and improve learning outcomes*
 - iv. *Supporting pupils to work independently can improve learning outcomes*
 - v. *Different approaches to remote learning suit different types of content and pupils*

Remote Learning Levels

There are 4 broad levels of remote learning support:

1. School is open, children are in class.

- a. COVID control measures will be implemented as per the Safe Return to School Risk Assessment.
- b. Seesaw will be used for homework activities and as a means to communicate with class teachers.
- c. Urgent messages should pass through the main school office (class pages will only be monitored intermittently when teachers have a full class)

2. Individual families self-isolating while awaiting COVID-19 test results (24/48-hour absence)

- a. Each phase will provide a range of activities to enable children who are absent in the short-term to practice core skills (for example, learning number facts, reading tasks, sentence editing, physical fitness, topic research, links to podcasts/videos of general interest etc.)
- b. The activities will be varied to enable all pupils to access them independently and be challenged at their own level.

3. Individual families self-isolating for 10/14 days due to a positive test result or following contact from Test and Trace service.

- a. Children will be provided with 10/14 days of learning that links to lessons that are being taught in school.
- b. Teachers will upload daily core lessons taught face to face in class (English, Maths, PE) on the first full day after they have been notified that a student is absent. (So, for example; if a teacher receives notice on a Tuesday that a child is having to self-isolate, the teacher will begin to provide work from the Wednesday). Teachers will personalise and differentiate tasks to meet needs of the learners.

- c. Teachers may choose to share a topic lesson for the week (e.g. PSHE, science, history, geography etc). It is unrealistic to expect children to mirror the full daily timetable of a day at school while their teachers are in class full-time.
- d. Where necessary, stationery resources will be sent home via siblings or postal service if they are not available at home. Teachers will also send reading materials home for pupils. This provision should include appropriately levelled books and opportunities to read for pleasure, just as we would in school. Additionally, we would expect that the child's reading log is completed daily.
- e. Staff will need to ensure they maintain regular contact with families of pupils that are at home. Seesaw will serve as the main channel of communication but if necessary, email or phone call can also be used to ensure communication is as effective as possible and to ensure that learners are not missing out on learning opportunities. This contact with families is an important way to check in on progress being made with the learning and provides an additional layer of support so families fully understand the learning expectations.
- f. For children who are entitled to free-school meals, we will work with our catering team to make arrangements for this provision to continue.
- g. A review of the child's learning will be completed by the teacher after they return from self-isolation, so they can be aware of knowledge gaps that may have arisen.

4. Bubble Closure / Whole School Closure

- a. The table below sets out the year group expectations of our remote learning approach in line with the age and stage of our children. Timings are not exact; they are for guidance only:

Weekly Overview			
EYFS (10 hours per week)	Y1/2 (15 hours per week)	Y3/4 (17.5 hours per week)	Y5/6 (20 hours per week)
Daily reading - Share picture books and practice high frequency words - Phoneme practice	Daily reading - Share reading books and practice high frequency words	Daily reading - Share reading books and wider reading materials	Daily reading - Shared / independent reading books and wider reading materials
English - Daily phonics tasks - 1x writing task	English - Daily phonics tasks - Spelling practice - 2x writing tasks - 1x comprehension task	English - Daily phonics tasks - Spelling task - 2x writing task - 1x extended writing task - 2x GPS tasks - 2x comprehension task	English - Spelling task - 2x writing tasks - 1x extended writing task - 3x GPS tasks - 2x comprehension task
Maths - Daily maths/counting activity - 3x maths tasks	Maths - Daily number facts task - 5x Daily maths lesson	Maths - Daily number facts task - 5x Daily maths lesson	Maths - Daily number facts task - 5x Daily maths lesson
PE - Daily fitness activity	PE - Daily fitness activity	PE - Daily fitness activity	PE - Daily fitness activity
Wider curriculum - PD/EAD/UW/PSED/C&L (2x activities over a week from above areas)	Wider curriculum - 1x PSHE lesson - 2x (min) additional topic/curriculum tasks	Wider curriculum - 1x PSHE lesson - 3x (min) additional topic/curriculum tasks	Wider curriculum - 1x PSHE lesson - 3x (min) additional topic/curriculum tasks

- b. By 9am on the first day of closure, teachers will upload the learning provision for the core subjects, plus at least one additional subject from the curriculum (English, Maths, PE + other subject) to ensure a broad and balanced learning experience. Teachers will personalise and differentiate the tasks to meet the needs of different groups of learners.

- c. Phases will, as far as the content allows, continue to deliver the learning from their Medium Term Plans (MTP), so as not to omit components of each composite part of the curriculum.
- d. For children in our Early Years Foundation Stage, we know that learning happens best through play, where they can choose activities that interest them and where they can explore, create and solve problems. During remote learning, EYFS teachers will provide, via Seesaw, a selection of ideas for practical and creative activities that children and parents can engage with at home.
- e. Feedback will be issued on Seesaw as during Lockdown earlier in the year. Children are encouraged to ask questions about their work and teachers and support staff will offer assistance and support with work where required.
- f. For some lessons, teachers will provide video tutorials to help children understand the concept they are trying to learn. Key concepts will be broken down and vocabulary explained. Links will be made with prior learning, as this helps children retain new learning.
- g. There is already a wealth of teaching video resources readily available online. We recognise that a video produced by someone else may not be 100% the way that another teacher may have explained something. However, provided the video is of a good enough standard, our teachers will be encouraged to use them. This is to support wellbeing by keeping workloads manageable.
- h. However, we also understand that a crucial component of Quality First Teaching is the positive relationship that is formed between a teacher and the children in their class.
- i. Therefore, teachers will use the messaging facility within Seesaw, on a daily basis, to provide feedback on work completed and to communicate with their class in the way they would in the classroom.
- j. Teachers and support staff will also produce regular video messages in an effort to maintain the face-to-face element of the relationship.
- k. Where there is inconsistency with engagement with online learning, teachers will make direct contact with a family by phone. They will discuss any barriers there may be that the family could be supported to overcome.
- l. It is vital that we maintain a sense of community during periods of separation. Encouraging and enabling interaction between families and school is essential in achieving this.

5. Accessibility

- a. When planning activities, teachers will consider how learning needs to be adapted to ensure remote learning approaches remain suitable for pupils with special educational needs and disabilities (SEND), including children who are in receipt of SEN support. Teachers, together with support staff may need to produce personalised learning packs that meet specific needs appropriately. Support staff will be encouraged to play an active part in Seesaw daily feedback, particularly for children who require additional support.
- b. Teachers must be mindful of the fact that some families may have limited access to devices for online learning, especially in households with siblings who also have school work to complete. Wherever feasible, lessons should be planned to enable an “unplugged” activity to meet the learning objectives.
- c. Similarly, the requirement for tasks to be printed need to be kept to a minimum and families without these facilities may need paper copies of the work posted.
- d. Lessons will always be designed so that no prior knowledge or specific expertise is required by the adults who will be supporting the children at home. Explanations should be clear enough so that families can support children with their tasks and, ideally, children should be able to use the supporting materials to understand tasks independently, leaving families free to simply encourage and motivate them to complete the remote learning.