



FAIRFIELD PRIMARY SCHOOL

Remote Learning Agreement

2020/2021

Remote Learning at Fairfield Primary School

Remote education provision: information for parents

At Fairfield, when a pupil, class, group or small number of children need to self-isolate, or there is a local lockdown requiring pupils to remain at home due to Covid-19, the school will provide a comprehensive home learning package. We understand that the ability to access home learning will be different for each of our families. Therefore, as a school, we will support families with accessing the learning by providing devices, when needed. We will also ensure that any home learning set can be accessed easily and consistently and all aspects of learning will always be linked to our unique curriculum. When setting home learning, the staff will consider the needs of the learners and differentiate the tasks.

Throughout the process, the school will respond to feedback from parents/guardians, pupils and staff in order to further strengthen our provision and make it as accessible as possible for all families, including those with SEN.

The information outlined in this document is intended to provide clarity and transparency to pupils and parents/guardians about what to expect from remote education.

During remote learning, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, we may change aspects of our practical subjects (PE, Music, D&T, Art) as we are aware of the potential limitations within the household. Our teachers will endeavour to make all tasks accessible to all pupils.

How long can I expect work set by the school to take my child each day?

From a pupil's first full day of isolation, our comprehensive home-learning package will be deployed for them to engage with. We expect that remote education (including remote teaching and independent work) will take pupils broadly four hours each day (this may vary depending on the age and ability of children- staff will differentiate to accommodate this).

Accessing Remote Learning

How will my child access any online remote education you are providing?

At Fairfield, we use Microsoft Teams to facilitate social interaction between the class teacher and pupils in a controlled and secure environment. This is an essential part of the home-learning provision and supports the children socially and emotionally, helping them to feel connected and part of our school community. Face-to-face contact with teachers and peers is vital to maintain the children's well-being during remote learning. Each child has their own school email address and password for individual access to Teams which is shared with parents and carers. We have safe usage guidelines for the pupil and teacher which are discussed and put in place to ensure a safe and sensible working environment for all (the documents are available on our school website). With children and young people accessing Teams at home, it is important to have a parent or carer nearby and for the children to understand how to share any concerns they may have about anything they see or hear when online.

This platform is used in conjunction with Class Dojo, our secure platform for connecting with adults and children at home. This platform supports our home-learning and can be used to set and receive activities, create learning videos, provide meaningful feedback and communicate with parents and carers via the private messaging facility.

If my child does not have digital or online access at home, how will you support them to access 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:

- issue or lend laptops or tablets to pupils;
- provide workbooks and reading texts to children;
- no set tasks will require printing.

If a parent requires access to a device during a period of isolation or school closure, they must speak to their child's Class teacher, the Headteacher or Deputy Headteacher, who will support them in accessing the technology required. All devices are equipped with the necessary programs and facilities to successfully access the school's provision. Parents/guardians will be asked to sign an agreement if they utilise a school device during a period of closure.

How will my child be taught remotely?

Here at Fairfield, we have carried-out extensive research in order to provide effective remote learning in an attempt to replicate the classroom remotely. The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations;
- supporting growth in confidence with new material through scaffolded practice;
- application of new knowledge or skills;
- enabling pupils to receive feedback on how to progress.

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision (whether or not that remote provision is live or pre-recorded). As a school, we have considered how to transfer into remote education what we already know about effective teaching in the live classroom.

Therefore, we use a combination of the following approaches to teach pupils remotely:

- live, daily teaching (via Teams) with a trained teacher;
- recorded teaching (e.g. video/audio recordings made by teachers and uploaded to Dojo Portfolio);
- utilising reading books;
- using commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences;

- providing detailed feedback via Dojo portfolio on each task uploaded: staff will celebrate work and reward efforts as well as challenge and provide feedback to improve- tasks may be returned for corrections to be made/misconceptions addressed;
- social and emotional support via Teams/phone calls from trained staff;
- providing new learning and offering tasks to consolidate learning, mirroring the curriculum and teaching sequence.

Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. Although these complex teacher skills in the live classroom are not always easy to recreate in a remote environment, we have endeavoured to recreate at least some aspects of this interactivity and intentional dialogue, as this will help to ensure our teaching online is likely to be more effective, support pupil motivation and lead to better progress.

We recognise that access to appropriate devices and connectivity is essential for technology-led approaches to remote education. Therefore, to help combat this potential barrier, we have:

- maintained an up-to-date record of which pupils and families do not have device or internet access (this includes communicating to parents asking them to inform school if they require a device(s) to access the provision);
- been proactive in securing more devices in school in order to provide laptops and chargers to identified families with any usage or loan agreements necessary to help safeguard our school property;
- ensured that any equipment obtained under the DfE's 'Get Help with Technology Programme' is clearly identified and ready to be re-distributed for its intended purpose.

In the event of a full school closure, we will endeavour to provide interventions to pupils remotely, including pastoral care.

Engagement and Feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We appreciate that being at home with young children full-time and supporting their learning can be very challenging for parents/guardians, particularly if you're working or have a number of children at home.

Therefore, we ask that you remember some key things:

- do what you can to support the children – we understand that you might not get through everything or you might choose to prioritise certain tasks;
- help yourself by planning a timetable to the day: fit remote learning in around your work and other activities – take breaks, play, do exercise, get outdoors. Structure and routine to a day will help children concentrate and understand expectations;
- don't worry if things go wrong: school will help and support you with anything you need;

- other activities (reading, baking, crafts, building etc.) are valuable in the development of children so don't feel like they are a waste of time;
- if you need us to speak to your child directly, we encourage you to get in touch.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Every task that is submitted will be marked in accordance with our Policy. Staff will offer feedback on each piece comprising of praise and, where appropriate, an action or challenge. In conjunction with our Behaviour Policy, our practitioners will reward effort and engagement with the use of Dojo Points and children's efforts will continue to be celebrated in our weekly, virtual assembly.

Staff will report any immediate concerns to the Headteacher and/or Deputy Headteacher, who will work with parents/guardians to overcome any barriers to learning and ensure that pupils are engaging in elements of home-learning. When needed, staff will also speak to families via a telephone meeting to offer further support and/or discuss any concerns.

All of our home-learning tasks will mirror our curriculum. Therefore, teachers will still assess children (on a termly basis) in-line with the skills and concepts appropriate for their age and stage of development.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example 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:

- work will be differentiated to cater for the individual needs of the child;
- if a child has a designated 1:1, a separate Teams meeting will be established.

How will the provision differ for EYFS children?

In EYFS, the children use Dojo Portfolio to access their challenges for the week.

Rainbow Challenges, which are usually used in the classroom, are extended into home-learning. These are posted as visual challenge cards which are colour coded to match all the prime and specific areas of the Early Years curriculum. These may be practical or paper based and support is given if parents need to adapt to use available resources in the home.

In Reception, videos and associated tasks for Phonics and Maths are posted every day for the children to complete and these are usually a practical activity, to which children can respond to with a photo or video. In Nursery, weekly Maths/ Phonics activities are set, as well as a daily fine-motor skills task.

Finally, a Teams meeting is held on a Friday morning. The classes are split further into meetings of up to ten children to help the children engage and build confidence to join in. These meetings are made up of practical games, songs and stories as well as, most importantly, an opportunity to see and interact with teachers and fellow peers.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. Therefore, we have developed the following approach:

1. If a child is unwell

If a child is isolating because they are unwell, no home-learning will be provided as the child needs time to recover.

2. If a child is isolating

If a child is isolating due to family circumstances or a positive case in the household/waiting on the outcome of a test result, home-learning will be provided in the following way:

-Work will be provided via Dojo for the child to engage with. This will mirror what is being delivered in the classroom as part of the curriculum; this includes any extended pieces of writing.

-Short videos will accompany the tasks to explain what they involve and offer any support.

-Staff will provide effective feedback, including asking children to self-correct/edit as per Policy.

3. If a class is isolating

In the event of a full class/school closure, home-learning will be provided in the following manner:

-A daily Teams Meeting will take place with the class, where staff provide an opportunity for social interaction and explain/teach the concepts associated with the day's learning (this may differ depending on the age of the children).

-Work should be provided via Dojo for the child to engage with. This will mirror what is being delivered in the classroom as part of the curriculum. This includes any extended pieces of writing.

-Short videos will accompany the tasks to explain what they involve and offer any support.

-Staff will provide effective feedback, including asking children to self-correct/edit as per policy.

When will my child's Teams Meeting take place?

Year Groups	Time	Frequency
Nursery & Reception	08.40- 10.00am (a 20-minute session in small groups of 10)	Weekly (Friday)
Year 1 & 2	10.30-11.00am	Daily
Year 3 & 4	09:40-10.25am	Daily
Year 5 & 6	08.30-09.30am	Daily