Remote Learning Policy

Our Approach to Remote Education and Contingency Plans for Outbreaks during the COVID-19 Pandemic – Updated January 2021

This policy has been developed in light of the COVID-19 pandemic.

At Monksdown Primary School, we are committed to ensuring that our children receive a world-class education! We have a vibrant curriculum that promotes curiosity and a love and thirst for learning. We are ambitious and we want to empower our children to become independent and resilient. We strive for academic excellence and want our children to have the highest of aspirations. We want them to have no limits to what their ambitions are and want them to embody our school's core values of Responsibility, Respect, Resilience & Resourcefulness. We all firmly believe that: "Monksdown is a place, where children come first". **We want to provide all of this, no matter what circumstances or challenges we, or our pupils, may face!**

We appreciate that the world has changed and continues to be an ever-changing landscape. The way we educate our children has to reflect this and we must adapt if we are going to cater for the needs of our school community. The systems and procedures we have all become so accustomed to (in school) have changed. 'Bubbles' and 'self-isolation' have become the new norm. What we must do though, is provide continuity and consistency for our children. So many of them have already missed so much teaching and learning time and what this new 'Remote Education and Contingency Plans for Outbreaks during the COVID-19 Pandemic' approach will do, is set out how we plan to ensure that our children do not miss out on anymore!

We understand that there will be implications on parents/carers and children alike - if the school were to close, if a bubble were to be sent home or if your child has to self-isolate. We understand that children may need to share access to technology, parents may be juggling supporting remote learning and working remotely themselves and that many parents may be trying to support children of different ages, from different classes and indeed, different schools. Therefore, we want to be as supportive as possible in this difficult time and provide a clear, effective platform and structure for our whole-school community.

What we mean by remote education…

Remote education is where we, as a school, provide continued learning opportunities for our pupils when they cannot be physically present at school. In light of the current pandemic, more and more children are facing periods of self-isolation and as a result, cannot attend school to learn. As a school, we must cater for these eventualities and ensure that effective learning will take place at home.

Our approach to remote education in Years 1-6

We will be using **Google Classroom** (pupils' year 1-6) and **Tapestry** (for pupils in Early Years) as the platform for remote education. This is a system many of you will already be signed up to and be familiar with. It provides us with the means to communicate quickly and effectively. If you have not already, please take the time to sign up to Google Classroom or download the app. The app is free and available in the Google Play Store. Your child's school e-mail account & unique access password has been sent home. If you have not got these please contact school for help. Additionally, we will be uploading the remote education activities to our school website on a weekly basis. These can be accessed through the Children and Classes tab on our website.

All remote education tasks for the pupils will be communicated through our new 'Remote Learning Activities' template (please see the template below). This will be posted to parents/carers on Google Classroom and uploaded to our school website each week. An example of a completed 'Remote Learning Activities' template has been included as appendix 1 of this policy.

Our approach to remote education in Early Years

Nursery and Reception will be using Tapestry for children to access remote learning. Most parents have already signed up to this app if you haven't please get in touch so that we can ensure information is sent home for you to create an account.

To access learning you will receive a notification when a new memo has been added for your child. To gain access to this, log onto *Tapestry* through your browser menu, click on menu (right top corner) and scroll down until you find memos, then click on the word memo and here you will find activities for your child to complete. This could be videos, stories or activities. To send work or

photographs back to your child's class teachers you can send a memo back through tapestry using the send button (though this will be available for other parents to see) or you can screen shot what you want to send and send it to the teachers remote learning email addresses.

What we aim to do…

In developing our approach to remote education, we aim to:

- Give our pupils access to high quality remote education resources
- Use a curriculum sequence that is linked to the school's curriculum expectations.
- Provide a broad and ambitious curriculum for our pupils.
- Create a consistent, whole-school, online approach that allows interaction, assessment and feedback.
- Train and support our staff to ensure that they have the skills, resources and confidence to deliver remote education.
- Provide printed resources, for those who do not have suitable online access. In this instance, we will try to support those families by providing digital devices to enable them to access the online resources (where possible).
- Support families so that they are able to access remote education.

When teaching pupils remotely, we will:

- Set activities so that pupils have meaningful and ambitious work, in a number of different subject areas.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject area.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set clear expectations on how regularly our teachers will check the completed work.
- Enable teachers to adjust the pace and difficulty of what is being taught in response to questions or assessments, including, where necessary, revising materials or simplifying expectations to ensure pupils' understanding.
- Plan activities that are of equivalent length to the core teaching pupils would receive in school.

When we will need to use remote education…

There are lots of different scenarios where remote education will need to be used. Please read through these below, as they provide further details of our expectations and key actions in the event of each scenario.

Scenario 1: In the event of an individual pupil having to self-isolate because they, or a family member, has symptoms. E.g. when a child has symptoms and must stay off school until they receive a negative test result.

- **Stage 1:** Parents/carers are to phone the school to notify us that their child/children have symptoms/a household member has symptoms and that they have to self-isolate. In this instance, it is important that the symptomatic person at home is tested as soon as possible so that the child affected can return to school, missing as little time as possible.

- **Stage 2:** The office staff will clarify if Google Classroom is accessible at home and if the child has access to a digital device. If not, paper copies can be created to send home/be collected the next day but we will explore all other alternatives first.

- **Stage 3:** The teacher will be notified of the child's absence and work will be set, using the remote learning activities template (above) and posted on Google Classroom. This will be ready the next day. The teacher will set work for the remainder of the week, regardless of the first day of absence, not daily. If the child remains absent the following week, another 'remote learning activities template' will be issued via Google Classroom for the next five days.

- **Stage 4:** A paper pack of work can be delivered to the child's house (if no digital alternative can be made). This is a last resort and the school will explore every option before this so that the child receives the best possible remote education experience.

Scenario 2: **In the event of a positive COVID-19 case, resulting in a bubble having to self-isolate for two weeks. E.g. a child from our school receives a positive test result.**

- **Stage 1:** Parents/carers are to inform the school either by phone (during school hours) or via the contact email address from our school website (out of school hours) of a confirmed positive case. The parents/carers of every child in that bubble will be contacted by the school and informed of the two-week isolation period.

- **Stage 2:** Parents/carers have the responsibility to inform the school if Google Classroom is not accessible at home and if their child does not have access to a digital device at home. The school will plan how to best support the child/children and family in this instance.

- **Stage 3:** The teacher, who will also be self-isolating and working off-site, will set daily work on Google classroom, using the remote learning activities template. This will be ready from the first day of self-isolation and will be set on a Monday through to Friday but not on the weekend.

- **Stage 4:** The children will post their work on the Google Classroom platform for their teacher to review. The teacher will interact with the children on Google Classroom throughout the week, providing feedback, assessing the children and, where necessary, revising materials or simplifying expectations to ensure pupils' understanding. Staff will work and be available on Google Classroom between the hours of 8:45am and 3:00pm, Monday to Thursday and 8.45am to 12:00pm on a Friday. This is because all teachers are legally entitled to PPA (Planning, Preparation and Assessment) time, which will be taken collectively on a on Friday afternoon.

Scenario 3: In the event of a whole-school closure due to a national or local lockdown.

- **Stage 1:** Parent/carers to contact school to clarify if Google Classroom is **not** accessible at home and if the child **has no** access to a digital device. Staff will do their best to resolve this.

- **Stage 2:** The teacher, who will also be working off-site, will set daily work on Google Classroom, using the remote learning activities template. This will be ready from the first day of closure through to the last day and will be set on a Monday through to Friday but not on the weekend.

- **Stage 3:** The children will post their work on the Google Classroom platform for their teacher to review. The teacher will interact with the children on Google Classroom throughout the day, providing feedback, assessing the children and, where necessary, revising materials or simplifying expectations to ensure pupils' understanding. Staff will work and be available on Google Classroom between the hours of 8:45am and 3: pm, Monday to Thursday and 8.45am to 12:00pm on a Friday. This is because all teachers are legally entitled to PPA (Planning, Preparation and Assessment) time, which will be taken collectively on a Friday afternoon.

Scenario 4: **In the event of a class teacher having to self-isolate but they are well enough and able to work from home. E.g. when someone in their household has to isolate because they have symptoms.**

- The children will follow their usual timetable, in school. They will be taught by a supply teacher and/or a suitable, qualified adult. The teacher, who will be at home self-isolating, will be directed tasks by their phase leader in school. This may include preparing remote education activities for individual pupils who are self-isolating.

Scenario 5: **In the event of a class teacher being unwell and unable to deliver remote learning but the class remain in school. E.g. if the class teacher tested positive but had not been in contact with the rest of the bubble. For example, if they tested positive over the half-term holidays for instance.**

- The children will follow their usual timetable, in school. They will be taught by a supply teacher and/or a suitable, qualified adult. The teacher, who will be at home self-isolating, will be directed tasks by their phase leader in school if they are well. Individual pupils who are self-isolating will be provided work remotely by either other class teachers in the year group or a member of our Leadership Team.

Scenario 6: **In the event of a class teacher being unwell and unable to deliver remote learning during a bubble or whole-school closure.**

- In this instance, the school will identify a member of the Leadership Team to support the children with their learning, with the support of the other teachers in the year group.

Scenario 7: **In the event of a self-isolation/school closure, the child will not engage in remote education activities.**

- We appreciate that remote education is a real challenge for everyone. If your child refuses to engage, we urge you to contact your child's class teacher in the first instance for support. They may be able to provide a range of useful strategies to help support you and your child/children. Additionally, we have an outstanding pastoral support and SEND team who can provide further support. Please use the contact information in the frequently asked question section of this policy for further details.

- Don't compare yourself to anyone else, and if you're on social media, don't get caught up with what other parents say they're doing. Nobody can judge if you're doing too much or too little. You are coping in really complex times and that is good enough!

- The mental health and well-being of our parents/carers and children is of the utmost importance. We are always here to help!

Useful links:

https://www.liverpoolcamhs.com/ https://www.cultureliverpool.co.uk/send-

parenting/ https://ypas.org.uk/coronavirus-and-your-wellbeing/

https://youngminds.org.uk/

Frequently Asked Questions

Please find below some of the answers to our most commonly asked questions about distance learning.

1. If I have any issues with the remote education activities set, who should I contact?

Your first point of contact should always be your child's class teacher; they can be contacted via the messaging facility on Google Classroom or Tapestry. If this does not resolve your query, please contact Mrs Leadbetter on: Monksdown-ao@monksdown.liverpool.sch.uk who will respond at her earliest convenience or pass a message on to the most appropriate person.

2. How do I balance remote education and working from home?

We know that this is a real challenge, most of our staff are doing the same thing! Effective planning is key - get your children to help and be involved in this. Over breakfast, discuss what they're going to do that day and what you can help them with. Try to set a timetable of when you can help the children learn and when you need to be working. For all the times you can't be with the children, try to plan independent activities. This might be technology-based - children are surprisingly independent at this.

If your child keeps interrupting your working time with questions, be patient. Remember, at school we always encourage them to ask for help if they need it. Responding by asking good questions can help them become more independent, such as: What else could you try? What things have you got that could help you? How else could you approach the problem?

If they are really struggling, please make a note of the issue and inform your child's teacher.

3. My child will not work at home!

We know it can be a challenge motivating children to take part in learning, especially when they are at home. Try to stick to your normal morning routine of washing, breakfast and getting dressed, so you are ready for the day.

Make a clear learning space - part of your dining table, a desk or space on the kitchen counter. Make sure it is away from the TV and keep it de-cluttered.

Younger children will need more regular breaks and movement. Ensure they get outside and drink lots of water. EYFS children can learn through play - set up some games, water play, and experiments for them to explore.

Get the children to take ownership of their learning - what do they want to learn about/do today?

Keep tasks short – as soon as work becomes a battle, your child will stop learning. Switch to something else; you can always go back to a task later.

Try a reward chart, we use Dojo points in school. When the child earns an agreed amount, they get a reward such as a hot chocolate or time on their favourite computer game.

Watch this for some useful tips:

https://d1pmarobgdhgjx.cloudfront.net/parenttip/6_Kids_Motivated_Online_Learning.mp4

4. How do I keep my older children challenged with little ones around?

Again, this is a big challenge that we are all facing - planning is key. Get your older children to complete a timetable of their learning for the day and talk about how they are going to be independent. Get them to choose the topic of their learning - let them research and produce a project folder. They're far more likely to be engaged if they have ownership of the learning.

Get them to write down questions they don't know the answer to and then plan how they are going to find the answers. E.g. why do flowers turn to face the sun?

We know younger children are going to demand more of your time but make sure you factor in some time to see what your older children have done and provide praise and feedback that will challenge them. There should always be twice as much praise as criticism.

Upload your children's work to Google Classroom (or Tapestry if they are in Nursery or Reception) so that your child's class teacher can provide feedback too.

5. My child has special educational needs (SEN) and I'm not sure how to adapt the learning for them.

Please ask your child's teacher for guidance and do not hesitate to contact Ms Makin (our SENDCO) for further advice. If your child has an IEP (Individual Education Plan), this details the learning targets that the teacher has set for your child this term. Check these targets as they are useful in helping you really focus on the most important aspects of learning for your child. Many of our remote education activities will be differentiated to cater for the needs of all our children and this will reflect the IEP targets.

Remember that not all learning has to be pencil and paper – if your child has been using the Nessy or Lexia Reading and Spelling Programs in school, they will be able to access these at home. Both programs can be accessed on phones, tablets and computers and are a fun way to practice reading and spelling skills. You will have been provided with log in details for both programs but you can contact your child's class teacher or Ms Makin to find out more.

<u>Ideas that may help children with SEND access learning at home:</u>

Ask your child's teacher for tips on engaging your child in learning, and try to emulate this at home where possible. For example, if your child uses a visual timetable in the classroom, they might find this useful at home, too.

Can they use headphones or ear defenders? Blocking out other background noise can sometimes help children to focus more on their task.

Do you have pictures, photos, drawings or objects you can use to explain something they are finding difficult to understand?

Set a routine and try to draw or set a timetable for the day – use a calendar, diary, post it notes stuck to the fridge. Remember that you cannot replicate the whole school day at home – be flexible and create a routine that works for you and your child.

Use familiar aspects of 'home' to indicate different times of the day or changes to the routine – 'when the radio goes on, it's the end of school work for today'.

Give children some structure during unstructured times – when they have finished work or you need some time to do your own tasks, give them a fixed set of choices e.g. "You have 1 hour until…you can choose to play with playdough, play with Lego or do some colouring in".

Give children an opportunity to talk about their emotions and empathise with them – "I think that you might be feeling bored. I feel bored too when I have to stay in all day. Sometimes when I'm bored I…"

Remember to let your child use different ways to show their learning if they need to – make a film about it, draw it, take a photo, make a model, type it up, let them talk about it and record what they say yourself.

Give them access to 'quiet area' or have a number of quiet times during each day to help them to relax or switch off whenever they need to.

Keep tasks short (they can always go back to them later).

Find lots of information and ideas to help children with SEND learn at home:

https://www.scope.org.uk/advice-and-support/homeschooling-during-lockdown/

Appendix 1

An example of a completed 'Remote Learning Activities' template for a child in Year 5.

		Year 2	Respect, Resilience, Resourcefulness & Responsibility.
MONKSDOWN PRIMARY SCHOOL **REMOTE LEARNING ACTIVITIES**		Date 10th-14th January 2022	

DAILY ENGLISH ACTIVITIES

Phonics and Reading

Phonics Lessons	
Reading	

Writing activities The weekly PowerPoint will talk you through each days activities Click Here to see the teaching lessons

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

DAILY MATHS ACTIVITIES

Maths Focus: Place Value

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

WIDER CURRICULUM

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	