



Elburton Primary School

Remote Learning Policy

	April 2021	Policy Review Date
	January 2021	Policy updated
1	April 2020	Policy Agreed
Version	Date	Description

Contingency Planning

Government guidance confirms that effective remote education plans should be in place for individuals, groups or cohorts of pupils who cannot attend school at all due to coronavirus (COVID-19).

In the event of a local or national outbreak, the government, DFE, PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical/keyworkers workers, and providing remote education for all other pupils.

This plan sets out how Elburton Primary School will support remote learning for any children who are affected through a period of partial or full school closure.

Rationale – what is remote learning?

Remote learning is the means by which children can learn to take responsibility for, and gain independence in, their own learning at home. It gives children the opportunity to broaden or consolidate learning covered in class. It also gives the children of Elburton Primary School the opportunity to continue to learn essential skills and knowledge. During the COVID-19 pandemic the vast majority of children will need to access remote learning, as they are not able to go to school, and the school needs to set learning that is accessible to all of its learners. Parents and carers at home are key in supporting children to access this learning, in addition with guidance from the school teaching team.

Our Remote Education Strategy

During this academic year, we recognise that there may be times when schools will need to operate beyond their normal working boundaries. We are committed to providing our children with the breadth of curriculum and learning opportunities whether they are present in school, or having to learn from a home environment. Using an online learning platform will allow us to continue to deliver our planned curriculum wherever possible, during any period of closure to children. It will enable our staff and children to communicate with each other on a daily basis, provide challenge and work that would have been given in class and give feedback to children about their progress and learning. Our strategy is designed to not overwhelm children or parents and provide a meaningful way for families to continue to engage with their children's education. In all communications, we will prioritise the wellbeing of our children. Where a class, group or small number of pupils need to self-isolate, or there is a local/national lockdown requiring pupils to remain at home, Elburton Primary School will have the capacity to offer immediate remote education. Our preferred platform for online delivery is the VLE and Tapestry.

Flexibility of learning

We realise that the circumstances that cause our school to adopt to these changes, will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- Parents may be trying to work from home so access to technology as a family may be limited
- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Levels
- Teachers may be trying to manage their home situation and the learning of their own children
- Systems may not function as they should
- Technology may be harder to use for some so alternatives may be needed.

An understanding of, and willingness to adapt to these difficulties on all sides is essential for success.

As a school we aim to:

- Maintain daily contact with pupils through pre-recorded video introductions and live Microsoft Teams sessions.
- Continue the curriculum sequence of learning linked to the school's curriculum expectations, wherever possible. Teachers will ensure this is progressive, based on what had been taught already in the school year together with the future needs of the cohort.
- Enable children access to high-quality online and offline resources and teaching videos
- Use consistent resources across the school and year groups, in order to allow interaction, assessment and feedback
- Work with families to deliver a broad and ambitious curriculum for all pupils including those with SEND

Guiding Principles

Remote learning should be a meaningful time for a child that contributes positively to their learning.

When teaching remotely Elburton Primary will follow these guiding principles:

- Children should have access to the resources to complete their home learning.
- Where appropriate, home learning should be differentiated.
- All children should have equal opportunities and equal access to resources required to complete the homework. Where children do not have access to online learning/devices the teacher will ensure there are hard copies sent home for the child to complete. Where possible, devices will be loaned to families that do not have the technology to access their remote learning.
- Teachers should work with and support parents/carers in enabling children to complete their remote learning well. Teachers should keep parents/carers informed if there are any concerns about the standard of remote learning activities or the lack of completion.
- Teachers will use the VLE platform and Tapestry to set activities that are meaningful and ambitious each day in a number of different subjects, following where possible a normal curriculum timetable.
- 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.
- Teachers will provide a minimum of 1 pre-recorded lesson per day in English and continue to follow the White Rose maths sequence adding pre-recorded lessons where appropriate. These will be accessed by families via links posted on the VLE or Tapestry
- Set clear expectations on how regularly teachers will check work and respond to completed online tasks during school working hours.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks.
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

To ensure this, parents/carers will follow these guiding principles:

- Parents/carers will support their children in accessing and completing the remote learning on a daily basis.
- If children or the parents/carers are finding the remote learning difficult to complete for differing reasons, they will communicate this with the class teacher, who will be able to support.
- Use the VLE and Tapestry platform to access daily remote learning tasks and activities

- Share learning, progress and communicate any misconceptions through their child's VLE or Tapestry account.
- Ensure their child watches any teaching videos linked to their learning tasks.
- Inform the school if they have difficulties accessing remote learning or where this places significant demands on parents' help or support.
- Behave sensibly using the online platforms using the same level of appropriate conduct as they would in school.

Tapestry and Virtual Learning Environment (VLE)

Children and parents in Foundation/Year 1 will have secure access to Tapestry for their remote learning. Learning for Foundation/Year 1 will be shared using Tapestry by teachers and parents. Parents of children in these year groups will be able to respond to the teachers and can share their children's work securely.

Children from Y2-Y6 will have access to their own VLE using the eSchools platform. This is a secure platform which children have individual usernames and passwords for.

Learning will be set by class teachers using this platform daily. Teachers and children will communicate through this secure system regarding work, this is to include; supporting children, offering challenge, answering questions and giving feedback.

All year groups will host at least one daily live Microsoft Teams meeting, the Daily Connection, introducing the learning for the day and address any common misconceptions from the previous days learning, as well as bringing the year group together as a community.

Full or Partial School Closure Provision – what to expect

During periods of full school closure or partial school closure which affects a whole year group, Elburton Primary will strive to maintain a normal curriculum for our children via remote teaching, where possible. Below is an overview of the online teaching resources we will use to support the delivery of teaching:

- All home learning materials will be shared via the VLE or Tapestry platform. All families have been provided with clear instruction on how to register an account for their child/children on the system.
- Teaching staff will host a Daily Connection, live Microsoft Teams introducing the home learning activities for the day and bringing together the year group as a community.
- Teachers will be available for a point of contact for parents and carers between the normal school working hours (8.45am – 3.15pm). This will be through VLE or Tapestry. Staff will be able to provide support for children and parents about how to access and complete tasks and respond to any work submitted for review.
- Children will be encouraged to submit work via their VLE class page as a message and attachment. We will not be using the class Blog.
- There will be an expectation that all submitted work is acknowledged by the class teacher.

Daily Learning expectations:

EYFS	3 hours	LIVE Daily Connection Daily tasks – reading, numbots, story time Maths – White Rose session RWInc Foundation subject Continuous Provision activities
KS1	3 hours	LIVE Daily connection Daily Tasks – Reading, Numbot, Spelling Shed, RWInc Maths – White Rose session English – Teaching Unit Foundation subject
KS2	4 Hours	LIVE Daily connection Daily Tasks – Reading, TTRS, Spelling Shed Maths – White Rose session English – Teaching Unit Foundation subject

Children in Foundation and Y1 can access **Numbots, Tapestry, Oxford Reading Owl** using their own individual logins.

Children in Y2 and above can access **Times table Rock Stars, Spelling Shed, Accelerated Reader, MYON, SPAG.COM (Y6 only)** using their own individual logins.

Teaching resources used to support home learning

Subject	Teaching Resource	Whole school/large group self-isolating
English	English Curriculum	Daily pre-recorded/live sessions shared via the VLE or Tapestry
	Read Write Inc	Access to daily online RWInc materials via the RWInc Portal. Links will be provided by class teachers
Reading	Oxford Owl	Links shared by class teachers and parents use existing log ins
	Accelerated Reader Myon	Access to AR digital library and ability to undertake AR quizzes at home. Log in provided to access digital library through Myon.
	Comprehension	Work shared via the VLE by class teachers linking to English units
Spelling	Spelling Shed	Weekly spellings posted on spelling shed. Children to access with existing log ins.
	Read Write Inc Spelling Programme	Class teacher to identify children and signpost spelling activities.
Maths	White Rose	Daily video and related worksheets shared via VLE/Tapestry
	Timetable Rock Stars	Teachers will set and monitor engagement and children use existing log ins
Science	National Oak Academy	Lesson materials sourced from National oak Academy and shared via the VLE or Tapestry.
RE	Plymouth Agreed Syllabus	Lesson materials sourced from National oak Academy and shared via the VLE or Tapestry.
Foundation Subjects		Lesson materials sourced from National oak Academy and shared via the VLE or Tapestry.
PE	Real PE	Class teachers to share lesson objects and resources via the VLE/Tapestry

Provision for children who are having to self-isolating awaiting results of a Covid test for themselves or a member of their household (Not during a period of National closure.)

Due to the current demand on the testing service, we recognise that there are going to be periods of time when children may have to self-isolate and stay away from school due to waiting for a test or test outcome. In this circumstance, class teachers will provide resources to support home learning linked to the best of our ability to curriculum coverage that they are missing in school. These learning materials will need to link to planned teaching content in the classroom where possible. It will be provided electronically by the class teacher via the VLE or Tapestry to the parent/carer they will have the option to request these in paper format, but will need to make arrangements for the pack to be collected from the school by someone not in the household self-isolating. Should parents/carers take the decision to withdraw their children from school for any other reason whilst the school remains officially open, teachers will not have the capacity to provide home learning support. Instead, children will be encouraged to use pre-existing websites that school subscribes to (Spelling Shed, TTRS, myOn.)

Equal Opportunities and Special Educational Needs

Where children do not have access to an online electronic device the school will identify these children across the school. From this they will then provide a hard copy of the remote learning which will be collected from the school office enabling them to have the same opportunities. Where possible, devices will be loaned to families that do not have the technology to access their remote learning.

For those children with specific learning needs the learning will be modified to meet these needs as well as the media used for them to access it. At all times the school will check this against targets on Individual Education Plans and/or Education Health Care Plans.

Where children do not have access to an electronic device a member of the teaching team will make a weekly call to the family, speaking with parent and child during this call. The purpose of this is to find out about the learning that has taken place, any issues and offer support for future learning. These conversations will be logged on the school CPOMS system.

Monitoring

The school will monitor that all children are accessing the learning, by checking log-ins to the VLE, various websites and also dialogue between teacher and pupils. Where children are not accessing the learning, members of staff will make direct contact with the families to ascertain the reasons for non-completion. These conversations will be logged on the school CPOMS system. If this is something that the school can support with it will. There could be various reasons for this but the school will support the family as much as possible while also being clear that this is an expectation for the child(ren). Initial contact will be made by the class teacher, where this does not have a positive outcome the leadership team will then make contact. If there are vulnerable children/ disadvantaged children not accessing learning following the various interventions the family will be positively encouraged for the child to attend the 'Educare' provision. This information would also be passed onto the School's designated Educational Welfare Officer. It is vital that all the children at Elburton are accessing learning throughout this period of time.

The senior leadership team will check that there is a consistent approach to the delivery of the remote learning policy. Within this monitoring, the team will be ensuring that there is complete curriculum coverage throughout the time for remote learning due to school closure.

As there are so many variables within this, linked to the period of time for remote learning, when the children will reconvene at school, the difference between how much remote learning has been completed by individuals there will be a period of assessment once they return to school.

The leadership team, in partnership with guidance from the DfE, local authority and Horizon Learning Board will consider a thorough school wide approach to children starting back at school – addressing a baseline for the children that clearly identifies gaps in learning, enabling the team to plan learning

that addresses the possible imbalance of learning during the remote learning phase (linked to COVID19). It is critical that the children secure good progress once they return to school ensuring there is no long term impact on their learning and attainment/progress.