Everyone is equal, everyone is different
and evervone is welcome

LINTHORPE COMMUNITY PRIMARY SCHOOL

Remote Education Provision

2021-22

Statement Details

Date of statement: January 2022
Date of next review: January 2023

Member of staff responsible for overseeing that this statement is implemented and regularly reviewed: S Maddison – Assistant Headteacher.

1. Aims

This remote learning policy aims to:

- ensure consistency in the approach to remote learning for pupils who are not in school through use of quality online and offline resources in order that pupils can access their right to a broad and balanced curriculum

- ensure that the negative educational impact of not attending school, particularly for disadvantaged pupils, is minimised

- provide clear expectations members of the school community with regards to the delivery of high quality interactive remote learning

- maintain continuous delivery of the school curriculum and support of pupil wellbeing

- support effective communication between the school and families

2. Policy application

This policy will be applicable where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home.

3. Content and tools to deliver remote learning

Resources to deliver this Remote Education Plan include:

- Home Learning section of school website

- Seesaw

- Recorded teaching instruction from your child's teacher

- Independent practice activities designed or specifically chose by teachers

- Links to excellent external recorded teaching (e.g. Oak National Academy, White Rose Maths or BBC Bitesize Daily Lessons

- Commercially available websites supporting the teaching of specific subjects or areas, such as Numbots, Times Table Rock Stars, Reading Plus and Lexia

- Physical materials such as books and writing tools

- Paper-based providing both additional learning and time away from the screen

- Phone calls from home

The detailed remote learning planning and resources to deliver this policy can be found in Appendix A.

4. Home and School Partnership

Linthorpe Community Primary School is committed to working in close partnership with families. We recognise each family is unique and because of this remote learning will look different in order to suit individual family circumstances.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Each 'school day' should maintain structure. We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. In the absence of appropriate home technology, parents should contact school promptly so that support can be provided. All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

5. Pedagogical principles of remote learning

Teaching remotely affords challenges as well as new opportunities. It is not sufficient to replicate classroom practice online and a range of aspects need to be taken into consideration.

Key principles to ensure sustained high-quality provision include:

- teaching quality, for example the appropriacy of task and the quality of modelling

- continuation of a high-quality curriculum, where possible personalised and delivered by the pupil's own teachers

- a broad range of curriculum content that enriches and inspires further learning

- provision of demonstration and practise together with a feedback loop

- delivery of new content as well as consolidation of prior learning

- sequences of lessons that set a simple context and aim, re-capping on prior coverage, rehearsing and explaining key vocabulary, and make explicit links to new learning

- pre-recorded sessions that enable pupil access at a time most suited and conducive to learning.

6. Roles and responsibilities

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- co-ordinating the remote learning approach across the school including daily monitoring of pupil engagement and enacting where necessary to improve engagement of identified pupils e.g. through parent communication, arranging paper copy packs
- monitoring the effectiveness of remote learning through quality assuring work submitted for the website and online tasks
- ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- supporting teaching staff to ensure work provided has an appropriate level of challenge and is effective for pupils from all ability groups
- monitoring the security of remote learning systems, including data protection and safeguarding considerations

Teachers

- Linthorpe Community Primary School will provide guidance and support for new staff on expectations and how to use Seesaw
- Remote learning hours will be between 9.00 am and 3.00pm daily
- When providing remote learning, teachers are responsible for:

Setting work
- Teachers will set work for the pupils in their learning group
- The work set should follow the remote learning timetable each day
- Daily English, Mathematics and wider curriculum tasks, such as Science and History, linked to what children were due to be taught in school that day or a recap of previous learning will be uploaded to Seesaw
- Links may be provided to excellent online remote education resources such as Oak National Academy and BBC Bitesize Daily Lessons
- All recorded teaching and independent practice activities will be posted on Seesaw by 9.00am each school day.

Engagement and feedback
Feedback can take many forms and may not always mean extensive written comments for individual children. Our approach to feeding back on pupil work is as follows:
- Work on Seesaw will be checked and assessed throughout each working day so that pupils have the feedback they need before beginning the next day's activities
- Teachers may provide answers during recorded instruction for children and parents to self-check work
- Responses on Seesaw that can be marked correct or incorrect are done so using a blue tick or dot respectively

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- Where appropriate and necessary, more focussed and detailed comments will be used to guide children to correct answers or to help them edit their work
- Following feedback, work might be sent back to pupils allowing them to make corrections and improvements.
- If engagement is a concern over a number of days, parents and carers will be contacted by telephone or Parentmail and offered advice and support, including technical assistance

Teaching assistants

When assisting with remote learning, teaching assistants are responsible for supporting:
- pupils who aren't in school with learning remotely
- pupils by providing feedback on Seesaw
- in the preparation and provision of paper packs
- the provision of recorded learning materials

Designated Safeguarding Lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

Digital Safeguarding working group

The digital safeguarding working group are responsible for:

- Overseeing communication software including telephone communication
- Fixing issues with systems used to set and collect work
- Supporting staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

School Business Manager

The SBM is responsible for ensuring that the school has adequate insurance to cover all remote working arrangements.

Pupils and Parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work

- Seek help from the school in order to ensure consistent engagement with remote learning across the specified period of isolation

Governing Body

The Governing Body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

7. Accessing 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:

- We distribute school-owned laptops and tablets to families under loan agreement. School has a limited supply of laptops and tablets available. We prioritise pupils:
  - who are not accessing any face to face teaching
  - identified as vulnerable who do not have access to a device
  - who are eligible for FSM who do not have access to a device
  - with single device in their household that's being shared with more than one other family member.
- For families who do not have fixed broadband at home or cannot afford additional data for their devices, school has:
  - a limited number of wireless routers
  - can request a mobile data increase for children with access to a mobile phone on some networks

8. Additional support for pupils with particular needs

Where possible, all pupils with Education Health Care Plans are offered places in school. If they do not take up the place, for example because they are shielding, they are given a device to access remote learning at home. Some pupils on SEND support are also offered places in school because we recognise that their SEND needs make remote learning exceptionally challenging for them. All remote learning is set by the pupil's teacher and matched to their ability with regular feedback and support to the child and their parent/carer.

All vulnerable pupils are offered places and if they choose to remain at home we continue to encourage them to attend school through regular contact with the family. All vulnerable children are provided with a device if they do not have one at home. Welfare calls are made daily/twice weekly from the Care Team depending on their circumstances as well as contact and feedback from their teachers.

The Assistant Headteachers for Inclusion and Achievement work with the Phase Leaders to monitor all pupil engagement in remote learning with a targeted review of children who are SEND or maybe classed as vulnerable.

We recognise that some pupils, for example younger children or 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:

- Recorded instruction by our teachers provides both the required knowledge and familiar approaches used in class to allow children to access independent practice tasks. Therefore, parents are not required to fully understand every concept or topic, or how they are best taught
- Links are also provided to online educational apps and videos, such as eBooks and Times Table Rock Stars, which all children can access independently
- We offer phone calls, Zoom meetings and step-by-step guides for parents and carers to provide support with learning, children's attitudes towards work or technical assistance, for example how to access and navigate the Seesaw platform
- Weekly Zoom catch ups in small groups give children the opportunity to interact with their peers and to talk with the teacher about their learning

9.Links to other policies

- Behaviour & Bullying Policy
- Learning & Teaching Policy
- Data Protection Policy
- Safeguarding Policy
- Online safety acceptable use policy

Appendix A

LCPS Remote Learning Provision guide

From October 22nd 2020, the Government set the expectation of remote education in schools, under the Coronavirus Act 2020. This means schools have a duty to provide education to children at home, as they do when children are in the classroom. This helps provide assurances to both pupils and parents / carers that if pupils have to self-isolate at home their education will not be disrupted.

Personalised Provision for self-isolating pupils

- Personalised provision will be in place for all individual pupils self-isolating
- The home learning lead (AHT) and Phase Lead will be informed immediately by the office/ care team in the event of self-isolation and contact will be made with the parent.
- Class teacher/ Phase lead will make contact with the parent/ guardian and explain expectation regarding completion of work
- A personalised home learning timetable will be shared with the parent and work (aligned to work in school) up-loaded to Seesaw
- Where possible, pupils who are isolating will be offered the same learning as those in school. However, activities are often difficult to complete without accompanying teacher instruction. In this instance, we will provide links to excellent online remote education resources, such as Oak National Academy, BBC Bitesize Daily Lessons or White Rose Maths, for English, Mathematics and a variety of wider curriculum subjects such as Science and Geography
- Online lessons will be hand-picked by teachers to match as closely as possible the curriculum being delivered in school or will be used as a vital recap of previous learning
- Children are asked to complete these activities on Seesaw

Year Group Lockdown / Full Lockdown

Linthorpe Community Primary School needs to be in the position to offer immediate remote education if there were to be a local outbreak and subsequent lockdown.

Our pre-response will be the following:
- Identify home access the school website home learning pages and online platforms through a questionnaire to parents to complete and return
- Ensure all children know their individual logins for online learning packages including Seesaw, Timestable Rockstars, Lexia and Reading Plus
- Provision of Individual stationery packs (including pencil, ruler, exercise books for maths and literacy task completion)
- A designated phase home learning lead (Phase Leader) supported by the Assistant Headteacher to ensure support for teaching teams and quality assurance of tasks

Pupil expectation and parent/ carer support

- Pupils are expected to engage with Seesaw on a daily basis and complete the activities set by teacher
- Pupils should use Wednesdays (where no new English and Mathematics tasks will be posted) to catch up on incomplete or missed work, due to illness for example
- We ask parents and carers to ensure children complete activities and support them to do this where possible. We understand the challenges many of you are facing, often trying to complete remote learning with several children whilst also working from home yourselves
- We encourage parents to provide a quiet space for the children to work and a structured daily routine with appropriate breaks and time away from screens
- If parents require support with learning activities, children's attitude towards work or technical assistance, they should email contact@linthorpeprimary.co.uk or phone 01642 885222

Assessment and Feedback

Feedback can take many forms and may not always mean extensive written comments for individual children. Our approach to feeding back on pupil work is as follows:

- Work on Seesaw will be checked and assessed throughout each working day so that pupils have the feedback they need before beginning the next day's activities
- Teachers may provide answers during recorded instruction for children and parents to self-check work
- Responses on Seesaw that can be marked correct or incorrect are done so using a blue tick or dot respectively
- Where appropriate and necessary, more focussed and detailed comments will be used to guide children to correct answers or to help them edit their work
- Following feedback, work might be sent back to pupils allowing them to make corrections and improvements.
- If engagement is a concern over a number of days, parents and carers will be contacted by telephone or Parentmail and offered advice and support, including technical assistance

Additional support for pupils with particular needs

We recognise that some pupils, for example younger children or 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:

- Recorded instruction by our teachers provides both the required knowledge and familiar approaches used in class to allow children to access independent practice tasks. Therefore, parents are not required to fully understand every concept or topic, or how they are best taught
- Links are also provided to online educational apps and videos, such as eBooks and Times Table Rock Stars, which all children can access independently
- We offer phone calls, Zoom meetings and step-by-step guides for parents and carers to provide support with learning, children's attitudes towards work or technical assistance, for example how to access and navigate the Seesaw platform. If this is required, they should email contact@linthorpeprimary.co.uk or phone 01642 885222
- Weekly Zoom catch ups in small groups give children the opportunity to interact with their peers and to talk with the teacher about their learning
- Therefore, we will provide links to excellent online remote education resources, such as Oak National Academy, BBC Bitesize Daily Lessons or White Rose Maths, for English, Mathematics and a variety of wider curriculum subjects such as Science and Geography

Technological support and devices

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:

- Distribute school-owned laptops and tablets to families under loan agreement. School has a limited supply of laptops and tablets available. We prioritise pupils:
    - who are not accessing any face to face teaching
    - identified as vulnerable who do not have access to a device
    - who are eligible for FSM who do not have access to a device
    - with single device in their household that's being shared with more than one other family member.
- Provide support for families who do not have fixed broadband at home or cannot afford additional data for their devices. School has:
    - a limited number of wireless routers
    - can request a mobile data increase for children with access to a mobile phone on some networks

To request extra mobile data, you will need to supply the following information:

- The account holder's name
- Your mobile number (a number beginning with '07')
- Your mobile network
- Whether they pay monthly or pay as they go

We will also need to explain our privacy policy to the account holder.

Daily expectations

Teachers will provide online learning equivalent to the length of a normal school day. We recognise that families will have additional stresses and time constraints if they are required to isolate, such as the need to work from home, and support more than one child with their learning. Children are expected to engage with learning every day, but there is a realistic view that the full day's learning may not be achievable for all every day. However, this is weighed against the need to continue with education and reach end of year targets. Teaching staff will be mindful of this in conversations with parents about the levels of engagement in home learning

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

EYFS	1 – 2 hours
Key Stage 1	3 hours
Key Stage 2	4 hours

LCPS Remote Learning lessons

	Maths	English	Curriculum
Little Learners/ Nursery	Rhymes/ story with mathematical focus (min 1x/ week)	Story (interactive reading structure)/ Rhymes (Min 2x / week) Vocabulary activity x1	To be repeated daily: Fine and Gross motor activity (x1)
Reception	Counting rhymes and counting by rote (daily) Maths lessons (min 4x/ week)	Daily phonics/ reading – Speed sound recognition and blending (speed sounds already taught) Daily story (interactive reading structure) Daily Handwriting – name writing (daily) Vocabulary activity x1	To be repeated daily: Fine motor (1x activity to be completed daily – e.g. Doh disco Gross motor x1 1x activity from Understanding the world 1 x activity from Expressive Arts and Design
KS1	3/5-a-day (daily) 3/5-a-day Marking video (daily) Repeated 2-day cycle: Day 1 – Instruction & fluency questions Day 2 – Fluency recap & Varied Fluency x2	Phonics (daily) Handwriting/Spelling (daily) Reading Fluency and linked writing (daily)	Per week: Science x1 History/Geography x1 Life Skills/RE x1 Computing x1 PE x1 Music/Art x1
KS2		Reading Fluency (daily) Handwriting/Spelling (daily) Per week: Reading Comprehension x2 Writing Skills x3	

Appendix B

ICT Use: Rules for Pupils

Keeping safe: stop, think, before you click! Rules for responsible ICT use

These rules will keep everyone safe and help us to be fair to others.

- I will only use the school's computers for schoolwork and homework.

- I will not look at other people's files without their permission and I will only delete my own files.

- I will keep my login and password secret.

- I will ask permission from a member of staff before using the Internet and will not visit Internet sites I know to be banned by the school.

- I will only e-mail people I know, or my teacher has approved. The emails and messages I send, or information I upload, will always be polite and sensible.

- I will not open an attachment, or download a file, unless I have permission or I know and trust the person who has sent it.

- I will not give my home address, phone number, send a photograph or video, or give any other personal information that could be used to identify me, my family or my friends, unless my teacher has given permission.

- I will never arrange to meet someone I have only ever previously met on the Internet or by email or in a chat room, unless my parent, guardian or teacher has given me permission and I take a responsible adult with me.

- If I see anything I am unhappy with or I receive a message I do not like, I will not respond to it but I will tell a teacher / responsible adult and where I can, I will save or print a copy of the message to show to a teacher/ responsible adult.

- I will tell an adult if I see something on the internet that upsets or worries me e.g. images of people of being unkind.