



ROSSLYN PARK PRIMARY AND NURSERY SCHOOL

REMOTE LEARNING POLICY

Intent

At Rosslyn Park, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as the quality of children’s learning time, access to educational resources, online safety, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils’ education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Ensure staff, parents, and pupils understand their responsibilities in the remote learning process.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Implementation

Where a group, small number of pupils, or an individual need to self-isolate, or there is a local lockdown requiring pupils to remain at home, Rosslyn park will offer immediate remote education.

We will continue to use the curriculum sequence that has been planned at the beginning of each term which will allow access to high-quality online and offline resources as if the children are in school.

We will provide printed resources such as workbooks and booklets for every child in our school.

We will continue to use the same online tools and educational platforms that have been consistently used across the school to enhance the paper-based resources and in order to allow interaction, assessment and feedback.

We will provide timely and helpful feedback as it is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to pupils' pieces of work, following the school marking policy.

During the period of remote learning, each child from Year 1-6 will have at home:

- Reading and Topic (Science, History and Geography) booklet to cover 2 weeks of learning
- Maths workbook
- Grammar workbook
- Reading for pleasure book
- RWI book (KS1)
- Timetable
- Parent/carer booklet

During the period of remote learning, each child from EYFS – F1 will have a home learning pack containing the following:

- Topic Web, showing all of the different stories F1 will be focusing on each term
- Practical ideas such as interactive games, I-Spy and daily activities that can be easily achieved at home
- Pencil control activities and activities to help develop scissor skills
- Phonics phase 1 ideas, such as body percussion and listening and attention games
- A range of number activities, number cards and work to help develop letter formation

During the period of remote learning, each child from EYFS – F2 will have a home learning pack containing the following:

- Topic Web, showing all of the different stories F2 will be focusing on each term
- A weekly breakdown of the stories and activities linked to each story. The activities linked to the stories will cover many aspects of the EYFS curriculum, such as:
 - Personal, Social and Emotional Development; developing social skills through suggested games

- Physical Development; developing gross and fine motor skills
 - Reading and Writing; encouraging daily reading, name writing and a set weekly writing activity linked to the story of the week
 - Maths; pattern, shape, size and number (continuing with our mastery approach)
 - Expressive Arts and Design
 - Understanding the World
- Mathematical resources continuing the child's learning.
 - Phonic resources, including work around rhyme, initial sounds and CVC words

Expectations for the whole school community assuming they are well enough to work during the remote learning occurrence

Teaching staff will:

- Prepare a Reading and Topic booklet. This will include 2 pieces from Literacy Shed plus, 2 pieces from Comprehension Ninja, and 4 pieces from the Educational library collection that reflect the current topic. There will be enclosed logins for TTRockstar and PurpleMash, and instructions for using Epic and the Reading Theory. The booklets will be used as a resource for retrieval activities and interventions in the next terms after new booklets, reflecting the new topic, are produced.
- Introduce Power Maths workbooks to the children and use them twice in a week as a fluency session.
- Prepare a timetable with the activities and their timing during the remote learning and share it with the children and their parents. Seek feedback from parents and identify the families that will need closer support during the period of remote education prior to its happening.
- Prepare a parent/carer booklet which will include the answers for the children's tasks, clear instructions for the activities and accessing the online platforms.
- Be available to respond to messages, give support and feedback within reasonable time on Dojo between 9:00am and 3:00pm if also in self-isolation.
- Ensure continuity and regular communication, if still teaching in school, with the staff who will support the remote learning of group of children from their class or an individual pupil.
- Share teaching (PowerPoint presentation, recorded video) to enhance the Reading, Maths, Science, History and Geography paper based activities on Dojo, Showbie or YouTube school channel.
- Set up activities for Art, Design and Technology, RE, PSHE, Music and PE and communicate them on Dojo, Showbie or Purple Mash.
- Give daily feedback to the whole class and address common misconceptions.
- Offer individual support via Dojo and phone following the assessment of individual pupil's work.
- Ensure regular inputs on online safety.
- Work collaboratively with the class Teaching Assistant to offer individual support via Dojo and phone following the assessment of individual pupil's work.

- Work collaboratively with the school SENDCO to offer individual support via Dojo and phone to individual pupils.
- Be in contact on the phone with every child in their group at least once in the week.
- Work collaboratively with the school Senior Leadership Team and report any lack of communication so home visits are organised promptly.
- Work collaboratively with the teachers in other phases to ensure the quality of home learning for families with children in different year groups.
- Inform and ask for support the Head of Infant and Early Years or the Head of Junior Years, the Phase Lead, the Curriculum Coordinator, or the subject leads if they have to alter the remote learning curriculum or timetable.
- Report any safeguarding concerns promptly to the school Designated Safeguarding Officers and record them on MyConcern.
- Ensure that whilst working from home follow TransformTrust GDPR and ICT policies.

Parents will:

- Support their child's learning to the best of their ability.
- Support their child's remote learning by ensuring a suitable working environment, a balance between online and offline based activities, maintaining a regular and familiar routine, and encourage their child to take regular breaks with play and snacks and to have fresh air.
- Support daily contact with their child's teacher via Dojo, Showbie or Purple Mash.
- Ensure their child's online safety.
- Seek support from their child's teacher with regards to their child's learning.
- Seek support from school with regards to any safeguarding concerns, the mental health of both themselves and their children and any other help they feel they might need.

Children will:

- Complete the work in their workbooks and booklets following their timetable daily.
- Have daily contact with their teachers on Dojo, Showbie or PurpleMash.
- Correct their work following teacher's feedback.
- Seek support to complete their daily activities from their parents, siblings and teachers.
- Seek support for their mental health from their parents, siblings and teachers.
- Follow the Internet safety rules when using online platforms.

Blended learning for children on self-isolation and awaiting test results, and not part of a partial school closure

Day 1

Child is not in – add to the class engagement tracker sheet on SharePoint, Blended Learning. Put the date in DAY 1 box. Send a message on Dojo.

At the end of the day check the register for any more information – if the child is on self-isolation, other illness or unauthorised absence.

Day 2

If the child is on self-isolation, send a message on Dojo and update the class engagement tracker sheet highlighting the cell in red for no engagement, or adding a note about the child's engagement.

If you already know that parents refuse to test and will keep the child in isolation for 14 days: post the class work for the day on Dojo, EYFS to share practical activities and a link to the week story, and also links to on-line lessons following your curriculum. Prepare a worksheets pack and pass it to the office. The deliveries will be done every Thursday. Each pack must be no more than 16 pages in total and consist of: Reading and Topic Booklet, copy of worksheets from Power Maths workbook and CGP Grammar workbook, and other learning schemes we use in school. You can prepare more than one pack for a child or family because of the 16 page-restriction.

If the child has had the test and waiting for results, post the class work for the day on Dojo.

Day 3

Update the class engagement tracker sheet. If the child has 3 days of no engagement, class staff to make a phone call by the end of the school day. Following the conversation update the tracker sheet.

Day 4

If you couldn't reach the child on the phone the day before, make another call in the morning. Notify a member of SLT if you still cannot reach the child.

Day 5

Senior Leadership Team to arrange a home visit.

Each day while the child is on self-isolation, or waiting for their test's result, you have to post the class daily work and links to on-line lessons on Dojo to support children's learning from home. Send a message encouraging engagement. Monitor incoming messages throughout the day within the class and the phase, depending on staff availability. Send feedback for any work submitted by the child at the end of the day. Work collaboratively with the staff from the other phases and Senior Leadership Team if you need any support with the blended learning workload.

Impact

We will endeavour to make our remote learning mirror our outstanding classroom teaching and learning. We also recognise that children might lack motivation, concentration, or the environment and technology to keep up with their work at home. On their return to school, we will assess the loss learning and put in place the appropriate group and individual interventions to close the gaps that might have occurred during the remote learning period. We will also assess children's mental health and put in place the appropriate support.

At the time of writing, the school has not experienced an example of a small or larger group of pupils going into self-isolation and therefore this policy is under review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity.

September 2020