Water Orton Primary School

Remote Education 2021-22

Aims:

- To outline our approach for pupils who will not be attending school as a result of government guidance, individual isolation or if the school temporarily moves to remote learning as an emergency measure in times of staff shortage.
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils' learning

Who is the plan applicable to?

Thankfully, schools are open and children are able to attend. However, due to the ongoing global, national and local situation with regard to Covid-19 some pupil groups or individuals may have to self-isolate if they display symptoms of coronavirus or test positive.

This plan outlines expectations for remote learning should your child need to remain at home for reasons related to Covid19.

Remote learning:

We aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. (For example, PE may be delivered using pre-recorded sessions or set challenges.)

We will provide appropriate remote learning for ALL pupils who are not able to attend school so that no one need fall behind.

We have used research from the Educational Endowment Foundation as a basis for our approach to remote learning.* When implementing strategies to support pupils' remote learning, or to help parents to support this, we have considered the following:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

At Water Orton Primary School, we acknowledge that there has been much disruption to children's education as a result of the coronavirus pandemic and subsequent restrictions with regard to this. We are aware that should further restrictions be placed upon the school that our pupils should continue to receive a quality education which may involve remote learning.

** https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/*

Our approach is the provision of a blend of paper resources which can be printed at home by parents, online learning and some virtual face-to-face sessions that pupils can access with class teachers.

Remote learning tasks will be in line with the curriculum and learning that would ordinarily take place in the classroom according to National Curriculum and school guidance for each class and year group. For pupils with individual or special education needs and/or disabilities, staff will provide learning resources that are relevant and accessible to the child. If your child has Special Needs a member of staff will contact you and discuss how best you meet your child's needs.

We accept that every family's circumstances are different and our planning takes account of this. We will be as flexible as possible in how we approach remote learning in order to cater for individual circumstances. We acknowledge that access to IT may be an issue either all of the time or for some of the time in some households. For this reason, we will provide a blended offer of online and paper-based tasks in order to support children's learning. Any live lessons will be recorded so they can be accessed at a later time by families who need to.

Parents should inform staff if their child is unable to access online learning at all in order that staff can take account of this and find ways to support the child with paper-based tasks or with the loan of IT equipment if available.

Teacher Responsibilities in the case of a class who have switched to remote learning due to staffing shortages.

Children will be provided with lessons that link directly to the curriculum focus for their class and the children's year group and will provide resources to support tasks for home learners. At least 2 daily online lessons will be delivered via Microsoft Teams. If the class teacher is well, they will deliver this learning themselves. If they are unwell, this will be implemented by a colleague or cover teacher wherever possible.

Where individual pupils are isolating due to ill-health and are unwell, they will not be expected to work on school-based tasks until they are fully recovered and well enough to return to school.

In the highly unlikely event of a full or partial school switch to remote learning, information about work for the week will be posted onto the home learning page of the school website as soon as is possible the following day. The information will include the following:

- A timetable for one week of work initially. This will suggest daily organisation of home learning for the child.
- An explanation of core learning tasks to be completed each day in Reading, Writing and Mathematics as well as topic-based learning (National Curriculum Foundation Subjects)
- A link to any worksheets or templates that need to be used

- Web-links to web-sites, videos, film clips, teacher explanations or other resources that children should use in order to inform their work
- An explanation about how to post work to the class teacher for marking and feedback
- As long as the class teacher is well, a twice daily face to face session via Microsoft teams. These sessions will deliver some key learning and support organisation for the rest of the day and provide a catch-up session in the afternoon.
- If schools are closed for an extended period of time weekly timetables, along with associated resources will be uploaded to the school website each Sunday, ready for the week ahead.

Every child has access to Purple Mash, on which class teachers will post work and can communication directly with children and their families.

Every child has their own e mail address which can be used to access Microsoft teams. All online delivery will be will be via this platform.

Microsoft teams, along with the option of Purple Mash are our main and preferred method of communication between the class teacher, parent and child during a school closure.

All children have been given their log on details for their e mail, for Purple Mash and Times Tables Rock Stars. Parents are responsible for checking that these work, and that children can access these platforms prior to any closure.

Class teachers will include any other relevant details in order to help access programs, platforms or apps that will be recommended by staff such as Purple Mash or Times Table Rock Stars. 'How to' guides will be sent in order to inform parents of any process that may be new to them so that they can support their child. These are posted on the school website in the technical help section.

Teachers will respond promptly, within reason, to requests from families for support at home. This should be done via e mail or Purple Mash or e mail. Teachers are not expected to respond to e mails if they are ill, or outside of working hours. (Specifically outside of the hours 8.15 – 5.00)

Specific times for pupils to be able to contact their teachers during the school day will be published on the school remote learning timetable on the website.

If parents are not able to access this communication route, they should contact the Head Teacher or Deputy Head who will liaise with the class teacher on behalf of the family.

Teacher responsibilities if in self-isolation:

Where staff are isolating due to ill-health and are unwell, they will not be expected to work until they are fully recovered. If this is the case for a teacher during a full or partial school closure, another member of staff will assume responsibility for setting remote learning tasks for their class.

If a teacher is self-isolating but is feeling well, they may set remote learning tasks for their class within the capabilities of their home IT capabilities.

Family Responsibilities:

We recognise that pupils respond best to learning when there is a regular and familiar routine. Water Orton Primary School recommends that families try to maintain a 'school day' structure as far as possible during any further school closure. We suggest that a quiet, comfortable place to work in is ideal but we understand that this may be difficult in some environments, particularly if there are lots of people working from home, or within the home, at the same time and where there are multiple demands for the use of IT. We encourage parents to do their best in order to secure good levels of concentration.

Parents and/or carers should supervise children when they are working remotely, particularly if working online in order to ensure online safety is maintained. Parents should help their child by looking at the work which has been set together with their child, discussing it to ensure understanding, making a plan in order to complete the tasks and then checking that their child has understood, addressing any problems or misconceptions as they arise.

Parents can supplement learning set by staff with other resources that are available online. The following links are particularly useful and parents should explore these as a first point of reference if they require more for their child:

- Oak National Academy at https://www.thenational.academy/
- BBC Bitesize at https://www.bbc.co.uk/bitesize
- A range of other links are available on the school website and these will be regularly updated

If children and/or parents are unclear about any of the work that is set or have difficult accessing it online, parents should communicate with the class teacher as soon as possible in order to access support or advice or an alternative method of accessing the work that has been set.

Pupil Responsibilities:

Pupils are expected to work hard, to the best of their ability on the tasks set by their teachers, whether online or on paper.

Each day they are expected to complete the following as a minimum: (all of which can be found on the weekly timetable)

- Daily mathematics task
- Daily reading task
- Daily English task
- A topic-based activity

Children and/or parents may wish to submit their work to the class teacher via Purple Mash or e mail or via the Microsoft teams chat. Staff will respond to work submitted by pupils during the daily allocated time.

If my child does not have digital or online access at home the school will provide support in the following ways;

- In the first instance provide paper version of curriculum work in the form of a paper pack that is sent home in preparation for closures. This paper pack will be refreshed regularly in the event of an extended closure.
- The school may be able to apply for upgrades for those parents of children in years 3 to 6 who do not have unlimited broadband. The application form can be accessed through the following link.
- We will not routinely print the weekly timetables and resources for families but will ensure that online work provided and live lessons can be accessed with simple resources such as pens and paper. If families require basic resources such as pens, pencils and paper they should speak to the Head or Deputy who will ensure that these are made available.
- We will use Government schemes and community donations to provide IT equipment to families in need. Please contact the Head or Deputy if you need support.
- We will loan devices and equipment to families in need. Please contact the Head or Deputy if you need support.

Staff Training:

It is essential that staff are confident with all aspects of this remote education plan. In order to ensure this staff will engage in training and development according to need. This will include but is not limited to:

- Use of Microsoft Teams and e mail for communication
- How to create and upload teaching materials to Purple Mash, Mathletics or other platform as relevant
- The content of this policy and the expectations for remote education

Monitoring:

The Head Teacher and staff will evaluate any period of school closure in order to monitor the quality and impact of remote education. Where improvements can be made, they will be implemented in a timely manner in order to ensure that the remote learning offer for pupils is as good as it can be in order to prevent disruption to learning and progress.