



Remote learning Policy

Revised September 2023

Aim/vision:

Our vision is to ensure that in the event of a whole or partial school closure, as a result of a localised or national lockdown, that families receive: high quality and consistent remote learning opportunities; school support in terms of learning and wellbeing; and frequent communication from school staff.

Implementation:

Remote learning

In the case of localised or national lockdown or where a group/class of children needed to self-isolate, school will offer immediate remote education. Learning should cover the requirements of the school's usual curriculum and follow the sequence of the long term plans, where possible, to ensure core learning aims are met. This will ensure a well-structured, broad and ambitious programme of learning.

Online learning

The school website (www.walbottlevillage.sch.uk) will be the primary platform for remote learning. Staff will upload learning to the school website for the children to complete. Expectations are as follows:

- Learning should be uploaded to the website at least twice per week. This should commence as soon as lockdown begins.
- The quantity of work set on these days should ensure there are enough English and Mathematics activities for daily learning (Monday-Friday) and one foundation subject activity per day (science and history/geography should be included once per week and opportunities for other foundation subjects should be planned for). This will ensure the programme of learning planned is of equivalent length to the core teaching pupils would receive in school. Learning videos, presentations and written guides can be used to provide explanations of new content.
- School will provide remote education in line with the government expectation (This was of 3 hours a day for Key Stage 1 (years 1 and 2 when pupils are aged between 5 and 7)

and 4 hours a day for Key Stage 2 (years 3-6 when children are aged between 7 and 11 during Covid lockdown)

- Attention should be drawn to other online platforms that can support learning such as 'BBC Bitesize', White Rose Maths or accessing e-books through 'Oxford Owl'.
- Spelling Shed should be updated with spellings weekly.
- Through either the school website or the Class Dojo class story, staff should record and share at least one video per week. This video could model learning, set work/learning challenge, share a story or communicate an update with children. This ensures the children are able to see and hear from staff members during this time, helping them feel connected.
- Suggested timetables should be provided in order to support families with structuring home learning days.

Class teachers are responsible for updating their section of the class website unless alternative arrangements are agreed with head teacher.

Paper resource packs

To ensure that digital poverty does not impact children's learning and disadvantage those without access to internet or a computer the following steps will be taken:

- If prior notice of a localised or national lockdown is given, paper based remote learning paper packs should be prepared and distributed in readiness for closure. These packs should include enough learning resources for one week of home learning at a time and should be distributed to children who do not have access to the website, printers, broadband or WIFI. This will ensure every child has work from the start, regardless of access to digital platforms.
- Children should be engaging in the same work whether through paper pack or remote learning.
- If prior notice of a lockdown is **not** given and school do not have the time to arrange these paper packs, phone calls must be made to all families as soon as possible to establish who can access online learning on the website and who cannot. For those who do not have access to online learning, paper resource packs must be provided via post or collection from school on an appointment basis (this will be dependent on site safety arrangements). Those with internet and computer access will access their learning via the website.

Should lockdown continue beyond this initial one week period, paper resources should continue to be provided for those who do not have access to online learning on the website (due to internet or device issues). Guidance for paper resource packs is as follows:

- Paper resource packs should be made known to parents through written communication and during phone calls so they can contact school to request these at any time during lockdown.
- Paper resource packs must be provided on a weekly basis and should include enough work to last the duration of this time. There should be enough English and mathematics work for there to be a daily activity.

- Paper packs should include paper and pencils for the children to use.
- Paper resource packs should include reading resources (such as photocopies or reading comprehension documents) to support reading.
- Additional resources, such as maths equipment can also be offered in packs or through a library system if necessary.
- Packs will either be posted to families or collected on an appointment basis which will be communicated with families that require them (this will be dependent on site safety arrangements at the time).

Communication and engagement

During lockdown, frequent communication with families will be essential in order to support remote learning and wellbeing. To ensure children are engaging with remote learning, school staff need to be in contact with children to provide encouragement and support.

Staff will monitor children's engagement with remote learning and families will be contacted where there is none to offer further support.

Incentives will also be put in place to encourage engagement. Communication with families will take place through the following:

- **Written communication-** if prior warning of school closure is given, letters will be sent home with the children on their last day of school. This will outline remote learning expectations and procedures. It will remind parents how to access the website and give instructions for requesting paper resource packs. Written updates after this point will be shared via the school website and Facebook.
- **Facebook-** The school Facebook page will continue to be used to share information and updates with families. This is managed by Mrs Cullen. All communication on Facebook is also posted on school website.
- **Class Dojo-** this will enable daily contact between staff and pupils between the hours of 8.30am and 3.30pm. Families can communicate with teachers through the Class Dojo platform. Children can submit their work and photographs of learning for feedback through the app and parents can message teachers if they need any further support with learning or have any queries. Work submitted for feedback will enable staff to gauge how well pupils are progressing through the curriculum and adjust learning if necessary. School staff can post updates to the school story or class story which the children can comment on. Children can be awarded reward 'dojo' points for engaging with remote learning. As aforementioned in the online learning section, videos can be uploaded to Class Dojo to support learning or communicate with families. Class Dojo is used by Year 1-Year 6.
- **Tapestry-** rather than using Class Dojo, Nursery and Reception will use Tapestry to communicate with families. Parents can upload photographs of learning and updates which teachers can respond to.
- **Email-** parents can contact school via admin@walbottlevillage.newcastle.sch.uk Mrs Cullen and Mrs Thackray will ensure any communication is forwarded to the relevant staff members for their attention. Staff must check their emails daily (Monday-Friday with the exception of non-working days for part time workers)
- **Telephone calls-** school staff will contact all families during lockdown via telephone or Dojo message. Phone calls or Dojo messages will be fortnightly at least (unless a family does not engage with learning, then phone calls will be weekly).

Guidelines for phone calls are as follows:

- Phone calls must be made in school from the school telephone line.
- Ask to speak to parent first and give them your name and explain why you are calling.
- Ask to speak to the child – this could involve the parent and child being on speaker phone together.
- Keep conversations short, supportive and professional – focus on what the child wants to talk about.
- Not all children will want to talk to a staff member and there should be no attempt to force this.
- Ask to speak to the parent/carer at end of conversation.

Incentives will be put in place to encourage engagement with remote learning. The following procedures will be used:

- As mentioned above, 'Dojo points' can be given to children for submitting work completed as part of their remote learning. Daily return of work will earn 5 dojo points. Teachers will add extra points for hard work and outstanding work at their discretion. All children will receive points for work returned:
 - via Dojo
 - via paper pack work being handed back inUpon return to school after lockdown, Dojo points can be exchanged for golden tickets to spend at the reward shop.
- Head Teacher postcards can be sent to children at home who are engaging well with remote learning. Class teachers should communicate who should receive these with the Head Teacher.

Safeguarding

During this time, usual safeguarding procedures should be followed. If you have any concerns about a child, this should be reported to a safeguarding officer.

If you have any concerns or receive disclosures during communication with families, these must be reported immediately following the safeguarding procedures outlined in the safeguarding policy.

If families require further support, but this is not safeguarding related, they can be referred to Family Support Co-ordinator, Sharon Macdonald.