

Moorside Primary School



Remote Learning Policy

Our Purpose

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle. We pride ourselves in belonging to a caring school community where everyone is welcome. We strive to deliver an outstanding education for all our children. We help everyone to become caring and active citizens. We encourage everyone to thrive and achieve their full potential.

Our Vision

We want everyone in our school to work together to make us as good as any school can be. We want to create new opportunities for everyone to succeed. We want to create a culture which broadens all of our horizons. We want everyone to be able to tackle the challenges we will face in an ever changing world. We want all of our children to effectively engage with each other and with our community.

Our Values**We all believe...**

Our local community deserves a school they can be proud of.
We are a caring community where everyone is welcome.
We all value, respect and support each other.
Our community has the right to be safe and healthy.
Our children should have the chance to enjoy and be enthused by their time in our school.

We all agree...

Everyone will always try their best and take pride in all that they do.
Everyone will demonstrate good manners at all times.
Everyone will respect each other and show consideration.
Everyone will respect and care for our environment and resources. Everyone will celebrate each other's successes and achievements.

Remote learning at Moorside Primary School

Guidelines and Information

What is remote learning?

'Remote education is a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the children.' (*What's working well in remote learning guidance – Gov.uk 1/21*)

Who is expected to access remote learning?

Children who:

- are absent because they are awaiting test results and therefore required to self-isolate
- have been in contact with someone who has tested positive and therefore need to self-isolate
- are part of a bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19
- are not in attendance due to national lockdown measures or tier restrictions as instructed by and in line with Government announcements

What does Moorside Primary School aim to do?

The aim of education at Moorside is to deliver a high-quality curriculum to all children. This continues to apply whether this is through learning in school or remote learning. Remote learning is aligned to the classroom curriculum as much as possible. In the same way as the classroom curriculum, it is carefully sequenced to ensure that children achieve the smaller steps in learning to enable them to move on to the next step. This supports the children understanding as it transfers from their short term memory to their long term memory. Learning objectives or intentions should be made as clear and explicit remotely as they would be in the classroom.

The effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of classroom teaching. For example:

- ensuring children receive clear explanations
- supporting growth in confidence with new material through clear modelling
- application of new knowledge or skills
- enabling children to receive feedback on how to progress

How does Moorside Primary School deliver remote learning?

Most important is to maintain the key elements of effective teaching of a high quality. It is vital to have clear and high expectations.

Content and delivery

There will be some curriculum areas that need adapting when moving to remote education, for example aspects of physical education, music, elements of science and design and technology.

All learning is to be modelled, explained and delivered appropriately to avoid misconceptions developing and misinformation. Children cannot be expected to be able to discover new content for themselves through tasks, activities and internet searching.

A range of resources are used by teachers to support learning at home. These include the use of:

- online based subscription packages based on English, maths and science that can be controlled and success tracked by teachers (Education City, TT Rockstars)
- online based subscription package that includes an online ebook library that allows children to access reading books directed by teachers continuing their learning at their level including those following RWInc (Oxford Owl)
- websites free to access at home that are controlled, appropriate and with high quality learning experiences (BBC Bitesize, BBC Teach, Topmarks)

- paper based learning proformas that are produced on a daily basis that include links to online learning and explanation of learning activities
- PowerPoints that are made by adults in school that provide modelling and explanation of the learning using visuals and added audio (recordings using their own voice)
- learning activities created by teachers on a Word document for children to complete to reinforce learning
- text books that children have received that allow daily practise in basic skills from Reception to Year 6 (CGP books)

Feedback and assessment

Feedback and assessment are still as important as in the classroom. It can be harder to deliver immediate feedback to children remotely however with systems in place this is achievable.

Teachers can monitor children's achievements on Education City and TT Rockstars and then next steps in learning activities for individuals can be directed to as appropriate.

Work completed by children returned to school or emailed through is marked and returned to children alongside an individual feedback proforma that explains their achievements and address' misconceptions.

Low-stakes quizzes can be built in to remote education, as can written assignments and retrieval practice activities. It can be helpful to make sure children are 'warmed up' and 'readied' for content through an introductory task or scene setting. Children can then be invited to re-visit and process the main content further in an additional task or later lesson through retrieval practice.

While it is important to engage children, this is only a precondition for learning, not the thing itself. There is only so much a teacher can do to engage children remotely. We therefore need to make sure that efforts to engage don't distract us from teaching the curriculum. We also need to check whether children have actually learned the content we want them to through assessment.

Teachers can use quizzes or tests on core content as a regular feature, asking children to complete these in a specified time and email them back. Using the features of a multi-functional platform, teachers can create regular, pre and post-lesson quizzes. Consideration should be given to ensuring availability for children without ready online access, including through distribution of hard-copy versions.

Engagement

To support and encouragement engagement in children's learning at home learning is devised for the children to be successful as they would in the classroom. The learning content is in a sequence of small steps to allow children to succeed without frustration. Short PowerPoint presentations with added audio using a familiar voice will support children in their connection to school. Resources provided are not overcomplicated with too many graphics and illustrations that do not add to content of the learning. A variety of resources help to maintain interest and motivation alongside familiarity.

Teachers can set peer to peer challenges and class to class challenges through TT Rockstars that promote engagement and motivation. Additionally, Education City has a Play Live function allowing children to choose another to play against safely. Peer interactions can provide motivation and improve learning outcomes and to a degree will also help children maintain their social skills.

Communication

As a school we recognise the importance of staying in regular contact with families. Regular telephone contact is made to ensure there are no difficulties that are preventing children from accessing their learning. It is important we communicate and work with parents on supporting their child at home without putting an unreasonable burden on them as we recognise the difference in circumstances for all.

Provision

As a school, we think carefully about whether children have access to the right kind of device and learning provision. This is why a range of approaches are provided allowing families to manage remote learning as effectively as they can. When using digital remote education, internet access is relied upon.

We consider this in our approaches so that if this is not accessible at home children are not at a disadvantage.

Children in the early stages of their formal education are likely to have particular needs, which cannot easily be addressed in the same way as those of other children. Likewise, some children with Special, Educational Needs (SEND) will require specific approaches tailored to their circumstances and individual needs.

Government support

A limited number of devices have been made available as part of a Government scheme as well as additional data cards that can be used in smartphones. There is a specific criteria that would ensure that such devices are provided correctly.

Future

At Moorside Primary it is essential we continue to plan for and have procedures in place for any potential future disruption. Therefore we aim to:

- maintain an up-to-date record of which children and families do not have device or internet access
- consider how school technology, paper based learning and other resources could be used in future to support children with and without sufficient remote facilities
- ensure that any equipment obtained under the department's [Get help with technology HYPERLINK "https://www.gov.uk/guidance/get-help-with-technology-for-remote-educationduring-coronavirus-covid-19"programme](https://www.gov.uk/guidance/get-help-with-technology-for-remote-educationduring-coronavirus-covid-19) is clearly identified and ready to be re-distributed for a similar purpose

Expectations of Remote Learning Aims

This Remote Education Policy aims to:

- Outline the school's approach to educating children who will not be attending school as a result of government guidance including the closure of a bubble, self-isolation and lockdowns
- Make clear the expectations of staff who are self-isolating, not tested positive for COVID-19 or experiencing no symptoms and are able to continue planning, teaching and assessing children's work
- Ensure that remote education is provided as soon as it becomes necessary and continues as appropriate
- Ensure consistency in the approach to remote learning for all children who aren't in school, including those with SEND or vulnerable, through use of quality online and offline resources and paper based learning
- Provide clear expectations for teachers and support staff with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad and balanced curriculum, as well as support of children's well-being
- Ensure that children learn new facts and concepts, as well as reinforcing prior learning
- Ensure that children engage in learning they would have completed had they been in school as normal
- Ensure that learning activities and organisational approaches enable appropriate interaction with children, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online and offline resources so that staff are effectively safeguarded
- Support effective communication between the school and families so that parents and children can access and make the best use of resources
- Ensure that children who lack any necessary equipment have this sourced for them

Who is it applicable for?

- Children who are absent because they are awaiting test results and therefore required to self-isolate
- Children who have been in contact with someone who has tested positive and therefore need to self-isolate
- Children who are part of a bubble, which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.
- Children not in attendance due to national lockdown measures or tier restrictions as instructed by and in line with the Government

Resources to deliver this

- Individual children's logins for subscription based websites for children in specific year groups - Oxford Owl Nursery - Year 6, Education City Reception - Year 6, TT Rockstars Year 2 - Year 6
- Other safe websites for all families to access – Topmarks and BBC Bitesize
- Teacher and support staff logins for Oxford Owl, Education City and TT Rockstars
- Printed learning packs offered for all children Playgroup to Year 6 and accessible on school website to download and access on a daily basis.
- Reading books, exercise books and other physical learning materials as required (pens, pencils).

Approaches to learning – principles

The following principles, informed by the DfE requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning.
- Children will study a broad range of subjects that include English, maths, history, geography, science, art, PSHE, RE and PE.
- Children will learn new facts and concepts, as well as completing activities that reinforce their prior learning.
- Those who cannot attend school will access learning to that which their bubble is completing within school as closely as possible.
- Activities will be varied and not solely consist of 'screen time', for example handwriting, physical movement.
- Teachers will have access to a wide variety of resources to share remotely, Oxford Owl, BBC Teach, BBC Bitesize, Education City, TT Rockstars, NCETM, Testbase, NRICH, PenPals and Gateshead maths scheme of work.
- Planning proformas daily will be quality assured by Senior Leadership Team (SLT), who will make ensure they are closely linked to current learning and the age/stage/needs of the learners
 - Staff will have the training they need to provide online links safely using the correct tools
- All children will have access to the resources they need to learn.
- Teachers and support staff will prepare documents on Word and PowerPoint with added audio, which will communicate the purpose of activities for children to ensure that they understand what they are learning and how they can be successful.
- SEND will not be a barrier to accessing the curriculum at home because the school will work in partnership with families with regular communication and bespoke support for each targeted children.
- Staff workload will be managed by regular communication with SLT.
- Senior Leaders will measure engagement, accessibility etc. in remote learning by working with parents and teachers to gauge strengths and weaknesses and use this information to review provision and make changes as necessary.

Working with parents

We are committed to working in close partnership with families and providing remote learning in different ways when necessary to suit the needs of individuals. Learning, resources and feedback will be shared with children and parents via a range of methods that are appropriate for individual families including the school website, emails telephone conversations and socially distanced face-to-face conversations. We would encourage parents to support their children's work and to establish a routine that works for the family circumstances. Should parents be unable to access online work for any reason, they should

contact the school office as quickly as possible so that other arrangements can be made to support them.

Keeping in touch with children who are not in school and their parents:

- SLT, Family support worker and office staff to make contact, via emails and phone calls where children are not attending school.
- Head teacher to use the school 365-email address to communicate with parents and children.

Roles and responsibilities SLT

(Senior Leadership Team)

- Adapting the curriculum so that teachers are aware of how the intended key components can be taught remotely.
- Co-ordinating the remote learning approach across the school including monitoring children' engagement.
- Leading meetings with staff to ensure consistency across the school.
- Monitoring the effectiveness of remote learning, including by using pupil voice, auditing the work and the resources produced for children.
- Ensuring that staff, children and parents benefit from appropriate guidance about remote learning.
- Ensuring that resources fully support teachers and children so that remote learning can take place without hindrance.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations – this is in reference to online subscriptions where information is held.

Teachers

When providing remote learning, teachers must be available during usual teaching hours and their working days. Teachers unable to work for any reason during this time should contact the Head teacher. When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the children in their year group.
- The work set should follow the usual timetable for the class had they been in school, wherever possible for example daily maths, English, physical element, reading and one foundation subject.
- Teachers will set an overview of work on a daily learning proforma produced on Word aimed to be accessible for the majority of children and an alternative learning proforma will be produced for those children who find the majority learning challenging.
- Specific learning will be set to meet SEND needs.
- Planning and resources will be completed by each class teacher and will be monitored by SLT, before they are made available to children and parents.
- PowerPoints with added audio should be made available where modelling and explanation is required.

Feedback

Marking and feedback to take place of all learning that is returned to school or emailed through. The frequency with which teachers will provide feedback will depend upon the safety of handling work brought in and the emails coming through alongside the availability for parents to collect this and for where appropriate for it to be returned via email.

Support staff

Support staff must be available during their usual working hours. They may be required to attend school on some days of the working week and work from home on others. If they are unable to work for any reason during this time, for example due to sickness they should report this using the normal absence procedure.

During the school day, support staff must complete tasks as directed by SLT.

The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in areas of the school as directed by SLT.

- Assist the class teacher with supporting children.
- Prepare home learning resources.
- Undertake remote and/or online CPD training.

Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to the lead designated safeguarding officer. If you are unable to contact this person then the DDSL followed by SLT. All safeguarding policies and procedures continue to apply.

Designated Safeguarding Lead (DSL)

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy. It is important to reinforce esafety as we are aware children are accessing the internet more than usual.

SENCOs

- Ensuring that children with EHC plans continue to have their needs met while learning remotely, and will continue to liase with other organisations and professionals where appropriate.
- Ensure alternate or additional arrangements are in place for children with EHC plans and IEPs.

Parents/carers

- Support their children in their reading as far as they are able, so that they continue to read at home. Access to eBooks is available on Oxford Owl for children to access at their level. Where appropriate parents can return books to school to exchange for new books to take home.
- Support their children where appropriate in their learning including accessing, support and returning to school.
- Where appropriate discuss the work together and support in making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus.
- Make the school aware if the online platform does not work on their devices or where problems are occurring.
- Seek help from the school if they need it, contacting the Head teacher via email or telephoning the school office.

Governing body

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Monitoring the accessibility of Remote Learning for all children.
- Ensuring staff workload is manageable and acceptable for all staff.

Children

- To complete their learning to the best of their ability using the resources available to them.
- Work with families to share and discuss their learning. Seek advice from their families or contact school when unsure.