

## Remote Learning Policy

At Uplands Infant School, we will provide remote learning opportunities for children who are not able to attend school which reflects our high quality, inclusive curriculum.

As a school, we are fully aware that these are exceptional times and each family is unique and because of this, should approach home learning in a way which suits their individual needs. Throughout school closures, we have actively sought feedback from families and other key stakeholders via telephone, online platforms and since returning to school and have used this to shape some of the approaches within our remote learning offer.

In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and families. Our remote learning offer complies with the DfE document [Guidance for Full Opening of Schools](#) and the research carried out by the [Education Endowment Foundation](#) into effective and high quality distance learning.

### **Aims:**

This Remote Learning Policy aims to:

- Ensure consistency in the approach to remote learning for all children (Inc. those with SEND) who are not in school through the use of quality online and offline resources and teaching videos
- Provide clear expectations to members of the school community with regards to the delivery of high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support for motivation, health and well-being and parental support
- Support effective communication between the school and families
- Support attendance

### **Who is this policy applicable to?**

- A child is absent because they are displaying symptoms and are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child is absent because they are required to self-isolate because a member of their household has tested positive. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- A child is absent due to other Covid-19 related reasons e.g. are required to remain in quarantine after a trip abroad to a country which is NOT on the exempt list of countries or they are subject to shielding restrictions.
- This policy is also applicable in the event of national school closures due to Covid-19.

**Content, tools and resources to deliver this Remote Learning Plan include:**

- Seesaw: this is an interactive platform which is used daily in school by teachers and children to record learning and provide feedback. For remote learning, Seesaw will be used to share recorded lessons and resources and as a tool for exchanging work that has been completed on or offline with feedback and encouragement that reflects our school's feedback policy
- Power Maths resources will be used for recorded mastery maths lessons in Reception and KS1 as well as for setting work to be completed at home in line with our current maths curriculum
- KTC resources will be used for recorded phonics lessons in line with our current phonics teaching
- Oxford Owl: an online e-book library of banded texts matched to children's individual reading levels
- Zoom: used for children's daily live teaching and weekly individual live reading/singing sessions with a member of teaching staff as well as some parent interactions and staff CPD
- Phone calls home
- Weduc family app
- School website and social media channels
- Printed learning packs where appropriate
- Physical materials such as books, maths resources and writing tools
- Use of Digital Content including; BBC Bitesize, Oak Academy and White Rose

Children will have daily contact with their class teacher to ensure continuity of learning and to share successes and communications through Seesaw and Zoom.

**Home and School Partnership and Communication**

At Uplands Infants, we are proud to have a strong partnership with our families and are committed to ensuring we provide support with remote learning to everyone within our school community, including those harder to reach families.

- We will ensure that home learning codes for accessing Seesaw have been shared with families and monitor engagement to identify children who are not accessing online learning. These families will then be contacted via telephone to offer additional support.
- Our Family Learning and Parent Coordinator will provide support to harder to reach families, including those who require translation.
- Where possible, it is beneficial for children to maintain a regular and familiar routine. We recommend that each 'school day' maintains structure and will provide a clear timetable for children working from home remotely.
- We encourage parents/carers 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 is made by staff to ensure that work is set promptly. Should accessing work be an issue, families should contact school promptly and alternative solutions may be available.
- Key messages will continue to be shared with families via the Weduc and Seesaw apps, as well as the school website and social media channels

- Families may contact the school via email [office@uplands-inf.leicester.sch.uk](mailto:office@uplands-inf.leicester.sch.uk), telephone 01162 625280, the Weduc app, by commenting on Seesaw or by emailing their child's teacher on their email address which is their name followed by @uplands-inf.leicester.sch.uk e.g. [missthakrar@uplands-inf.leicester.sch.uk](mailto:missthakrar@uplands-inf.leicester.sch.uk) Class teacher emails should be used as the first point of contact.
- When not isolating, families may talk directly (socially distanced, outside, with correct PPE) with their child's class teacher or a member of the Senior Leadership Team who can be found in the playground at drop off and collection times.
- Where children are unable to access remote learning online due to a lack of technology at home, we will loan school laptops/tablets (parents/carers will be asked to sign user agreements). We have requested 4g routers and additional data under the government initiative to support children who have limited or no access to broadband.
- Our children learn about acceptable use of technology and e-safety rules and how this also applies when using technology at home. Online safety guidance is also shared with parents/carers.
- **Any child not attending school due to isolating is contacted by both the class teacher and the Family Learning and Parent Coordinator for a weekly welfare check-in.**

Following DfE guidance, many of our lessons are recorded so they can be accessed flexibly by children. As a school, we are that some of our families have limited or shared device access and many of our parents work and therefore support their children to complete remote learning outside of normal school hours. The interactive nature of the Seesaw platform enables teachers to monitor children's progress and adapt work to meet the needs of children.

#### **Safeguarding Considerations:**

- All work for children is posted via the online platform to ensure an appropriate level of security (Seesaw).
- Staff should use school devices and when contacting pupils via online means should only use school email/learning platform forums.
- Our SLT will regularly provide information to parents/carers regarding safe online use at home via Weduc, the school website and social media channels.
- Any staff filming themselves must do so in advance ensuring they are appropriate in dress and appearance, all backgrounds should be plain or blurred with no identifying features and all videos should be checked thoroughly before posting.
- Where screen sharing is being used (during Zoom live teaching and reading/singing sessions) staff should also ensure that any other tabs they have open in their browser would be appropriate for a child to see if they are sharing their screen and use professional language at all times.
- General code of conduct of ICT use should be observed (please refer to the Staff Code of Conduct and Acceptable Use Policy).
- Consideration should be given to data protection issues particularly where videos etc are being posted.
- When staff contact pupils or parents/carers via phone call and they do not have access to a work phone they should always use 'caller withheld' to ensure pupil/parent is not able to identify the staff member's personal contact details.
- Staff to ensure that an adult is present with the child when hosting the Zoom live teaching or reading/singing session

### **Teacher Expectations**

To note: the suggested expectations below relate to where a whole class/bubble is isolating or in the event of national school closures and would be reduced when it is fewer children isolating and the majority of the class are in school. For detailed information of the school's tiered offer see Appendix 1.

All Uplands Infant School teaching staff have been trained in using Seesaw and Zoom and we will provide refresher training and induction for new staff on how to use them. Video training and crib sheets for Seesaw and Zoom are available to all staff. 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.

When providing remote learning, teachers must be available to pupils between 8.45am - 3pm and should respond, within reason, promptly to requests for support from families at home. This should be done via class emails, Weduc, telephone or Seesaw. Additional video guidance may be beneficial. If teaching staff are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

### **Planning & Setting work:**

As an infant school, we are prioritising closing the gap in the prime areas of education, including vocabulary, phonics and reading, writing and maths.

- Plan lessons that are relevant to the curriculum focus for that year group and endeavor to replicate this through live teaching, recorded sessions and tasks for home learners.
- Provide resources and activities to support pupil wellbeing whilst working from home e.g. wellbeing check ins, resources/websites to use at home
- Adapt the pace or difficulty of planned lessons using assessment for learning
- Seesaw and Zoom will be used to share work for all year groups.

### **Providing feedback on work:**

- All work should be 'liked' by a member of teaching staff as a minimum.
- Focus individual feedback on where there are clear misconceptions that need to be addressed via comments on Seesaw
- Use daily live Zoom sessions to address misconceptions for larger groups of children
- Use verbal comments where possible as this has been shown to have the highest engagement level.
- At least one piece of work to be provided with individual feedback per week.
- Where there is a misconception, teachers must provide feedback via the comments on Seesaw to allow children to edit their work.
- Immediate, individual verbal feedback to be given during the weekly Zoom reading session.

### **Pupil & Parent Expectations**

Staff can expect children learning remotely to:

- Participate in daily live Zoom sessions
- Complete work set by teachers
- Read for at least 30 minutes per day, preferably with an adult

- Seek help if they need it from teachers via comments on Seesaw or during daily live Zoom sessions
- Alert teachers if they are not able to complete work

**Staff can expect parents/carers with children learning remotely to:**

- Ensure their child attends all scheduled live Zoom sessions
- Contact the school if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it
- Support their child to complete remote learning to the best of their ability

**Links with other policies and development plans**

This policy is linked to our:

- Safeguarding and Child Protection Policy
- Behaviour and Anti-Bullying Policy
- Data Protection Policy and Privacy Notices
- Acceptable use policy
- E-Safety Policy
- Staff Code of Conduct
- Digital Device Registers
- Digital Device Loan Agreements
- End User Agreements for Seesaw, Microsoft Teams, Zoom and Oxford Owl

**Monitoring and review**

This policy is monitored by the governing body, and will be reviewed annually, or as and when needed, should government guidance relating to remote learning change.

## Remote Learning Plan: School Offer

The plan below makes clear the school's tiered offer for Remote Learning.

<p><b>A:</b></p> <p>Year group/class bubble have been sent home to self-isolate</p>	<ul style="list-style-type: none"> <li>• Lessons are relevant to the curriculum focus for that year group.</li> <li>• Lesson content will be delivered through a combination of school created and commercial resources.</li> <li>• The work set should follow the usual timetable for the class had they been in school, wherever possible. This should include:             <ul style="list-style-type: none"> <li>- A daily live register and teaching session (Zoom)</li> <li>- A daily recorded maths lesson</li> <li>- A daily recorded phonics lesson</li> <li>- Weekly topic input in line with current timetable</li> <li>- A weekly live individual reading session with a member of teaching staff which includes a wellbeing check in</li> </ul> </li> <li>• Teachers to set clear deadlines and expectations for work to be completed</li> <li>• Provide resources and activities to support pupil wellbeing whilst working from home e.g. wellbeing check ins</li> <li>• Seesaw will be used to share and return work for all year groups.</li> <li>• Provide daily contact with pupils as and when needed between the hours of 9am and 3pm (except where teachers are undertaking PPA each week)</li> <li>• Focus individual feedback on where there are clear misconceptions that need to be addressed via Seesaw comments</li> <li>• Adapt the pace or difficulty of planned lessons using assessment for learning</li> <li>• All work to be acknowledged with a 'like' as a minimum</li> <li>• One piece of work to be provided with individual feedback a week</li> <li>• If there is concern around the level of engagement of a pupil/s, families will be contacted via phone to assess whether school intervention can assist engagement.</li> </ul>
<p><b>B:</b></p> <p>Half a class bubble (or large group of pupils) have been sent home to self-isolate</p>	<ul style="list-style-type: none"> <li>• Lessons are relevant to the curriculum focus for that year group.</li> <li>• Lesson content will be delivered through a combination of school created and commercial resources.</li> <li>• The work set should follow the usual timetable for the class had they been in school, wherever possible This should include:             <ul style="list-style-type: none"> <li>- A daily recorded maths lesson</li> <li>- A daily recorded phonics lesson</li> <li>- Weekly topic input in line with current timetable</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- A weekly live individual reading session with a member of teaching staff which includes a wellbeing check in</li> <li>• Teachers to set clear deadlines and expectations for work to be completed</li> <li>• Provide resources and activities to support pupil wellbeing whilst working from home e.g. wellbeing check ins</li> <li>• Seesaw will be used to share and return work for all year groups.</li> <li>• Provide daily contact with pupils as and when needed between the hours of 9am and 3pm (except where teachers are undertaking PPA each week)</li> <li>• Focus individual feedback on where there are clear misconceptions that need to be addressed via Seesaw comments</li> <li>• Adapt the pace or difficulty of planned lessons using assessment for learning</li> <li>• All work to be acknowledged with a 'like' as a minimum</li> <li>• One piece of work to be provided with individual feedback a week</li> <li>• If there is concern around the level of engagement of a pupil/s, families will be contacted via phone to assess whether school intervention can assist engagement.</li> </ul>
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<p><b>C:</b></p> <p>An individual child or small number of individuals are sent home to self-isolate</p>	<p><b>This will be a reduced offer due to the fact that the teacher will need to fulfil their full-time class teaching duties. Individual feedback will be provided but will be proportionate to the time teachers have during the week for normal marking/feedback</b></p> <ul style="list-style-type: none"> <li>• Lessons are relevant to the curriculum focus for that year group.</li> <li>• Lesson content will be delivered through a combination of school created and commercial resources.</li> <li>• The work set should follow the usual timetable for the class had they been in school, wherever possible This should include: <ul style="list-style-type: none"> <li>- A daily recorded maths lesson</li> <li>- A daily recorded phonics lesson</li> <li>- A weekly live individual reading session with a member of teaching staff which includes a wellbeing check in</li> </ul> </li> <li>• Provide resources and activities to support pupil wellbeing whilst working from home e.g. wellbeing check ins</li> <li>• Seesaw will be used to share and return work for all year groups.</li> <li>• Teachers to reply to work submitted online prioritising areas of misconception and providing individual feedback via Seesaw comments</li> <li>• All work to be acknowledged with a 'like' as a minimum</li> </ul>
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	<ul style="list-style-type: none"> <li>If there is concern around the level of engagement of a pupil/s, families will be contacted via phone to assess whether school intervention can assist engagement.</li> </ul>
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<p><b>D:</b></p> <p>Whole school is in lockdown, the majority of children are working from home, the school is providing face to face provision for key worker and Vulnerable children only</p>	<p>As offer A</p> <ul style="list-style-type: none"> <li>All key worker/vulnerable children will participate in daily live Zoom sessions with their class, have a weekly individual reading session and will complete year group remote learning with the support of school staff according to a timetable that reflects the structure of a normal school day.</li> <li>Teachers will have flexibility to take their allocated PPA within their working week around the above tasks.</li> </ul>
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<p><b>E:</b></p> <p>Teacher has been sent to self-isolate but class is still in school</p>	<ul style="list-style-type: none"> <li>Teacher to provide cover/supply teacher with planning and support to deliver lessons within school. This may involve remote meetings to discuss/clarify planning and children's progress. Delivery of some sessions may be conducted remotely to the class where appropriate and may include pre-recorded resources e.g. morning message, story time, voice over PowerPoints/videos etc.</li> <li>Teachers to take responsibility for the remote learning of any children in that year group who are also self-isolating (Offer C).</li> <li>Teacher will have the flexibility to take their allocated PPA time within their working week around the above tasks</li> </ul> <p><b>Note: Where the teacher is unwell they should follow the normal sickness absence procedure. There will be no expectation for them to work from home under these circumstances.</b></p>
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