



Beeston Primary School

Remote Learning Policy

Date agreed by Governing Body	
Review date	
Responsible for this policy	<i>Jemima Halsted Harris</i>

Remote learning Statement:

Intent:

Beeston Primary School provides a rich and varied curriculum, suited to the needs of our pupils. It is expected that, where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to stay at home, we have the capacity to provide immediate high quality remote learning.

Our objectives are to:

- Ensure access to high quality remote education
- Ensure a curriculum sequence is followed, using online and offline resources, linked to the school's curriculum
- Select appropriate online tools, which will be used consistently across the school, to allow for all children to receive interaction, assessment and feedback from staff
- Ensure printed resources are available for children who do not have internet access
- Recognise that younger pupils, or some with SEND may not be able to access remote education without adult support, and support these families appropriately
- Set tasks which are meaningful and ambitious, for a number of different subjects
- Provide frequent, clear explanations, delivered by a teacher, or through high quality videos
- Plan a sequence of learning, which develops and teaches skills and knowledge
- Assess how well children are progressing, through regular feedback, marking and questioning
- Apply the understanding from the assessment to adjust the pace or difficulty of learning appropriately
- Plan a programme that is equivalent in length to the core teaching children would receive in school

Scenarios:

Scenario 1 – one child self-isolating/waiting for results. One child in quarantine due to a family member testing positive.

Within this situation, the rest of the class would still be in school and the teacher will still be teaching their class.

Roles and responsibilities

Teacher

When providing remote learning, teachers must be available between their usual working hours.

If the usual class teacher is absent from school, it is expected that the year group HLTA will work alongside the year group lead to carry out the following expectations, until the class teacher can take over the responsibilities.

Teachers are responsible for:

- Checking SIMS. An X means this pupil is absent for a Covid related absence and needs some form of work.
- Ensuring children, who stated that they had no laptop when asked, are provided with a laptop. These parents will be contacted separately.
- Ensuring work is accessible on the school website at the start of each half term.
- Contacting the family via a phone call within a working day in order to give instructions on the work and set expectations that work should be completed. Explaining that completed work (including photographs of completed work) can be sent through to a given year group email address in order for teachers to give feedback (this will be given at least once a week). Children can also bring work back to school when they return, but this must be left in a box for 72 hours. It is NOT an expectation that this work is marked, but must be looked at to inform future planning and stored as evidence
- Contacting the family once a week to support with work and to check in on the family (conducted by class teacher or TA, as appropriate)
- Replying to any emails with feedback and any next steps, at least once a week.
- Ensuring families have access to paper/pens etc to complete tasks at home
- Using Oak National Academy, and other appropriate websites, teachers will provide a range of web-based activities covering all of the core subjects daily, and other curriculum subjects as appropriate. The sheet provided will be updated each half term and available on the school website

- Printed work packs will only be available for those who do not have any access to the internet and your child's class teacher will make arrangements for one to be issued to you.

Subject Leaders are responsible for:

- Researching any suitable remote learning websites or activities, which can be shared with teachers as appropriate
- Providing any subject specific help sheets e.g. terminology, key skills, which can be shared with parents
- Support sheets and helpful websites to be emailed to JH in order to be shared with staff
- Computing lead to provide technology support sheet to parents on how to use mobile phones to support remote learning

Scenario 2 – whole bubble closure due to someone testing positive for Covid -19

Within this situation, the whole bubble will be sent home immediately and will commence working from home for their isolation period (up to 14 days)

Roles and responsibilities

Teacher

When providing remote learning, teachers must be available between their usual working hours.

If the usual class teacher is unwell themselves, it is expected that the year group HLTA will work alongside the year group lead to carry out the following expectations, until the class teacher can take over the responsibilities.

Teachers are responsible for:

- Ensuring work is set daily on Teams. This must be on by 6pm each evening.
- Work set must equate to 3 hours remote learning a day.
- Ensuring children, who stated that they had no internet when asked, are provided with a pack for work. These parents will be contacted separately.
- Ensuring children, who stated that they had no laptop when asked, are provided with a laptop. These parents will be contacted separately.
- Liaising with their year group to ensure consistency within the work being set.

- Contacting the family via a phone call the next working day after self-isolation has taken place. Teachers must follow the script given and record their responses on CPOMS.
- Contacting the family once a week to support with work and to check in on the family (class teacher or TA, as appropriate)
- Ensuring families have access to paper/pens etc to complete tasks at home
- Encouraging families to respond to work via Teams
- Giving appropriately differentiated work for the pupil, as would be expected in class
- During any live or recorded teaching, wear formal work clothes and sit with an appropriate plain background
- Follow the 'Expectations of Feedback' document. All work completed by the children should be responded to, using either a brief comment or detailed feedback as outlined in the document.

Nursery (via Tapestry)

Subject Area	Frequency
Maths	Twice a week with extension activities when appropriate
Literacy	Twice a week with extension activities when appropriate
Phonics	As appropriate, depending on the time of the year
Wider Curriculum	Three times a week
Moving and Handling	Once a week
Sharing a Story	Three times a week

Reception (via Tapestry)

Subject Area	Frequency
Maths	Three times a week (Wednesday, Thursday, Friday)
Literacy	Three times a week (Monday, Tuesday, Wednesday)
Phonics	Daily
Wider Curriculum	Daily
Sharing a Story	Four times a week
Restorative Circle	Wednesday only

Year 1 (via Teams)

Subject Area	Frequency
Maths	Daily
Literacy	Daily
Phonics/Reading	Daily
Science	Twice weekly
Wider Curriculum	Twice weekly this will include Physical Education and PSHE
Other	Set occasional tasks such as spellings or timetables practise in addition to their main learning task. This could differ depending on the child's year group or the time of the year the bubble closes.

Sharing a Story	Three times a week
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Years 2-6 (via Teams)

Subject Area	Frequency
Maths	Daily
Literacy	Daily
Reading	This will be a shorter task and will be set daily
Science	Twice weekly
Wider Curriculum	Twice weekly this will include Physical Education and PSHE
Other	Set occasional tasks such as spellings or timetables practise in addition to their main learning task. This could differ depending on the child's year group or the time of the year the bubble closes.
Sharing a Story	Three times a week

Teaching Assistant/1:1 Teaching Assistants are responsible for:

- Phoning families using given script as a follow up well-being check. This must be recorded on CPOMS
- Completing any CPD e.g. safeguarding, child protection
- Completing teacher directed tasks e.g. resourcing interventions

HLTAs are responsible for:

- Supporting year group lead to prepare resources for home learning
- Supporting class teachers if one teacher is unwell themselves
- Completing any CPD e.g. safeguarding, child protection
- Completing teacher directed tasks e.g. resourcing interventions

Subject Leaders are responsible for:

- Researching any suitable remote learning websites or activities, which can be shared with teachers or parents as appropriate
- Providing any subject specific help sheets e.g. terminology, key skills, which can be shared with parents
- Support sheets and helpful websites to be emailed to JH in order to be shared with staff

- Computing lead to provide technology support sheet to parents on how to use mobile phones to support remote learning

Scenario 3 – whole school closure due to another ‘lockdown’

Within this situation, the whole school will be closed, with home learning to be carried at home until it is announced school can reopen.

Roles and responsibilities

Teacher

When providing remote learning, teachers must be available between their usual working hours.

If the usual class teacher is unwell themselves, it is expected that the year group HLTA will work alongside the year group lead to carry out the following expectations, until the class teacher can take over the responsibilities.

Teachers are responsible for:

- Ensuring work is set daily on the school website. This must be on by 6pm each evening.
- Work set for remote learning, must equate to 3 hours per day.
- Ensuring children, who stated that they had no internet when asked, are provided with a pack for work. These parents will be contacted separately.
- Ensuring children, who stated that they had no laptop when asked, are provided with a laptop. These parents will be contacted separately.
- Liaising with their year group to ensure consistency within the work being set.
- Contacting the family via a phone call the next working day after self-isolation has taken place. Teachers must follow the script given and record their responses on CPOMS.
- Contacting the family once a week to support with work and to check in on the family (class teacher or TA, as appropriate)
- Ensuring families have access to paper/pens etc to complete tasks at home
- Encouraging families to respond to work via Teams
- Giving appropriately differentiated work for the pupil, as would be expected in class

- During any live or recorded teaching, wear formal work clothes and sit with an appropriate plain background
- Children, who remain in school, will be following the same work that children are completing at home.

Nursery (via Tapestry)

Subject Area	Frequency
Maths	Twice a week with extension activities when appropriate
Literacy	Twice a week with extension activities when appropriate
Phonics	As appropriate, depending on the time of the year
Wider Curriculum	Three times a week
Moving and Handling	Once a week
Sharing a Story	Three times a week

Reception (via Tapestry)

Subject Area	Frequency
Maths	Three times a week (Wednesday, Thursday, Friday)
Literacy	Three times a week (Monday, Tuesday, Wednesday)
Phonics	Daily
Wider Curriculum	Daily
Sharing a Story	Four times a week
Restorative Circle	Wednesday only

Year 1 (via Teams)

Subject Area	Frequency
Maths	Daily
Literacy	Daily
Phonics/Reading	Daily
Science	Twice weekly
Wider Curriculum	Twice weekly this will include Physical Education and PSHE
Other	Set occasional tasks such as spellings or timetables practise in addition to their main learning task. This could differ depending on the child's year group or the time of the year the bubble closes.
Sharing a Story	Three times a week

Years 2-6 (via Teams)

Subject Area	Frequency
Maths	Daily
Literacy	Daily
Reading	This will be a shorter task and will be set daily
Science	Twice weekly

Wider Curriculum	Twice weekly this will include Physical Education and PSHE
Other	Set occasional tasks such as spellings or timetables practise in addition to their main learning task. This could differ depending on the child's year group or the time of the year the bubble closes.
Sharing a Story	Three times a week

Subject Leaders are responsible for:

- Researching any suitable remote learning websites or activities, which can be shared with teachers or parents as appropriate
- Providing any subject specific help sheets e.g. terminology, key skills, which can be shared with parents
- Support sheets and helpful websites to be emailed to JH in order to be shared with staff
- Computing lead to provide technology support sheet to parents on how to use mobile phones to support remote learning

Office Staff are responsible for:

- Printing out the tasks from the year group's folder, as directed by the teacher
- Liaising with Simon and Margaret to get these delivered home

Scenario 4 – One child is able to come back to school from a closed bubble, due to there being no risk of having mixed with the person who tested positive (likely due to their prior absence)

Within this situation, the child's bubble will be at home, but the child will be in school. This is likely to be if the child has been absent themselves, so will not have mixed with the person who tested positive.

This child will be educated within school in a different year group.

Roles and responsibilities

Teacher

When providing remote learning, teachers must be available between their usual working hours.

The class teacher will be working from home.

Teachers are responsible for:

- Liaising with the class teacher who will be teaching the child
- Ensuring the child goes in to the year above or below as most appropriate to the needs of that child
- Sharing their year groups remote learning with the class teacher teaching their child

Resources to support with remote learning

Parents will be encouraged to send work to year group email addresses for teachers to respond to. Passwords will be available from A.Farrington.

nursery@beestonprimary.org

reception@beestonprimary.org

year1@beestonprimary.org

year2@beestonprimary.org

year3@beestonprimary.org

year4@beestonprimary.org

year5@beestonprimary.org

year6@beestonprimary.org

Resources to support with remote learning

- Oak National Academy - <https://teachers.thenational.academy/>
- Classroom Secrets – school log in
- White Rose Hub – school log in <https://resources.whiterosemaths.com/my-account/>
- Phonics - https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw
- Tts-group. Providing free workbooks for EYFS and primary children - <https://www.tts-group.co.uk/home+learning+activities.html>
- BBC Bitesize - <https://www.bbc.co.uk/bitesize>