

BREDBURY GREEN PRIMARY SCHOOL



REMOTE EDUCATION POLICY

This policy is intended as a framework for staff, parents and governors of the school. In outlining a policy for remote education including home learning and homework. The aim is to work towards uniformity in approach and a cohesive vision across the school.

January 2021

VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
January 2021	1		H. Moorcroft



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Introduction

Our policy for remote education has been co-constructed, considering feedback from staff, pupils and parents. It has been reviewed following national lockdowns in 2020-2021. The Ofsted guidance on What's Working Well in remote education (11 Jan 2021) has informed the policy. An approach of blended learning will be the main approach used with a mixture of face-to-face and remote methods. Depending on the content a synchronous recorded lesson may be used and practice, feedback are then done synchronously. The requirements outlined by the DfE (2021) for effective remote learning will always be met.

These are as follows:

When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:*
 - *primary:*
 - *KS1 3 hours a day, on average, across the cohort, with less for younger children*
 - *KS2 4 hours a day*
- *provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos*
- *have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern*
- *gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate*
- *enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding*

DfE 2021

At Bredbury Green Primary School, we aim to offer and deliver an outstanding curriculum. This applies to the children learning at school, and children who may be learning at home. The COVID 19 pandemic presented an unprecedented situation, in which schools nationally were closed and the impact of the pandemic continues to be felt, as children are asked to 'learn from home' when isolation is deemed necessary due to identification of a child as a close or proximity contact of a positive COVID case.

Within this policy, home learning opportunities for children who are self-isolating will be outlined as well as in the event of a national/local lockdown. Our policy for homework will also be defined towards the end of this document, taking into account what we have learned from the COVID pandemic.

Our rationale for the delivery of **remote education** (Part 1 of this policy) is:

- To create stability and structure for children amidst so much uncertainty
- To maintain children's educational development through the delivery of an outstanding curriculum

Our rationale for the delivery of effective **homework** (Part 2 of this policy) has been designed collaboratively, considering feedback from staff, pupils and parents. It is our intention that homework provides opportunities for children to consolidate and extend their learning, across the curriculum. Across the school, there is a consistent approach for the setting and handing in of homework, to support children in building independence and to provide flexibility as to when this work can be completed.

Part 1

How will my child learn remotely?

In the event of a child needing to isolate and to move to 'learning from home' it is the parent or carers responsibility to inform the school (via Phone call/Email to school office) to ensure that home learning opportunities can be set up in a timely manner.

As part of the contingency planning there will be a staged approach to schools remote provision (see school website). This approach will ensure that parents/carers are kept informed of curriculum provision at any given stage and will ensure that impact on education is minimal for all children.

Where children have been asked to isolate due to close contact with a positive COVID case within school, it is the school's responsibility to communicate this to parents and to set up home learning opportunities to begin as soon as possible.

On the first day of isolation, activities will be posted to the child's Class Dojo portfolio. Within 48 hours of the class teacher's notification of the child's isolation, live lesson opportunities will be set up and facilitated.

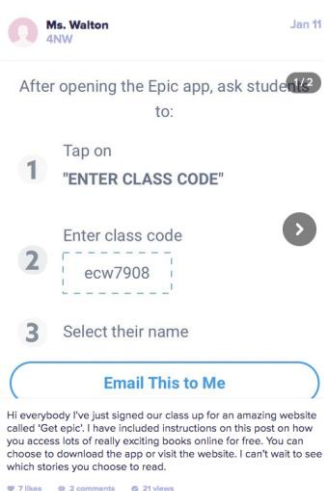
All parents and carers have been asked to agree to the protocols for live lessons (see appendix 1 Live Online Lesson Protocols). This agreement must be made before live

lessons can be accessed. In the event of a local/national lockdown, protocols will be re-sent to parents and children will be reminded of these before they begin.

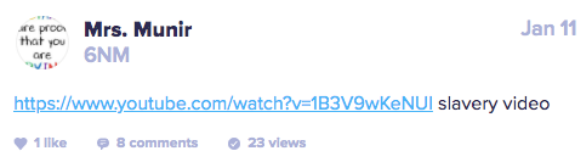
Communication for live lessons will be done through ClassDojo, using both children's individual portfolios and class story. Links to lessons on 'Microsoft Teams' will be put on ClassDojo which can be accessed as an app and as a website. Communication through ClassDojo story or messaging facility will allow teachers to respond as quickly as possible to questions raised and to support children in accessing provision independently, where possible.

The school understands the remote education context of pupils and has planned its provision to ensure pupils can remain engaged in education. Where children lack digital access, parents should contact the school office who will provide them with suitable devices and sim cards to allow internet access.

Sometimes we will signpost websites on ClassDojo that will support learning in specific subjects (see images below):



Additionally our teachers will provide links to videos and resoures that will help and further inspire learning (see below):



A review of remote education provision was conducted with staff in January 2021 and key findings can be found in our Live Online Lesson Protocols. Remote education continues to be developed further based on parent and pupil feedback.

Printed materials will also be made available to families wishing to access learning in a different way. Please contact the school office to make COVID secure arrangements for collection and delivery of learning materials.

Additional Support for Pupils with Particular Needs

School has rigorous systems and registers for monitoring daily engagement and informs parents/carers immediately where this is a concern. Pastoral support is provided to any families to ensure children can access education at home by regular communication with class teachers.

The school holds and monitors a list of pupils who are both educationally and medically vulnerable. Additional support is provided to these identified families who are contacted at least once a week by the school's Pastoral Lead.

Resourced pupils and pupils with SEND will be offered a place in school to access education on site. Where this is not possible, the remote learning offer will be adapted accordingly in consultation with families and services to reflect the content of their EHCP and provision maps.

Principles of Remote Education in the event of children having to learn from home, as a consequence of isolation or national/local lockdown

Remote Education In The Event of Individual Children 'learning from home'

EYFS/Key Stage 1

In the event of individual children within a cohort learning from home, children will be invited to join their classes' lessons virtually, using Microsoft Teams.

In EYFS and KS1, children will be taught, by a teacher or teaching assistant, as part of a small group, to ensure learning is clear and children are given the opportunity to ask questions and to clarify their understanding. These 'small group' sessions will last around 20 minutes, and children will be invited to at least two of these each day.

Following these short, focused group sessions, children will be directed to learning opportunities posted to their Class Dojo portfolio. Feedback will be given by the teacher or teaching assistant, both orally and via Class Dojo. Children are encouraged to stay logged in to their Microsoft Teams lesson whilst completing these activities, to allow for feedback at the point of learning and for peer to peer support and interactions to take place. In Early Years children are expected to stay logged on for their allocated session time and share their completed work via Dojo Portfolio.

The time-table for these lessons will be posted to the child's Class Dojo portfolio at least 24 hours prior to the lesson taking place.

If a child who is isolating doesn't log in to Microsoft Teams at the agreed time, the member of staff leading the sessions will initially contact the child directly via their portfolio on ClassDojo. If the child continues not to engage with home learning within 72 hours, the class teacher will then contact the parents to discuss further.

Key Stage 2

In the event of individual children within a cohort learning from home, children will be invited to join their classes' lessons virtually, using Microsoft Teams.

In Key Stage 2, children will be taught alongside the whole class, just as if they were in school. Children will be able to ask questions and to interact with their class teacher during the input to lessons. Prior to the lesson, activities and any resources needed, will be posted to the child's Class Dojo portfolio.

Following the lesson input, children will then work either as part of a focus or directed group, led by a teacher or teaching assistant, or independently. When working independently, children will have the opportunity to work with their peers to encourage collaboration and to support children's well-being whilst learning from home. Children should post completed work to their Class Dojo portfolio, to allow feedback to be given.

Children will be invited to at least two live lesson sessions each day and the time-table for these lessons will be posted to the child's Class Dojo portfolio, at least 24 hours prior to the lesson taking place.

If a child who is isolating doesn't log in to Microsoft Teams at the agreed time, the member of staff leading the sessions will initially contact the child directly via their portfolio on ClassDojo. If the child continues not to engage with home learning within 72 hours, the class teacher will then contact the parents to discuss further.

Remote Education In The Event of A Bubble Closure

In the event of a whole class bubble being directed to home learning the following will apply.

Within three hours of notification of the positive case, the class teacher will post a video onto Class Dojo (via class story). This video will communicate, to the children, the need for home learning and will support children's wellbeing at this challenging time.

Within twenty four hours learning opportunities for the first day of home learning will be posted to Class Dojo, via either class story or directly to children's portfolios. These learning opportunities may be presented in the form a video, a link to Oak National Academy lessons or a power-point designed by the class teacher.

Within forty eight hours, a time table for live lessons for the following days will be posted to Class Dojo, and links for the first live lessons provided. Live lessons will begin within a maximum of 72 hours of a class being asked to isolate. These lessons will be led by either a teacher or a teaching assistant. In most instances, this will be the children's usual class teacher but where this is not possible, it will be an adult familiar to the children.

EY and Key Stage 1

In EYFS and KS1, children will be split into small groups, based on friendships and teachers knowledge of the children. Children will access live lessons with these groups and a register will be taken at the beginning of these sessions. Children will be given the opportunity to access at least two live lessons each day. When not in live lessons, additional activities will be posted to children's Class Dojo portfolios, which are designed to be as independently accessible as possible. Children should post their finished work to Class Dojo for feedback. At all times, a teaching assistant or teacher will be available to answer and questions and to provide additional support via Class Dojo.

In some cases, lessons may be delivered to the whole class, for example PE and story time.

In the event of children not attending live lessons, the teacher (or member of staff leading the sessions) will contact the child's parent or carer, in the first instance through Class Dojo message.

In addition, further videos will be posted to Class Dojo to support the children working independently and to reinforce skills such as phonics and maths. These videos can be accessed at any point.

Key Stage 2

In Key Stage 2, children will be taught a whole class and a register will be taken at the beginning of the first session. However, in some instances, small group work may also be

facilitated by a teaching assistant. Children will receive live lessons for the whole school day. These lessons will combine 'inputs' led by the class teacher or teaching assistant and opportunities for independent work. Break out rooms may also be used to facilitate group work, or to offer 1:1 support where necessary. Resources to support these lessons will be posted to Class Dojo. Feedback will be given continually throughout lessons, but finished work may also be posted to children's portfolios for further feedback and to celebrate success.

Children should be encouraged to access and manage their home learning as independently as possible. In the event of a children not attending live lessons, the teacher (or member of staff leading the sessions) will contact the child's parent or carer, in the first instance through Class Dojo message.

Remote Education In The Event of Partial Bubble Closure

In the event that some children from a class are asked to isolate and some children are able to return to school following the initial 72 hour isolation period (and contact tracing), a hybrid model approach will be taken.

Children learning from home, will receive daily live lessons and a time table for their lessons will be posted to their Class Dojo. Some of these lessons will provide opportunities for the children to interact with their peers at school, to support the children's well-being. Some lessons may be designed specifically for the children who are learning at home, to ensure the best educational offer. For example, PE lessons. In some instances, independent learning opportunities will be posted to the children's Class Dojo. Completed activities should be posted to the children's portfolios to allow feedback to be given. At all times, a teacher or teaching assistant will be available to support and to answer any questions, via Class Dojo.

Part 2

Homework Rationale

We believe that there is advantage in children spending regular periods of time, initially quite short, on different learning activities devised by the school as part of a homework programme which supports the work covered in class.

This belief is grounded in research performed by the EEF, which found that 'short focused tasks or activities which relate directly to what is being taught, are more likely to be effective' (EEF Teaching and Learning Toolkit 2020)

Homework need not and should not get in the way of other activities which they may do after school - such as sport, music and clubs of all kinds.

We therefore define homework as any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

In delivering homework we aim to promote:

- Consistency of approach throughout the school.
- Progression towards independence and individual responsibility.
- Parents/carers to have a clear understanding about expectations from themselves and the pupil.
- Continuing the quality of learning experience offered to pupils.
- Extending and supporting the learning experience via reinforcement and revision.
- Opportunities for parents, pupils and school to work in partnership.
- Opportunities for parents and pupils to work together to enjoy learning experiences.
- Consolidation and reinforcement of skills and understanding particularly in English and Maths.
- Pupils, as they get older, to develop the confidence and self-discipline needed to study on their own and prepare them for the requirements of secondary transfer.

Time homework given out and returned to class:

Homework will be sent out on **THURSDAYS** and this is due for return by the following **WEDNESDAY at the latest**. Homework may sometimes be set on Class Dojo and can be responded to on Class Dojo, by up-loading completed work to children's portfolios.

How much and what types of homework will the children be expected to do?

The table below sets out the school's homework timetable and type of regular homework activities that the children will be expected to do. In addition, we expect children, from reception to Year 6, to read at home 5 times per week. For our older children, this reading may be independent. Children in Key Stage 2 should also practice timetables regularly. All children in Key Stage 2 are able to access Times Tables Rock Stars to support with this.

Year Group	Time Allocations per week	Types of Activities This will be in addition to regular reading and phonics work
Nursery	Up to 30 minutes	Typical activities may include: <ul style="list-style-type: none"> ▪ Show and tell preparation ▪ Activities to support targets against the Early Years Objectives. ▪ Phonics consolidation of weekly sound (Spring Term) ▪ Reading books (Spring Term) Activities to consolidate learning from within class.
Reception	Up to 30 minutes	Typical activities may include: <ul style="list-style-type: none"> ▪ Activities to consolidate in class learning. ▪ Weekly phonics consolidation. ▪ Activities to support targets against the Early Years Objectives. ▪ Reading book to be shared at home.
Year 1 and 2	Up to 45 minutes	Typical activities may include: <ul style="list-style-type: none"> ▪ Alternate English, Maths and Topic work based on work completed in class during the week. ▪ Alternate phonics and arithmetic tasks. ▪ Alternate English, Maths and Topic work based on work completed in class during the week. ▪ Weekly spellings set by teacher. Homework might be set in CGP books for SATS style practise questions.
Year 3 and 4	Up to 60 minutes	Typical activities may include: <ul style="list-style-type: none"> ▪ Weekly spellings set by teacher. The amount of spellings will depend on the ability of the child. The spellings will be moving on from the phonics in Key Stage 1. ▪ Times tables. Practising individual times tables progressing from 1-12 times table. This then leads to times tables challenges. This may be through the use of Times Tables Rockstars. ▪ Alternate English and Maths work based on work completed in class during the week. ▪ Research for topic lessons. This will be used to support learning in class. Science based work when appropriate to the topic.
Year 5	Up to 90 minutes	<ul style="list-style-type: none"> ▪ Alternate maths and English activities, to either reinforce concepts covered in class, or to introduce new learning. ▪ Research for topic lessons. This will be used to

		<p>support learning in class.</p> <ul style="list-style-type: none"> ▪ Science based work when appropriate to topic. ▪ Spelling activities/spelling lists
Year 6	Up to 120 minutes	<ul style="list-style-type: none"> ▪ Alternate maths and English activities, to either reinforce concepts covered in class or to introduce new learning. ▪ Targeted End of Key Stage test revision activities, to consolidate and re-cap on learning. ▪ Research for topic lessons. This will be used to support learning in class. ▪ Science based work when appropriate to class. Spelling activities

Due to feedback, homework is not set during holidays. Instead there will be a focus on continuing to practise reading, spellings/phonics and times tables.

As an inclusive school we will ensure that children with specific difficulties have homework adapted to their needs.

If your child has been working on their homework from the required time, **it is perfectly acceptable to leave the homework unfinished with a short note from the parent/carer to explain why.**

Feedback

Children will receive feedback from the teachers and their homework as soon as possible. There will be a range of ways children receive feedback about their work. This may be part of class work. Feedback could be through:

- class discussions
- sharing their work with peers
- Written feedback from the class teacher or teaching assistant. Written feedback will be given on Class dojo.
- Presentations of work.
- Times tables and spellings will be marked and the children will be given their scores.

Support Given to Homework

Parents / carers play a vital part in supporting pupils working at home. It is important that they:

- Support children in accessing Class Dojo.
- Provide a suitable place in which pupils can do their homework - alone or together with an adult.
- Make it clear to pupils that they value homework, and support the school in explaining how it can help their learning.
- Encourage pupils and praise them when they have completed homework.

Homework allows you to see what your child or children are doing and to support their learning. This partnership between school and home is a vital part of a successful education. We take the view that children are likely to get more out of a homework activity if parents get involved.

Review and Monitoring Arrangements

The efficiency and effectiveness of this Remote Education Policy will be regularly monitored and evaluated to ensure it supports pupil's learning and development.