

The Riverside Federation (Eastoft CE Primary, Luddington &
Garthorpe Primary)
Remote Learning Policy

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Specific Aims

- To outline the Riverside Federation's approach for pupils who are unable to attend school as a result of having to isolate, either through being in contact with a positive case of COVID-19 or being advised to shield by a medical professional
- To outline the Riverside Federation's expectations for staff who 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

Who is the policy applicable to?

In line with governmental guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature of above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for COVID19
- Have the above symptoms and waiting for a test result
- Has been contacted by Test and Trace and advised to self-isolate

Remote learning provision

Staff at Luddington & Garthorpe Primary & Eastoft CE Primary will provide remote learning for pupils that are not able to attend school to attempt to provide continuity in learning for all children. In the following points, an outline of the provision will be made and some guidance given on the roles of pupils, parents and teachers. We recognise that these are exceptional times and accept that every family is different. However, as we may be in this situation for some time, we do expect all families to continue with home learning, using the resources provided, in the way that best suits their individual circumstances.

Family (pupil/parent/carer role)

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. We recommend that each 'school day' maintains structure. There is an expectation that children complete one piece of Maths, one piece of English and one other subject every day by participating in live lessons. Children will also be set one piece of work per day to complete independently, in line with government expectations.
- Work for the week will be posted onto Class Dojo. Families should view this together and then make appropriate plans to complete the work.
- Should anything be unclear in the work set, parents can communicate with the class teachers via Class Dojo. Please contact teachers first rather than members of the Senior Leadership Team, as it is the teachers who have set the work.
- Work which is to be completed should be done in the exercise book which has been provided by the school. If you need a new book, please contact the school office. Some of the homework may be online. If parents are struggling to access the technology, again please contact the school office and we will attempt to provide alternatives. 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. These will be discussed on a case by case basis.
- 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.
- We also encourage all children to read at least three times a week to an adult. You can either use physical books (hard copies) or websites such as www.getepic.com or www.oxfordowl.co.uk
- All teachers will set spellings on spelling shed each week. You are either able to get your child to practise their spellings online or in their exercise books. If whole classes are isolating, teachers will set hive games for children to participate in on a Friday for children who are in KS2. This is not compulsory but is a good way of children connecting with their peers.
- All children have a Numbots, My Maths and/or TT Rockstars account. Please encourage your child to practise on these websites regularly too.

Teacher expectations

If a bubble closes and the whole class has to self-isolate, the teacher (if physically fit) will deliver live lessons.

- Teachers must plan lessons that are relevant to the curriculum focus for that year group and provide (as much as possible) a broad and balanced curriculum with a range of subjects over the course of the week.

- All teachers will use the White Rose Maths hub home learning resources (videos and worksheets) or Classroom Secrets. Children will be provided with hard copies of the work books wherever possible.
- All teachers will plan one English lesson per day, drawing on resources such as The Oak National Academy, BBC Bitesize and Pobble 365 to support parents. Children will also be provided with a CGP comprehension book (KS1 and KS2).
- All teachers will provide resources for two additional subjects per day. Teachers will acknowledge that parents may not have access to some resources at home so will adjust lessons accordingly.
- Any resources used, including websites and worksheets, should, where possible, be shared with home learners. Staff will do this electronically and it will be the responsibility of the parents to access these at home or contact the teacher if this is not possible. Teachers will avoid expecting parents to print off worksheets wherever possible as it is acknowledged that not all parents have access to a printer.

- The expectations for live teaching are as follows:

EYFS - staff will contact each parent via Teams for half an hour a day and will read a story and engage in simple learning tasks, e.g. phonics, simple Maths

KS1 - three live lessons a day will be provided of 45 minutes each. One English, one Maths and one other subject

KS2 - Three live lessons a day will be provided of 45 minutes each. One English, one Maths and one other subject.

- 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. All teachers have access to a school laptop which can be used at home. If teachers are not prepared to provide lessons, they are able to opt for unpaid leave.

- Teachers will also provide remote learning support for individuals who are having to self-isolate (i.e. when the class is in but an individual is self-isolating). However, we acknowledge that they will also be continuing with face to face teaching in these cases. To remedy this, all teachers have access to detailed medium-term planning and a number of supporting planning sites (e.g. Developing Experts, Rising Stars History, Access Art, the DT association). Where possible, teachers will offer the opportunity for the parents to access the lesson through live streaming of Microsoft Teams. This will be offered to parents of children in KS2. If an individual child is isolating, the teacher will run Microsoft Teams and share their screen when delivering the lesson. They will mute for periods of self-study and monitor Teams throughout the lesson.

Teachers will make sure that they check Class Dojo and communicate with parents during the week but parents will acknowledge that the teacher's main priority during the school day is to teach their class.

Remote teaching for teachers who are self-isolating

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or if they have received a shielding letter. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence
- School will ask staff about their intention to get tested. Should a member of staff be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- If a teacher is not physically able to work, a member of SLT will take on the responsibility of setting home learning but it is expected that detailed medium-term plans are in place from which they can set the work. It is the responsibility of the class teacher to put these plans in place.

Whilst self-isolating and if able to do so, staff will be given an individual project to work on which is in line with school improvement priorities. These projects will be communicated by the Senior Leadership Team and will be allocated on a case-by-case basis. Staff may also be asked to support with the online learning provision for their year group.

This policy will be reviewed and adapted in line with DFE guidelines.