

# Maidensbridge Primary School



## Remote Learning Policy

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Version 2

## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

### **The remote curriculum: (what is taught to pupils at home)**

#### **What should my child expect from remote education as a result of all pupils in the bubble or whole school being sent home?**

- Microsoft Teams- work will be added in the Files section
- Microsoft Teams- delivery of two sessions daily with the classteacher, with a main focus of English and maths but may sometimes be a lesson from another subject
- Century for Years 2-6
- SPAG.com activities
- Reading Buddy
- Accelerated Reader for Years 2-6
- Times Table Rockstars Yrs2-6
- Oak National Academy resources may be signposted by teachers, particularly to access video input if needed
- Read Write Inc Phonics Videos
- White Rose Hub videos and online learning for Reception and Year 1
- Uploading work on to Tapestry for Reception.

#### **Will my child be taught broadly the same curriculum as they would if they were in school?**

- We 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, if there is a lesson that requires resources that children may not have access to at home for Art or DT etc.

### **Remote teaching and study time each day**

#### **How long can I expect work set by the school to take my child each day?**

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils	3 hours of work available each day for KS1 children and 4 hours for KS2 children. This will be delivered through a combination of video sessions and directed tasks. The length of time of these video sessions is dependent on the age of the children. We may also break a class in to smaller groups for video sessions and interventions if appropriate for the children.
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## **Accessing remote education**

### **How will my child access any online remote education you are providing?**

- Microsoft Teams- work will be added in the Files section
- Microsoft Teams- delivery of two sessions daily with the classteacher, with a main focus of English and maths but may sometimes be a lesson from another subject
- Century for Years 2-6
- SPAG.com activities
- Reading Buddy
- Accelerated Reader for Years 2-6
- Times Table Rockstars Yrs2-6
- Oak National Academy resources may be signposted by teachers, particularly to access video input if needed
- Read Write Inc Phonics Videos
- White Rose Hub videos and online learning for Reception and Year 1
- Uploading work on to Tapestry for Reception.

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Provide work packs if appropriate for the child
- Offer space in school for vulnerable children and children who do not have access to remote learning at home
- Lending of school Chromebooks, although this is limited and will be prioritised by need
- Access to government schemes to provide free and improved Broadband connections at home

## **How will my child be taught remotely?**

We use a combination of the following approaches to teach pupils remotely:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities
- use of CenturyTech will allow feedback to teachers about performance and ability
- phonics videos
- small group and 1:1 online interventions for SEN children if appropriate

## **Engagement and feedback**

### **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

We would expect:

- every child to attend the video sessions with their teacher daily, unless there are extenuating circumstance such as illness or short-term technical difficulties
- every child to upload most of the directed tasks on Microsoft teams either by document or by a photo of the work produced
- every child in KS2 to complete assigned work on Century and spend some time working through their pathway weekly
- every child to continue reading regularly at home to an adult and using Reading Buddy to take quizzes
- every child from 2-6 to practise their times tables weekly
- Parents to upload relevant evidence to Tapestry for Reception children
- our parents to provide a safe and quiet space for the children to work in
- our parents to ensure they monitor their child's online activity while at home to ensure safeguarding

### **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

The class teachers will be taking a weekly register of the children's engagement in online learning and they will share any concerns with the Senior Leadership Team (SLT).

You will then be contacted to find out what support we can give from school to allow access to online learning and may be asked to attend school if the child cannot access work from home.

Class teachers in Years 2-6 will be able to assess how children are progressing through diagnostic tools on Century and from feedback through the answering of questions on live video sessions.

Class teachers will also check on the work that is uploaded on to Microsoft Teams by children and share some feedback weekly.

### **How will you assess my child's work and progress?**

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Questioning during live lessons
- Children answering questions in the chat box on live lessons
- Quizzes, for example on Reading Buddy or quizzes set by the teacher
- Century assessments for Years 2-6
- KS1 teachers will assess the children's phonics ability by listening to them repeat words and sounds etc
- Weekly assessed task that the teacher will give feedback on

## **Additional support for pupils with particular needs**

### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Work packs will be offered
- A place in school may be offered if possible and appropriate
- 1:1 video sessions and phone calls with 1:1 staff weekly
- Continuing access to outside agencies if risk assessment allows
- Contact for SENCO and DSL available at all times

## **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

**If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

Children will be able to access Teams to communicate with their teacher if they are self-isolating.

Children will be able to work independently through their Century pathway, as the artificial intelligence makes this easier or harder depending on how they answer.

Children will be able to access:

- Reading Buddy
- TT Rockstars Yrs2-6
- Spag.com
- Phonics videos

The Oak National academy is also a great resource, which can be searched by subject or age range and has free access to videos of teachers explaining key concepts.

<https://www.thenational.academy>