



Thorndon CofE Primary School

Remote Learning Policy

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Statement of intent

At Thorndon Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

1. Legal framework

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

1.2 This policy has due regard to national guidance including, but not limited to, 1.2. the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'

1.3. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs (SEND) Policy
- Behaviour Policy
- Accessibility Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct

2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

2.2. The Head of School/Executive Headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer

Health and Safety Considerations

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Head of School/Executive Headteacher.

- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.3. Wildings are responsible for:

- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any IT equipment used for remote learning is resilient and can efficiently recover lost data.
- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENDCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

2.4. The Designated Safeguarding Lead is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the IT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working Ensuring all safeguarding incidents are adequately recorded and reported.

2.5. The SENDCO is responsible for:

- Liaising with the IT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- 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.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.

- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.6. The School is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

2.8. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the health and safety officer and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Reporting any defects on school-owned equipment used for remote learning to an IT technician.
- Adhering to the Staff Code of Conduct at all times.
- Setting work (see Appendix 2 - sub-section 2.4)
- Provide feedback (see section 7)

2.9. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely at the times set out in paragraphs 9.1 and 9.2 of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the times set out in paragraphs 9.1 and 9.2.
- Reporting any absence in line with the terms set out in paragraph 9.6.
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Adhering to the Parent Code of Conduct at all times.

2.10. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring they are available to learn remotely at the times set out in paragraphs 9.1 and 9.2 of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to their teacher as soon as possible.

- Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote learning as intended.
- Adhering to the Behaviour Policy at all times.

3. Resources

Learning materials

3.1. The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Current online learning portals – Google Classroom
- Pre-recorded video or audio lessons
- Work booklets
- Educational websites
- Reading tasks
- Email
- Past and mock exam papers

3.2. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

3.3. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

3.4. Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

3.5. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

3.6. The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.

3.7. Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school or may be delivered or posted home.

3.8. Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

3.9. The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls/emails.

3.10. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

3.11. Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops/iPads.

3.12. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA and/or try and provide a school device on a temporary loan. Where there is no internet access, paper copies of learning will be provided.

3.13. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.

3.14. Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with section 7 of this policy.

3.15. If used, the arrangements for any 'live' classes, e.g. webinars, class chats will be communicated via the class email no later than two days before the allotted time and kept to a reasonable length of no more than 30 minutes per session.

3.16. The IT technicians are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

3.17. The school will signpost parents via parent mail towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

3.18. Where applicable, the school may provide the following provision for pupils who receive FSM:

- Making packed lunches available for delivery or collection
- Providing vouchers to families

Costs and expenses

3.19. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

3.20. The school will not reimburse any costs for travel between pupils' homes and the school premises.

3.21. The school will not reimburse any costs for childcare.

3.22. If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing remote learning.

4. Online safety

4.1. This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

4.2. Where possible, all interactions will be textual and public.

4.3. All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable ‘public’ living area within the home with an appropriate background – ‘private’ living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

4.4. All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

4.5. The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

4.6. Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

4.7. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

4.8. The school will consult with parents at least one week prior to the period of remote learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

4.9. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

4.10. The school will communicate to parents via email and parent mail about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

4.11. During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.

- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

4.12. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

5. Safeguarding

5.1. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

5.2. The DSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

5.3. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

5.4. Phone calls made to vulnerable pupils will be made using school phones where possible.

5.5. The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

5.6. All contact with vulnerable pupils will be recorded on the Staff Shared Drive and suitably stored in line with the Data Protection Policy.

5.7. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

5.8. If home visits have to be made - all home visits **must**:

- Have at least one suitably trained individual present.
- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on paper and the records stored so that the DSL has access to them.
- Actively involve the pupil.

5.9. Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL prior to the period of remote learning.

5.10. The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

5.11. All members of staff will report any safeguarding concerns to the DSL immediately.

5.12. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online

bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

6. Data protection

6.1. This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

6.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning.

6.6. All contact details will be stored in line with the Data Protection Policy.

6.7. The school will not permit paper copies of contact details to be taken off the school premises.

6.8. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

6.9. Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.

6.10. Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

7. Marking and feedback

7.1. All schoolwork completed through remote learning must be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.

- Completed to the best of the pupil's ability.
- The pupil's own work.
- Marked with a positive comment and feedback.
- Returned to the pupil (if possible), once marked, by an agreed date.

7.2. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.

7.3. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via the class email if their child is not completing their schoolwork or their standard of work has noticeably decreased.

7.4. Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.

7.5. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENDCO as soon as possible.

7.6. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

8. Health and safety

8.1. This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

8.2. Teaching staff and ICT technicians will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

8.3. If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours.

8.4. Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

8.5. If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

9. School day and absence

9.1. Pupils will be present for remote learning from Monday to Friday at 9:00am and cease their remote learning once they have completed the tasks set by the teacher and uploaded their work to their work folder on Google Classroom. Parents will decide on appropriate breaks and lunchtimes.

9.2. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

9.3. Parents will inform their child's teacher no later than 8:30am if their child is unwell.

9.4. The school will monitor absence in line with the Attendance Policy.

10. Communication

10.1. The school will ensure adequate channels of communication are arranged in the event of an emergency.

10.2. The school will communicate with parents via email, parent mail and the school website about remote learning arrangements as soon as possible.

10.3. The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.

10.4. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

10.5. The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

10.6. Members of staff will have contact with their line manager once per week.

10.7. As much as possible, all communication with pupils and their parents will take place within the school hours outlined in section 9.

10.8. Pupils will have verbal contact with a member of teaching staff at least once per week via group phone call/class chat.

10.9. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

10.10. Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

10.11. The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

10.12. The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

11. Monitoring and review

11.1. This policy will be reviewed on an annual basis by the headteacher.

11.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.

11.3. The next scheduled review date for this policy is the Summer term 2021.

Appendix A

Remote Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we have to be prepared for local lockdowns. In the event of a local lockdown/school closure the school will implement provision for remote learning, so pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines how we will deliver remote education during the pandemic.

1. Contingency planning

- 1.1 The school will open to all pupils at the start of the Autumn term, in line with national and local guidance.
- 1.2 The school will work closely with the LA to ensure the premises is 'COVID-secure' and will complete all necessary risk assessments – results of the opening risk assessment will be published on the school's website.
- 1.3 The school will work closely with the local health protection team when entering into a local lockdown or national school closure and implement the provisions set within their contingency plan.
- 1.4 The school will communicate its plan for a local lockdown/school closure with parents, including whether it will remain open to vulnerable pupils and children of critical workers (as detailed in the government guidance), or if remote working will be applicable for all.
- 1.5 If there **is not** a local lockdown/school closure, but a single class or 'bubble' needs to self-isolate, the school will implement remote learning immediately for that group.

2. Teaching and learning

- 2.1 All pupils will have access to high quality education when remote working.
- 2.2 The school will use a range of teaching methods to cater for all different learning styles, this may include:
 - Current online learning portal – Google Classroom
 - Pre-recorded video or audio lessons
 - Online materials
 - Educational Websites
 - Various reading tasks – e.g. book study, comprehension, inference and prediction
 - Daily challenges
 - Times Table Rock Stars
 - Work sheets
 - Mental Health/ Well-being activities
 - Quizzes
- 2.3 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.
- 2.4 When teaching pupils who are working remotely, teachers will:
 - Set assignments so that pupils have meaningful and ambitious work each day.

- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- 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.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

When providing remote learning, teachers must be available between 8.30am – 3:30pm.

When providing remote learning, teachers are responsible for:

Setting work

- Following the government guidance on remote learning, as detailed in the latest guidance, which states that teachers are required to provide a minimum of 4 hours of learning at KS2, 3 hours at KS1 and less for EYFS.
- Provide three lessons a day (1 English, 1 maths and 1 topic) which will include a video/audio input from the teacher (recorded on Microsoft PowerPoint and uploaded as a video to Microsoft Stream)
- A lesson, including child's independent working time, should last approximately 45 minutes (KS1) to 1 hour for KS2.
- Teachers will also provide other activities over the course of the week that would normally be done in class, such as spellings, multiplication tables, additional maths activities, reading, handwriting and grammar work. This work is included in the total time allocated each day for learning.
- Teachers should follow the term's Medium Term Plans for English, Maths and Topic as closely as possible.
- Teachers will aim to upload work to the relevant Google Classroom by 6pm, the day before the learning is due to take place and no later than 8am on the day. This is to help parents prepare.
- Teachers can work as a team across their phase (EYFS, KS1, LKS2 and UKS2). For example, one teacher may plan and record the English, a second teacher maths and a third teacher, topic.

Providing feedback on work – see section 7

2.5 All provisions for remote learning will be subject to the class group's age and ability.

2.6 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not make the decision lightly.

2.7 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

Interventions

During a period of school closure, teacher's may carry out remote interventions (therapies) for reading, writing and/or maths with identified pupils, as they would have done in school. These will be carried out with the agreement of the child's parents using Microsoft Teams or Zoom and follow the school's procedures on Teams/Zoom meetings.

3. Returning to school

3.1 The headteacher will work with the LA to ensure pupils only return to school when it is safe for them to do so.

3.2 After a period of self-isolation, or the lessening of local lockdown/ school closure rules, the headteacher will inform parents when their child will return to school.

3.3 The headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

4. Monitoring and review

4.1 This policy annex will be reviewed in line with any updated to government guidance.

4.2 All changes to the policy will be communicated to the relevant members of the school community.

Appendix B

What 'remote learning' can I expect from Thorndon Primary School?

This information is to be used as a general guide and parents can expect further details of remote learning for their child as and when it is required. We aim to implement remote learning from your child's second day of absence. There are two general scenarios outlined below; the first scenario where your child is not permitted to attend school in the short term due to COVID-19 and the second outlines the actions in the case of a whole bubble not being permitted to attend school or a period of school closure.

The government's Oak Academy online lessons can be used for remote learning for every year group, covering a wide range of curriculum objectives. <https://www.thenational.academy/>. Your child's class teacher will inform you of what to cover on the Oak Academy.

Circumstance	Remote Learning
<p>My child (<i>and their siblings if they are also attending Thorndon Primary</i>) is absent because our household is required to self-isolate or they are awaiting test results. The rest of their school bubble are attending school and being taught as normal.</p>	<p>The class teacher will contact you via telephone and tell you what lessons your child is to do.</p> <ul style="list-style-type: none"> • Maths lessons: children will do the maths lessons on the Oak Academy, which will be linked to the maths being covered in the classroom at that time. • English/Phonics tasks children will do the English lessons on the Oak Academy and/or Pobble 365 (www.pobble365.com). The quantity will be dependent on age/stage of your child. Some/all of these will be 'handed in' to your child's class teacher for marking on the child's return to school. • Topic task(s) following the lessons being covered in class that week. Teachers may send you electronically the screens from the lesson / worksheets. If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g. maps and atlases), then alternative task(s) will be provided. • 1:1 support/SEND if your child receives 1:1 support or is on our SEND register and they are isolating, the teacher will try and provide a more bespoke programme of support. This may include an adapted curriculum, differentiated activities, phone calls/video chats with the teacher or teaching assistant. They will usually be expected to still complete the learning set, with adaptations.
<p>My child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.</p> <p>We enter another 'lockdown' with total school closure.</p>	<p>All work will be uploaded to Google Classroom and accessed via your child's login – username and password.</p> <ul style="list-style-type: none"> • Maths lessons - The work set will follow the sequence of learning in maths that would have been covered in the classroom at that time. Teachers will prepare a pre-recorded lesson for the children to follow and independent work is completed in the child's Power Maths pupil book. Answers will be provided for self-marking at home. • English tasks will include spelling, grammar, writing and reading. Teachers may record an video lesson for the children to follow. Work set will follow the sequence of learning in English that would have been covered in the classroom at that time. The quantity will be dependent on age/stage of your child. Work completed online can be uploaded directly to the child's Class folder. If completed on paperwork will need to be scanned or photographed and uploaded to your child's folder on Google Classroom for the class teacher to mark and provide feedback.

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| | <ul style="list-style-type: none">• Topic task(s) - This will be lessons your child would have had in class this term which can be most easily adapted to remote learning. Teachers may record an video lesson for the children to follow. Work completed online can be uploaded directly to the child's Class folder. If completed on paperwork will need to be scanned or photographed and uploaded to your child's folder for the class teacher to mark and provide feedback.• Zoom or Teams class assemblies – depending on the length of the absence/school closure the teachers may hold a weekly class assembly using Teams or Zoom and children will be expected to attend.• 1:1 support/SEND if your child receives 1:1 support or is on our SEND register the teacher will try and provide a more bespoke programme of support. This may include an adapted curriculum, differentiated activities, phone calls/video chats with the teacher or teaching assistant. They will usually be expected to still complete the learning set, with adaptations. The SENDCO will also support these children. |
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