

SHIREMOOR PRIMARY SCHOOL REMOTE LEARNING POLICY



CURRICULUM & REMOTE LEARNING

During the Covid-19 pandemic Shiremoor Primary School may expect some disruption to school routine by individual pupil, class, part school or whole school isolation.

School has considered the DFE guidance for home learning and has a strategy in place to facilitate home learning if and when the need arises.

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In the schools contingency plan we have made the following arrangements:

<ul style="list-style-type: none">• use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations	School will continue to offer learning based on the medium term and short term planning in place. Pre-recorded videos will be produced by staff in school and made accessibly to affected pupils. All pupils received home learning packs at the start of term and parents had appointments made to learn about expectations and how to use the work.
<ul style="list-style-type: none">• give access to high quality remote education resources	School has a Google classroom set up for all pupils in Years 1-Year 6. All children have been issued with login details. School also has subscriptions to Reading Plus, Big Maths, RWI online, Early Start Spanish and Charanga to support with high quality resources. If appropriate pupils may be directed to content from Oak Academy or BBC Bitesize also. All children have been issued with age appropriate study books to be used if technology fails and they can't access online resources.

	Various year groups use other online applications such as Doodle Maths, Learning by Questions and Timetables Rockstars.
<ul style="list-style-type: none"> select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use 	<p>School has a Google Classroom set up for all pupils in Years 1-Year 6.</p> <p>Staff have had experience during the initial school lockdown in Spring/Summer of using the virtual classroom.</p> <p>School also has class X pages in operation to support as many of our parents engage using this method. The website has further information, including weekly timetables for remote learning.</p>
<ul style="list-style-type: none"> recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum 	<p>Any pupils requiring bespoke provision will be supported by class teacher and SENDCO.</p> <p>Physical resources and will be considered and distributed as required.</p> <p>Teachers will provide parents with detailed individual targets to be worked on at home through remote Parent/Teacher Interviews.</p>

School has made provision to:

<ul style="list-style-type: none"> set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects 	<p>Daily Google Classroom will provide learning that would have been covered in school across subjects.</p> <p>School will email to parents if needed and will provided some supporting workbooks in the event that technology fails or can't be accessed.</p>
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<ul style="list-style-type: none"> • 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 	<p>All parents were offered the chance to attend a curriculum briefing in September. Parents were also supplied with knowledge organisers for the half term detailing the curriculum.</p> <p>Staff will continue to follow their own planning and deliver online lessons in the same sequence.</p>
<ul style="list-style-type: none"> • provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos 	<p>Staff will offer pre-recorded sessions throughout each day via Google Classroom. Videos will also be shared via the class X or placed on the school website.</p>
<ul style="list-style-type: none"> • gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work 	<p>Teachers will communicate directly with parents via phone and through email to support and adjust learning based on parent feedback. Teachers will use the online classroom to access pupils' submitted work, to make assessments and give feedback. After short term isolation pupils are asked to return their work to school and work will be discussed with the pupil.</p>
<ul style="list-style-type: none"> • plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers 	<p>A timetable has been devised ensuring pupils received daily English and Maths input and tasks. Parents/pupils can discuss their work by contacting school. Children have access to a full curriculum.</p>

Individual pupil isolation

Where an individual pupil is isolating short term the classwork will added to Google Classroom. Teaching staff will contact parents to monitor to progress during this period. All children have received home learning packs which include: workbooks, text books, other resources appropriate to the curriculum (musical instruments, art resources) and knowledge organisers for all subjects being taught that term.

Resourcing and devices

School will engage with the DFE technology for schools' initiative to secure additional devices for families with greatest need. Schools trying to support parents with this by providing devices where possible from our resources.

Engagement

Parents are expected to ensure pupils complete daily school work and return work when completed. School will contact parents regularly and in cases of difficulty accessing the online classroom teacher will call parents to look at solutions. Teachers keep records of pupil engagement. Workbooks are provided where needed as a short term measure. Where parents do not engage, school will do our best to try to reengage as much as possible.

Feedback

Teachers must monitor the progress of all children in their class whilst teaching remotely. Children not accessing or completing work will be contacted by school to follow up.

Teachers will:

- Provide feedback in maths and English work daily (Monday to Thursday) by giving adding comments via Google Classroom or Tapestry. Some work will be self-assessed during live video lessons and may not need as detailed feedback however, all work will be commented on by the teacher for motivational purposes and general improvement.
- Friday will be used for teachers to assess and monitor engagement of apps being used. Information will be given to the office and Mrs. Middleton at the end of each week so that follow up phone calls can be made.
- Teachers will provide information on any children not engaging in lessons, adding work to Google Classroom/Tapestry or engaging with online apps e.g. myON, Reading Plus.

Safeguarding

Pupils are reminded that the school Behaviour Policy remains in place during distance learning. Staff abide by the Code of Conduct.

Staff monitor and report any safeguarding concerns.

Shiremoor Primary School will continue to evaluate its remote learning offer and will adjust and amend based on pupil, parent and staff feedback as necessary.