Port Isaac Community Primary School's Remote Learning Policy

As a staff team, we all firmly believe that school is usually the best place for our children to learn academically and socially. The COVID-19 pandemic has meant that it is not safe for all children to be in school all of the time.

We have planned our remote learning policy for the times when we are directed to close, by the Department of Education (DfE), the NHS or Public Health England as well as for when classes, groups or individuals cannot be in school because they are self-isolating.

When children are working remotely, we will try to ensure they have a familiar routine. We will plan sessions and resources that help them to maintain a sense of belonging, purpose and connection to the school and their friends.

In school, our firewalls and filters help keep our children safe from unhelpful material. At home this protection will not be in place and so you must monitor your child's use of the internet and their communications with their peers when they are not at school. In school, we will monitor any chat between the children during face-to-face sessions and on Microsoft Teams when we start to use it).

It is important that children have an (age appropriate) understanding of why they are not able to attend school. We will work with children to help them understand this through discussions and assemblies.

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

You will be informed by text or email that we are unable to open the school to pupils. You may also hear through national or local media.

If we are in school when closure is announced, exercise books, reading books and iPads will be sent home for those who need them. If we are not at school when closure is announced, we will provide books and iPads on request. If we can, we will pre-empt school closure by providing books and resources for you to keep at home, just in case we do close.

We will aim to send information (by Teachers2Parents or Microsoft Teams) with work for the first few days. It is likely that our, now established routine of Zoom sessions will be in place quickly.

Every child should be able to access the following work without teacher input. If we close, this should be used to create a structure to your child's day until we are able to provide face-to-face sessions.

Parents and carers, please:

- ✓ Read with your child each day. It is one of the most supportive ways to develop their language and literacy. Infants: 15 minutes & Juniors 20 minutes. We are subscribed to Oxford Owl if you need books for younger children. If your child is a reluctant reader, use eBooks or audio books.

- ✓ Support your child to write a comment in their reading record book, or check it after they have done so. Younger children will need you to scribe for them. Note any new words and go over them the following day.

- ✓ Use Doodle spelling and maths

- ✓ Use Times Tables Rock Stars

- ✓ Use White Rose Maths lessons for Class 1 & Hamilton Maths for Class 2. Use the published book we have supplied.

- ✓ Use BBC Newsround to support discussions with your child about the reason for school closure. It is a responsible source of 'child friendly' resources.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Children (and most of the rest of us) respond best when there is a structure to the day. The days will have a familiar routine with a morning 'Wake 'n Shake', English and maths in the morning, a lunchtime story and topic work in the afternoon. There will be a weekly assembly that will focus on issues in the news, wellbeing and hopefully maintain a connection between the children and the school community.

We teach a slightly different curriculum when most children are learning remotely. For example, some aspects of the term's topic may not be covered remotely. We regularly review the needs of the children and adapt our lesson content accordingly; this remains the same when working remotely. For example, towards the end of terms we may set and deliver a project-based curriculum and on special days may have themed work or an assembly.

English work and feedback will be simplified for all children so that it is manageable for remote working. Feedback will be limited so that children feel a sense of achievement

Resources will be kept to a minimum to prevent undue pressure on parents/ carers who have limited time and resources at home. Read, Write, Inc sessions are available on the RWI website rather than delivered by school staff.

Infant mathematics will be taught through the White Rose resources (as usual) and Junior mathematics through Hamilton Trust (as usual) home learning resources. We will aim to provide a workbook to support maths (such as Carole Vorderman's 10 minute Maths'). These resources should be used as the class teacher advises (not completed in a few sittings). They are to support parents to structure learning when staff are not there.

The topics that we select for home learning may differ from those planned for when we are in school.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils	Reception: up to 2 hours a day
	Years 1&2: up to 3 hours a day
	Years 3&4: 3 - 4 hours a day

	Years 5&6: up to 4 hours a day

Accessing remote education

How will my child access any online remote education you are providing?

We will contact you to let you know what you can expect with regard to work and face-to-face sessions.

We will use a combination of Microsoft Teams (MS Teams) and Zoom. In Teams, children have their own email address (linked to the school). They will be able to collect and submit work as well as chat with their teacher and peers. We will use MS Teams and Zoom for Face to Face sessions. If we are unable to use MS Teams to send work, we will revert to emailing it through Teachers2Parents in the short term.

In addition, Nursery and Class 1 will continue to use Tapestry Journal whilst children are working remotely. It is always a place for parents to upload photographs and comments onto their child's individual profile. Staff will respond at least weekly and usually more frequently.

Children are familiar with Oxford Owl, Doodle maths, Times Tables Rock Stars and spelling. They will continue to use these programs remotely. These are web based and so can be accessed remotely.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. The quality and availability of devices at home, as well as the time and knowledge that parents and carers have differs greatly. We continue to work on ways to address this imbalance.

We take the following approaches to support those pupils to access remote education:

- We will loan school iPads so that children can access online sessions. These devices will be the responsibility of the parent/ carer and are available on request. School filters and firewalls will not work outside the school grounds.

- If required, staff will support parents/ carers to access and use our online sessions.

- Work should be retrieved and submitted by email or the 'assignments' facility on MS Teams. If you are unable to do this, contact the school office or class teacher who will help you to resolve this issue.

- In exceptional circumstances, individual arrangements will be made for those who cannot access the online sessions or collect work sent electronically. We have limited facilities to produce hard copies of resources, but will do so if this is the only way to ensure your child can work.

- Nursery packs will be made up for collection weekly (unless we notify you otherwise).

What should I do if I cannot access the home learning for a day?

At school, we sometimes struggle to sustain an internet connection. This is the same for many families. There will be occasional days when the technology fails us.

If we are unable to connect to the internet at school, we will do our best to get a message to you through a different route. Please do not call on the school phone as this requires the internet to work. With urgent issues, please send us a text as someone who is working from home may be able to help.

Oxford Owl and Doodle can be accessed without us.

If we can, we will send some brief details of English work to be completed. This may or may not be a stand-alone piece of writing.

In such instances, please do your best to maintain the structure of the home-school day.

If you are unable to connect to us, let us know by text and do what you can. If your connection will be out for some time, we will make other arrangements for your child.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Some examples of remote teaching approaches that we use:

- live teaching (online lessons and lesson introductions) with 'live chat' on MS Teams to support children to work on-task and stay connected to their class and teacher.

- recorded teaching (e.g. our own sessions recorded for use, BBC Bitesize lessons, Oak National Academy lessons). This will usually be planned into the child's timetable.

- printed paper packs produced by teachers (e.g. workbooks, worksheets). These will be a 'last resort' during times when school is closed to most children.

- textbooks and reading books pupils have at home. Additional books can usually be exchanged at school by arrangement.

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences such as: White Rose & My Maths, Doodle, Times Tables Rock Stars & Oxford Owl.

- long-term project work and/or internet research activities.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We are required by the Department for Education to maintain attendance registers as we would if the children were at school. We will therefore take a daily register and follow up on any absence. We are aware that parents and carers are managing a range of different challenges and responsibilities and so the level of support children receive from home will differ.

- We expect every child to attend online sessions each day. This will be the same for the children in school. If your child is unable to attend, please report their absence by text and explain why we won't see them.

- Younger children are likely to need a high level of support with home learning. They may need support to login, open the session and to stay on task once the teacher is not on the screen. They will also need help to find any equipment they need for a lesson or activity (see section below). They may need help to complete the tasks. Uploading the work onto Tapestry (and eventually MS Teams) or emailing it will need to be done by the parent/ carer. We are mindful of the demands on parents and carers when planning and resourcing the work you do with your Nursery or Infant child.

- Older children will need a place to work, resources for the lesson (usually an exercise book, the work sent by the class teacher and stationery). They may need help to continue the work that is set once the introduction is over. To support them with any struggles they have with the content of the lesson, the teachers will stay on line for a little while and will be available on email (and eventually MS Teams 'Chat') to feedback. We have been careful to plan work that is in a familiar format to support your child to complete it with greater independence.

- Children with SEND will need a higher level of support to access the lessons and complete work (see section below).

- Sessions should be positive and productive for your child. If they are becoming a challenge, let us know and we talk through what to do.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

We want your child to be engaged with their work, stay motivated and stay in touch with us and their peers. The best way to do this is through the online sessions that we offer.

- We will take a daily register and contact you via email, text or phone if we do not see a child, unless we have been informed of their absence.

- If we have any concerns, we will contact you. Please do the same if you would like to speak with us. Texts and emails will be checked regularly throughout the day during school time.

- After a face-to-face session, staff will stay online for a while to answer any questions you or your child has. If they misunderstand or need additional explanation, we will follow this up in the next session or on a 1:1 basis.

- Class 1 staff will check Tapestry at least weekly for any communications.

- Once we are using MS Teams, we will check the 'Assignments' section of MS Teams to see what work has been opened, completed and submitted and will feedback the same way. If you would like to comment on the work your child has completed, you can do so via 'Class Notebook' in MS Teams.

- If you are really struggling to get your child to work, contact us and we will help you problem solve.

How will you assess my child's work and progress?

Feedback can take many forms and may not usually mean extensive written comments for individual children. For example, we may provide whole-class feedback or verbal feedback during a session. Your child will get instant feedback from quizzes or tasks marked automatically on Doodle and Times Tables Rockstars. Our approach to feeding back on pupil work is as follows:

Lessons will be planned based on the needs of the groups and classes. We will adapt what we do in subsequent lessons and what we plan for the following days depending on what we know the children can do. If your child is struggling with their work, please inform us. It is likely that they will not be alone. Assessment is a complex and ongoing process and is only possible, in part when working remotely.

- We will be able to judge how your child is engaging by asking them questions about their learning during face-to-face sessions.
- Teachers and other staff are available on text and email to feedback to parents and pupils.
- Feedback will be mostly positive so that your child is motivated to continue working through these unusual times.

- We will place comments in MS Teams Assignments for the whole group, or individual children to see (depending on the nature of the feedback). Some comments may be voice recordings rather than written text.

- It is likely that feedback will be given during the session, either verbally, by email or using the 'Chat' facility in MS Teams when we are set up.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example: pupils with special educational needs and disabilities (SEND) or younger children, may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Our online sessions will be designed to keep the children engaged and equip them to complete work after the sessions. Staff will be online after each session to help solve problems with access or work.

- If your child has SEND, please speak with your child's teacher and work out what is best for your child. This may mean that they complete the same work as a different year group, or have a different outcome from the work set for their peers. They should still attend sessions, unless something else has been arranged with the school. if your child is anxious about this, they can turn the camera function off after an initial 'hello'.

- Staff are available to discuss your child's learning needs and any other issues that may arise during wider school closure.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the remote education we provide will likely differ from the approach we use when whole groups are at home. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

If your child must self-isolate whilst school is open to most children, we will maintain our usual school curriculum and will send you the week's planning and resources so that you can support your child. Staff will be available to explain the work and support your child to access it. We will not usually provide 'live' lessons in this situation.