

Inkersall Primary Academy

Remote Learning Policy

The Local Governing Body of Inkersall Primary Academy adopted this policy statement in November 2020

It will be reviewed no later than November 2021

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1.1 Introduction

The purpose of this policy is to provide clear guidelines so that there is a consistent approach to remote learning throughout the school, should a child or groups of children not be able to attend due to a Covid-19 related issue. All members of staff should set work which continues the child's learning journey through remote learning. This could be through the use of Class Dojo or hand delivered work packs.

Effective remote learning should be consistent with what children are learning at school and should follow the school timetable as closely as possible.

1.2 Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (including pupils with SEND) who are not in school through use of quality online and offline resources, interactions with class teachers and pre-recorded teaching inputs.
- Provide clear expectations to members of the school community with regards to the delivery of high quality, interactive remote learning.
- Ensure continuous delivery of the school curriculum, as well as support in Motivation, Health and Well-Being and Parent Support.
- Consider continued education for staff and parents (e.g. CPD).
- Support effective communication between the school and families and support attendance.

1.3 Who is this Policy Applicable to?

- A child (*and their siblings if they attend Inkersall Primary Academy*) who is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whose whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- A child who is self-isolating due to a member of their household awaiting test results.

Remote learning will only be shared with families when they are absent due to Covid-19 related reasons.

1.4 Content and Tools to Deliver this Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (*Loom, Class Dojo*)
- Use of pre-recorded video (*teaching inputs e.g. English, art, reading stories*)
- Phone calls home
- Printed learning packs (where requested by parents, and for those who have no/limited internet access)
- Use of school subscriptions and online resources (*Hegarty Maths, Reading Plus, Phonics Play, Oak Academy, BBC Bitesize for example*)

1.5 Home and School Partnership

Inkersall Primary Academy is committed to working in close partnership with families and recognises that each family is unique and, because of this, remote learning may look different for different families in order to suit their individual needs.

Inkersall Primary Academy will communicate with parents through Class Dojo during school working hours. The office staff will keep a log for each class will keep a record of children and parents who are self-isolating indicating when remote learning will begin and end. These documents will be created and added to by the attendance officer and monitored by the Principal. The officer staff will inform class teachers so they know who is requiring remote learning.

Remote learning will consist of reading, writing and maths everyday with tasks linked to the thematic learning (wider curriculum subjects). The remote learning will follow the long term plans the teacher has put in place for the education being delivered within school.

We encourage parents to support their child's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work, encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. **The attendance officer will check the accessibility of remote learning upon initial phone call.**

1.6 Roles and Responsibilities

All teachers within a year group bubble should work as a team to provide remote learning for those children who require it.

When providing remote learning, all staff within the bubble are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes for GROW Curriculum, reading, writing and maths. The work set should, wherever possible, follow the usual timetable for the child had they been in school. There will be a total of 3 tasks a day set by the teacher.
 - Timetables, resources and pre-recorded content will be uploaded to the child's Class Dojo portfolio.
 - Where Class Dojo is not available, teachers will provide a pack of learning for children to complete. This will be delivered to the child's house.
- Providing feedback on work:
 - Teachers will provide prompt feedback to children's work submitted through Class Dojo.
 - Where a physical pack of work has been provided, we can only give feedback once the work is brought back into school or a picture sent through Class Dojo.
- Keeping in touch with pupils who are not in school and their parents:
 - If there is a concern around the level of engagement of a child, the parents should be contacted via telephone to assess whether school intervention can assist engagement.

- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT. Some concerns may need to be recorded on CPOMs if deemed necessary. For any safeguarding concerns, refer immediately to a DSL.

Teaching Assistants

When assisting with remote learning, teaching assistants must be available between their contracted hours.

If they are unable to work for any reason during this time - for example, due to sickness or caring for a dependent - they should report this using the normal absence procedure.

During the school day, if/when not supporting remote learning, Teaching Assistants must complete tasks as directed by their year group teachers and/or phase leader.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – seeking feedback from teachers and phase leaders during any time where a class or bubble is self-isolating.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated Safeguarding Lead (DSL)

DSLs in school are responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding Policy.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems and sharing any data protection breaches with the data protection officer

The SENDCo

The SENDCo is responsible for:

- Liaising with the IT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with Education Health Care Plans (EHCP) continue to have their needs met while learning remotely, and liaising with the Principal and other organisations to make any alternate arrangements for pupils with EHCPs and Individual Health Care Plans (IHCPs).
- Identifying the level of support needed for children and collaborate with teachers to set relevant and accessible remote learning.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help, if they need it, through class dojo message or phone calls
- Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise and can't complete work
- Seek help from the school if they need it via Class Dojo
- Be respectful when making any complaints or concerns to staff
- Ensure that appropriate filters are set on tablets/computers/laptops/etc to maximise e-safety.

Governing Body

The governing body is responsible for:

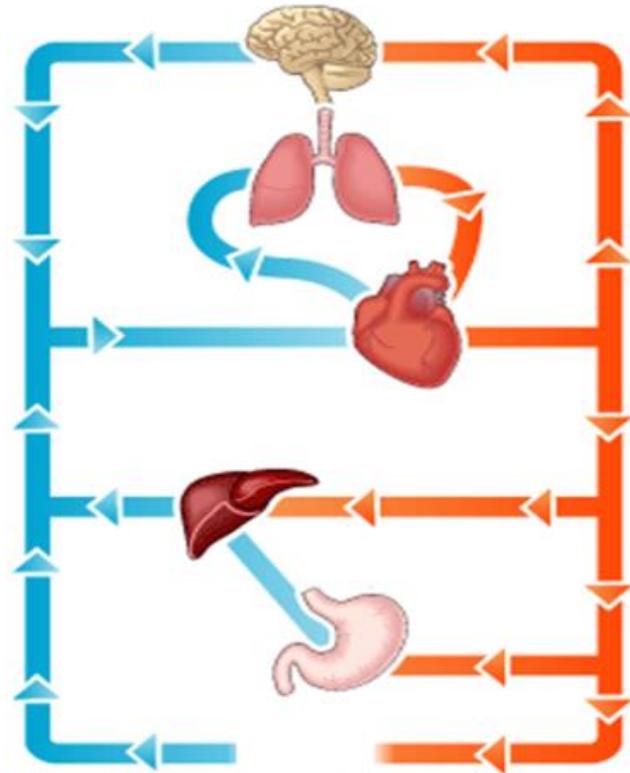
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

Appendix 1 Remote Learning Weekly Timetable and Example Task

	Connected Curriculum	Maths	Writing
Monday	To explain what an organ is using scientific knowledge and understanding. https://classroom.thenationalacademy/lessons/what-are-organs-and-why-do-we-need-them-c8wk0c	Written multiplication with 3 or 4 digits by 1 digit https://classroom.thenationalacademy/lessons/short-multiplication-c8v64c Watch the video from 0 minutes to 12 minutes 30 seconds and then complete the tasks	Select appropriate grammar and vocabulary, understanding how choices can change and enhance meaning.
Tuesday	To draw inferences, such as a character's thoughts and feelings. 	Written multiplication with 3 or 4 digits by 1 digit https://classroom.thenationalacademy/lessons/short-multiplication-c8v64c Watch the video from 0 minutes to 12 minutes 30 seconds and then complete the tasks	SpaG To use compound sentences https://classroom.thenationalacademy/lessons/to-explore-compound-sentences-6wt3jt
Wednesday	To know the function of different parts of the circulatory system. https://classroom.thenationalacademy/lessons/how-is-oxygen-transported-around-our-bodies-60vk6r	Written multiplication by 2 digits https://classroom.thenationalacademy/lessons/long-multiplication-68w38t Watch the video from 17 minutes 20 seconds (focusing on his explanation of the written method on the right of the screen) then complete the task	SpaG To use complex sentences https://classroom.thenationalacademy/lessons/to-develop-understanding-of-complex-sentences-ortpar
Thursday	To know the impact that exercise has on the circulatory system. https://classroom.thenationalacademy/lessons/what-happens-to-the-circulatory-system-during-exercise-c8w62c	Written multiplication by 2 digits https://www.bbc.co.uk/bitesize/articles/zjbyw7 Watch the video then complete the task	To know the function of different parts of the circulatory system.
Friday	Today is an INSET day. If you would like to complete any extra learning please use Hegarty and Reading Plus .		

Thursday

Label the diagram and explain the function of each part.



Further Information

References and Further Information 			
<p>Oak National Academy</p>  <p>https://www.thenational.academy/</p>	<p>Reading Plus</p>  <p>https://login.readingplus.com/#/state/1/sc/34963/overview/tiles/</p>	<p>Times Tables Rockstars</p>  <p>https://trockstars.com/</p>	<p>Hegarty Maths</p>  <p>https://hegartymaths.com/</p>
<p>BBC Bitesize</p>  <p>https://www.bbc.co.uk/bitesize</p>	<p>www.letterjoin.co.uk</p>  <p>Desktop : Username : port Password : land</p> <p>Tablet Username : port Password :Left - right</p>	<p>National Numeracy</p>  <p>https://www.nationalnumeracy.org.uk/</p>	<p>Letters and Sounds/ Phonics Play</p>  <p>https://www.phonicsplay.co.uk/</p>