Remote Learning Plan: Guide for Parents (Y1-Y6)

In the event of a lockdown or isolation, we will provide your child with a remote learning package so that their education is not disrupted. Unlike the previous lockdown, the government expects learning to continue through any periods of isolation or lockdown.

As a school we want to ensure that all of our pupils continue to receive a great education and this plan outlines the offer for every single child.

What is Remote Learning?
- Remote learning is not live lessons.
- Remote learning takes place away from the classroom.
- Remote learning is not sitting in front of a screen or learning for the same length of time as the school day.
- Remote learning is not an isolated set of activities. It is two-way and teachers use submitted work to adapt learning each day.

What Parents Can Expect
- Remote learning will be provided in the case of lockdowns, bubble isolation or from the second day of a child isolating. It will not be provided during illness.
- All children are expected to engage with the learning and we ask parents to support this.
- Learning will not be set for the weekend.
- Home learning will be uploaded and ready to access from 9:15am each day.
- We will not deliver live lessons. We will use videos and online working.
- We will use Google Classroom which works on smartphones, tablets, ChromeBooks and laptops – (with a keyboard and a mouse it can even be accessed via a Playstation or Xbox console).
- As far as possible, we will support those experiencing difficulty accessing online learning as long as there is internet access to the home. If there is no internet access, parents will need to collect and submit work set out by the class teacher.
- Teachers always use children's previous learning to shape lessons.
- Children in Nursery and Reception will use Tapestry as normal.
- The school website will contain letters and information but remote learning will be communicated through the Google Classroom platform.
- The remote learning package is not reliant on children sitting in front of a screen from 9:15am – 3.30pm. It can be used flexibly.

What Parents and Pupils Can Expect of the Curriculum Offer
- Daily Phonics or Reading - age dependent
- Daily number work practice e.g. times table, mental arithmetic
- Daily Maths
- Daily English lesson e.g. Reading, Writing, Spelling, Grammar
- Other curriculum subjects. We will not include all subjects. It will mirror whatever subjects they are covering in school at the time
- Online story times

- Regular online contact for classes, where circumstances allow - class assemblies, etc

What Parents and Pupils Can Expect of Feedback (sometimes called marking)
- Teachers will not 'mark' every piece of work but they will look at every piece of work.
- Teachers will view every piece of work to assess how much the child has learnt.
- Teachers will provide feedback on key pieces of work.
- Please do not expect teachers to mark all work. They are focusing on personalising the lessons rather than ticking sheets which is a much better use of their time in supporting learning and mirrors what happens in school.
- We will do our best to match what we would do in the classroom within the package.

Submitting Learning
- In Y1-Y6 all learning must be submitted on Google Classroom by 3pm
- In Nursery and EYFS, Tapestry will be used more flexibly and teachers will share their daily plans about what they would like you to capture.
- We ask parents to ensure that their child engages in home learning every day.
- There is guidance on the Remote Learning section of the school website to support submitting learning

Role of Teachers
- To ensure that the quality of learning is sustained in the remote learning package.
- To assess the submitted work each day in order to plan the next day's learning.
- To provide feedback in a timely manner where it will make the most impact on learning.
- To communicate with parents if they have any concerns.
- To check in with children each week.
- To ensure that the curriculum offer mirrors the offer in school as closely as possible.
- To ensure that remote learning is not dependent on an excessive amount of adult support.
- To ensure that children who rely on a paper-based, remote learning package are not disadvantaged.

Role of Parents
- To ensure that children complete their remote learning each day, where possible
- To contact the class teacher if they have any difficulties.
- Ensure children take regular breaks and get active throughout the day.
- Talk to their child about how the day will be organised - when will they be learning, when are the breaks, when is the finish time etc.
- To ensure that their child uses Google Classroom appropriately and is not rude or abusive.
- If using Tapestry, upload their child's experiences as directed by the class teacher.
- Ensure that in Y1-Y6 work is submitted no later than 3pm
- Engage with check-ins with the school to help shape the remote learning offer.

Role of the Pupil
- Follow all the normal computer safety rules.
- If you see something that is worrying, abusive or unkind, tell your parents and tell your teacher.
- Complete your learning each and every day.
- Submit your learning no later than 3pm
- Tell your teacher if you are finding it too hard or too easy.
- Do your best and work as hard as you would in school.
- Make a plan with your parents about what your day will look like.

Appendix 1: Protocols of live sessions

These protocols have been designed to keep everyone safe when participating in live sessions.

School Procedures:
- The sessions will be scheduled by the member of staff.
- The school will arrange the date and times of the session and these will be shared by the member of staff leading the session. Line managers may be added to session.
- The purpose of the session will be made clear, i.e. social gathering, lesson feedback or teaching
- Class teachers will use the 'mute' function at times during the session to allow everyone to hear/be heard.
- Pupils should use the text function to show they want to ask a question.
- The session will be a maximum of 30 minutes long.
- If the member of staff has any concerns regarding safeguarding they will inform the Designated Safeguarding Lead.
- If the member of staff has any concerns regarding behaviour, they will remind the pupil how to behave. If the behaviour continues, the member of staff may decide to end the session. The member of staff will speak to the parent to discuss behaviour.
- Sessions may be recorded by the school.
- The member of staff will stay in the session until everyone has 'logged off'.
- There should never be a situation where a session takes place on a 1 to 1 basis with one teacher and pupil without another adult present.

Pupil Protocols:
- All pupils must ensure that they are wearing suitable clothing.
- We ask that all children engage in sessions to the best of their ability.
- Pupils must adhere to the school's usual behavioural expectations.
- It is the pupils' responsibility to ensure they attend all scheduled sessions on time.
- Pupils must sign in using their school account.
- Pupils will follow the teacher's directions as to when their cameras should be on.
- No sessions are to be recorded or photographed by pupils in any way.
- Pupils should mute their microphone until asked to speak.
- The text function should only be used to ask and answer questions and discuss the work, not for general chat (unless told that you can do it).

Parent/Carer Protocols:
- Where possible, organise your child to be in a quiet room/area for the session to reduce background noise and allow them to focus.
- Consider the background where your child is sitting, ideally ensure it is plain and blank. It should not include any personal information (e.g. photos).
- Face to face sessions are for pupils and teachers only. All parent/teacher communication should be via the usual procedures.
- Parents/Carers may not record, share or comment on public forums about individual teachers.
- An appropriate adult must remain responsible for monitoring and supervising any remote learning sessions to ensure the child is safe and using it appropriately.