

Hangin Heaton CE (VC) J&I School - Remote Learning Policy

Specific Aims

- To outline our school's approach for pupils that, from 21st September 2020, will not be attending school through self isolation or as a result of government guidance
- To outline our school's expectations for staff that from, 21st September 2020, will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, marking and planning for pupils.

Remote learning for pupils that are not able to attend school due to self-isolation or in line with government guidelines

The Government expectations are that schools should:-

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- 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
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

The guidelines also expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

Our school will provide remote learning for pupils that are not able to attend school so that no-one need fall too far behind. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

Our school is fully aware that these are exceptional times and seeks to inform and guide families. Each family is unique and because of this, should approach home learning in way which suits their individual needs.

Family (pupil/parent/guardian) role

- Each week, daily (if whole pod is self isolating) or weekly (if individuals are self isolating) work will be uploaded to Seesaw/allocated by hard copy. Families should view this together, and then make appropriate plans to complete the work.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via Seesaw
- Work that children complete at home can be uploaded to Seesaw daily or returned to school weekly
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

Teacher expectations In addition to their in-school work

- Teachers should plan lessons that are relevant to the curriculum focus for their class and endeavour to replicate this through internet links to recognised websites such as Oak National Academy and BBC Bitesize
- Any resources used, including websites and worksheets, should, where possible, be shared with home learners. Staff will do this electronically.

- To respond, within reason, to requests for support from families at home within 48 hours. This should be done via Seesaw.
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.

Teacher expectations whilst self isolating but not ill – whole pod closure

- Teachers should plan lessons that are relevant to the curriculum focus for their class and endeavour to replicate this through internet links to recognised websites such as Oak National Academy and BBC Bitesize
- Any resources used, including websites and worksheets, should, where possible, be shared with home learners. Staff will do this electronically.
- To respond, within reason, to requests for support from families at home within 48 hours. This should be done via Seesaw.
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.

In practice:

- Teaching staff will set 3 activities per day. – 1 maths based, 1 English based and one foundation subject based (a mix over the course of the week) plus reading/phonics
- Activities set will include links to teaching videos or resources of high quality and these will provide direction and instruction for the child. There will then be a follow-up activity for children to demonstrate/consolidate learning.
- The activities will reflect the work that the child(ren) would be doing in school and follow our sequence of learning across different subjects
- Where parents or children are unsure of any activity, the teacher will respond to queries within reason (particularly if teaching in class)
- When work is uploaded that has been set, school staff will provide feedback in line with expectation for individual pupils and our Marking and Feedback policy
- SEND pupils will be set work in line with their learning. In some cases, to make this manageable where teachers are in class, younger year group expectation may be accessed.
- Parental comments will be responded to with appropriate professionalism and with regards only the set learning
- School recognises that for young children, this requires a great deal of parental input and this can be problematic – especially where parents are also working from home. They will work to make the workload as manageable as possible and be sympathetic to the fact that timings may not be in line with school timetable.
- School also recognises that not all families and children have access to online facilities and will ensure hard copies of materials are available.

Further detail can be found for school staff on separate Remote Learning Protocols and Seesaw guide