



Dodworth Saint Johns Primary Academy

Remote Learning Policy

Date agreed.....September 2020

Date to be reviewed July 2021

Rationale

In the event of a school closure or partial closure, the school is committed to providing continuity of education to our learners and will do so through a process of remote (online) learning. Remote learning would apply particularly in a situation in which the school is unable to provide on-site education for an extended period of time.

Remote learning may also be appropriate in situations where learners, in agreement with the school, have a period of absence but are able to work from home. This may apply in such cases as exclusion from school or self-exclusion, as a result of a lockdown following an infectious disease outbreak.

Assuming an absence has been agreed with school, and the learner in question is healthy enough to work from home, the school will provide work for learners who are unable to attend in person. This work set, will be coordinated by the class teacher.

In the event of the above, the school will provide continuity of education in the following ways:

1. Setting work for children to complete and submit electronically using Google Classroom. This learning will feature either direct video instruction or clear written instruction.
2. Open channels of communication between school staff members and pupils, so questions can be asked and answered and support to complete work can be given, when requested. Teachers can only reply/respond to pupils during school working hours.
3. Using WONDE as a way of signposting children to digital resources to enhance their learning. e.g) Times Table Rockstars
4. Allocating appropriate reading material, either through Google Classrooms or via links to appropriate websites. For short term isolation books will be sent home when possible.
5. Teaching will follow as far as possible the curriculum that was planned for delivery in school. Teachers will select activities that are possible for pupils to access and complete at home.
6. In Key Stage 2 – a literacy, a maths and a wider curriculum based task will be set each day.
7. In Key Stage 1 – a phonics, a maths and a wider curriculum based task will be set each day.
8. In Foundation Stage – a list of more practical tasks will be provided for parents as well as a phonics, maths and either story/nursery rhyme/singing activity/video.
9. Activities should include some opportunities to work away from the computer screen (e.g. practical activities that can be evidence with a photograph)
10. There will be regular opportunities to share in invitational Collective Worship.

Assessment

Feedback on work is a fundamental part of learning, as it is in recognising where mistakes have been made and making these improvements that deep long-lasting learning takes place.

Work which is turned in on Google Classrooms electronically, will be marked by the class teacher or support staff, in a timely and helpful manner using our scoring system:

3 marks- all work submitted on time. Work is of the expected standard for the child and has a full range of appropriate punctuation or calculations included within the piece of work.

2 marks- work is submitted late. Work is of the expected standard for the child and has a full range of punctuation or calculations included within the piece of work.

1 mark- Child has tried to complete the work. The work has some inaccuracies or mistakes to correct. Please check these and resubmit.

Where appropriate, feedback will be given using the 'comments' tool and returned to pupils so they can read and respond. This will be at least once per week for each subject area.

Assessment for learning will also take place through short quizzes at appropriate points in the teaching sequence to allow for future work to reflect the children's achievement and level of understanding.

If a child is in individual isolation feedback will not be provided until the end of the day.

Expectations of Learners

Assuming that a learner is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process. Learners/Parents will also be expected to read and respond to communication from the school, on a regular basis. If parents/carers find difficulty accessing remote learning due to lack of internet/devices, they should make the class teacher aware as soon as possible, through a phone call and solutions can be discussed. If parents have concerns about workload or the work set, these should be directed to pupils' teachers via email. Teachers will work on the assumption that learners will not have the necessary equipment that they would usually have in school and will make no presumption of a learner's ability to print at home, so will set tasks which do not require printing.

Expectations of Parents

The work set for children is matched as closely as possible to the curriculum offer they would have if attending school in person. While the work should be completed by the children themselves, for it to be sufficiently challenging there will be the need for parents to support their children in accessing their work, having a clear understanding the tasks set and at times supporting them with completing tasks.

To do this parents do not need their own account and should only use the child's own account to access the platform. Communication for support with work should be carried out using the commenting tool. All other forms of communication should use the normal channels (phone or email).

Support for All Pupils

Teachers will ensure that work is differentiated as required for all learners when setting online tasks. SFP interventions will be available for SEND pupils and advice can be sought from the SENDCO. In addition, the SENDCO will maintain contact with pupils on their list requiring regular support, by phone or email.

Pastoral Care and Child Protection

In the event of a school closure/partial closure, the primary responsibility for the pastoral care of a learner lies with their parents/carers. However, school staff will check in regularly to monitor engagement with remote learning as well as their general wellbeing. Staff will be expected to pass on any feedback to SLT, where there are concerns or a lack of communication.

The platform we use for our remote learning is fully secure and can only be accessed by those within our school community. Should parents or children feel there has been, or there is risk of, a breach of child safety please report it to school immediately. We also recommend that while your children are working online they follow the safe practise of doing so within the vicinity of an adult. For further advice of keeping your children safe online please refer to <https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

The quality of provision

The quality of provision for any time spent learning remotely is fundamental to children making continued and sustained progress. Therefore the headteacher and the SLT will regularly monitor the effectiveness of the work that is set, the work that is submitted and the impact of assessment. The level of engagement will also be monitored and where there are issue identified support processes will be put in place.

Preparation

We aim to ensure that any transition between full time education and remote/blended learning is smooth and effective. We will ensure that steps are taken so that our pupils are equipped with the skills that they need to access the new way of working.

- 1) All of our pupils will be given regular opportunities to practise logging into their accounts and to practise completing and turning work in online.
- 2) We will equip our pupils with the knowledge and skills that they need to stay safe online.
- 3) We will update our school website to inform parents of any important updates regarding the need for remote learning.

Further information

Further information in our approach can be found here in our FAQ to remote education <https://dsjablogs.net/headteacher/2021/01/13/faq-for-remote-learning/>