



# Remote Learning Policy & Procedure

Phoenix Community Primary School

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Ratified by the Governing Body:

Date of Next Review:

## Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils who are not in school through use of quality online and offline resources
- Provide clear expectations to members of the school community with regards to providing high quality remote learning
- Include continuous delivery of the school curriculum, as well as support of health and wellbeing for pupils
- Support effective communication between the school and families

## Who is this policy applicable to?

- Children and staff who are not permitted to attend school because they, or another member of their class bubble, have tested positive for Covid-19.
- Children and staff in the case of a local or national lockdown
- Children and staff who are self-isolating due to contact with a positive Covid case outside of the school community.
- If a child or staff member is absent because they are unwell, there is no expectation that they complete work until they are recovered.

## Tools/Resources to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools: [Seesaw](#), G-Suite (Google) including G-Meet, [Spelling Shed](#), [Purple Mash](#), Accelerated Reader & [MyOn](#)
- Links to educational sites that offer remote learning opportunities (e.g. [Oak Academy](#), [White Rose Maths](#), [BBC Bitesize](#), [Joe Wicks P.E.](#) etc.)
- On request, stationary can be provided (exercise books, pens etc)

## Roles and responsibilities

### Teachers

When providing remote learning, teachers will be available during the usual school day via Google Meet, Seesaw, and email providing they are fit for work. Teachers are not required to respond to parent or pupil messages/ emails outside of school hours. If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for setting and providing feedback on work.

During a bubble closure or local/national lockdown, teachers will set work for the pupils in their classes. This will be outlined (or on) Seesaw with links to other work on sites such as Purple Mash, Spelling Shed etc. Work set will be presented in a timetable format by each teacher as follows:

**Children have 2 days to complete each English and Maths tasks, and 1 week to complete the Science and Connected Learning tasks.**

**English** 5pwk (including one lesson that is a spelling/SPAG activity) - at least one task which can be completed on paper and photo evidence uploaded (extended writing OR planning); *This means four tasks that follow on from each other + one spellings or grammar practise.*

**Maths** 5pwk, (including one lesson focusing on times tables or number bonds) - at least one task which can be completed on paper/with manipulatives and photo evidence uploaded (could be mastery exploration/problem solving); *This means four tasks that follow on from each other + one times tables practise.*

**Science** 1pwk, evidence to be uploaded to Seesaw, to incorporate non-computer based practise. Encourage pupils to show understanding through verbal explanation.

**Foundation Subjects - Topic Based** 1pwk, evidence to be uploaded to Seesaw, incorporate non-computer-based practise. Encourage pupils to show understanding through verbal explanation.

Additional learning opportunities will be available on an optional basis and may include PSHE, well-being, RE, sport, art, or family activities to complete, experience and enjoy together.

**Reading** Should be completed daily as it is now. Books can be read physically or online. READING LOG will be in Seesaw and after the first use, needs to be saved In Draft. It will be **pinned at the top of the activity page** so pupils can find it easily each day.

*(Years 2-6 have access to MyOn - which gives access to reading books at the current accelerated reading level. Year 1 pupils who access AR will also be able to read books online through MyOn. Oxford Owl phonics resources will be used to reinforce previously learnt phonemes.)*

- Teachers will provide feedback on work submitted, this may include oral or written comments.
- Where work is not submitted teachers may contact parents to ascertain if there are any issues preventing the work being carried out or uploaded.
- During a bubble closure or a local/national lockdown, teachers will be available during school hours to help with any queries.
- All parent/carer emails should firstly be directed to the class teacher

- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

### Teaching assistants and part-time PPA/SEN staff

Teaching assistants and part-time PPA/SEN staff must be available during their usual working hours, excluding statutory breaks. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure. During the school day, they must complete tasks as directed by their class teacher, line manager or headteacher if not class based.

### Pupils/Parents/Carers

Phoenix Community Primary School is committed to working in close partnership with families. 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.

Should accessing work be an issue, parents should contact school by telephone or email and alternative solutions may be available. These will be discussed on case-to-case basis.

Using Seesaw/Google Meet, pupils should complete class work daily, to the deadline set by class teachers. The type of task, number of tasks and time required on each task will look different for each year group because of the age and abilities of the children.

The school requests that families be mindful of the amount of posts sent in. Avoid sending multiple posts and videos per task because this takes away the teacher's time from planning and commenting on the children's' work.

Parents/carers should alert teachers if pupils are not able to complete work.

The expectation is that parents/carers and pupils are respectful when speaking to staff.

Parents/carers should seek help, if needed, from teachers using messaging on Seesaw, or telephone or email

### Google Meet Sessions:

Children should attend daily Google Meet sessions, ready and attentive to work, with minimal distractions. Google Meet sessions are for the whole class and will refer to that day's work.

Google Meet sessions are not for parents/carers to raise issues with teachers.

Only pupils from the relevant class should participate in the Google Meet session (not parents/carers, siblings or others).

**Safeguarding:** Google Meet sessions should not be recorded at any time.

Timings are:

8:45 - Eagles6

9:05 - Flamingos5

9:30 - Ravens4

9:50 - Robins3

Afternoon meetings will take place for year R to 2. This will give the opportunity for children to share their learning for the day.

1:30 - PenguinsR

2:00 - Pelicans1

2:30 - Parrots2

Announcements made via Seesaw will provide a timetable for children's learning for that current day.

## Who to contact

If parents/carers/pupils have any issues accessing or completing work, they should contact the class teacher in the first instance if possible, during school hours. For any other issues, they should contact the school office either by telephone or email.

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead, Deputy Headteacher or SENCO
- Issues with IT – talk to Mrs Rogers/Mr Rogers, Deputy Headteacher or Headteacher
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about safeguarding – talk to a DSL.