



**William Byrd**  
PRIMARY ACADEMY

# **Remote Learning Policy**

Autumn 2020

## Specific Aims

We need a clear contingency plan to offer remote education where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home. This could happen at any time and we all need to be clear about how this will work and what we need to do now to be ready to respond quickly to such a scenario.

We need to ensure that remote education aligns as closely as possible to the kind of provision we would have provided to pupils if they were in school and provides continuity in terms of the curriculum they were following before pupils were required to remain at home.

Our remote education needs to:

- ensure pupils receive clear explanations
- support growth in confidence with new material through scaffolded practice
- enable the application of new knowledge or skills
- allow pupils to receive feedback on how to progress

## Remote learning for pupils

We will provide links to appropriate remote learning for pupils who are not able to attend school so that no-one need fall behind.

In this document, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

We have used research from the Educational Endowment Foundation as a basis for our approach to remote learning. <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supportingstudents-to-learn-remotely/>

## Curriculum

William Byrd Primary Academy is committed to ensuring that all children continue to receive a quality education should the need for remote learning arise. Our approach includes a blend of paper resources and online learning resources available through online learning platforms such as:

- Oak National Academy
- BBC Bitesize
- White Rose Maths
- Ruth Miskin/ YouTube for Read Write Inc. Phonics
- PiXL Vocabulary
- MyMaths
- PiXL times tables

The remote learning set for children will be in line with the learning that would take place in the classroom so teachers will provide a daily programme that delivers the main aspects of the curriculum.

The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year group.

Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

In the event of an immediate need for home learning to be provided, children will be sent home with paper packs of work for the first day of home learning, supplemented by online learning as indicated in the home learning pages of the school website.

Teachers will make sure all children and parents have access to logins by recording them in the child's home reading record book.

### Teacher expectations

Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for home learners. When providing remote learning, teachers must be available between 9am and 3pm Monday - Friday.

Should remote learning be needed for a class, bubble or whole school, the timetable for the week in Reading, Writing, Maths and other subjects must be sent to AI by 12pm on the day after closure for publication on the website by 2pm.

The information will contain:

1. All website links needed to access home learning resources along with a timetable and clear information about the learning for that week. This will include reference to daily tasks for relevant subjects
2. A curriculum map which details home learning for subjects other than English and maths
3. Links to daily English lessons – a mixture of Oak Academy and the school's own curriculum plans.
4. Links to daily Maths lessons – these will predominately be linked to the White Rose Maths curriculum however teachers may provide further resources and guidance
5. Worksheets to accompany lessons will be available to download or for parents to collect from the school office

Staff will share these resources electronically and it will be the responsibility of families to print/use these resources at home (or contact the school to ask for a 'paper pack' for collection)

Teachers will respond promptly, within 24 hours, to requests for support from families at home. This should be done using the class email addresses, e.g. [3brunel@williambyrd.school](mailto:3brunel@williambyrd.school).

Teachers will regularly use email to message families and children directly to provide feedback, support and motivation. Staff and parents should communicate via the class email address. In addition to this, teachers will contact families at least twice per week via telephone.

During PPA, teachers will add White Rose/Oak National Academy lesson links to their weekly planning so that they are ready to move online with immediate effect. This will ensure that the work set during any period of absence will link to and build on the existing medium term plans

### Family (pupil/parent/carers)

- Where possible, it is beneficial for children to maintain a regular and familiar routine. We recommend that each 'school day' maintains structure. A suggested timetable will be made available on the relevant class web page as a guide. This should include regular bedtimes and daily reading for pleasure.

- If a class bubble is isolated, the children will be sent home with their home reading book in addition to a home learning exercise book; this is so that work that children complete at home can be kept safe, and can be brought back to school when normal schooling resumes
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the year group email address or by contacting the main school email address. They should make clear which child, class and subject the question relates to. Staff will respond to all enquiries within 24 hours between 9am and 3pm, please do not expect a response outside of these hours.
- We encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work encouraging them to work with good levels of concentration
- Timetables will clearly indicate which work needs to be emailed back in to teachers via the dedicated email addresses. We ask that parents/carers photograph or screenshot children's work and return it via email clearly marked with the child's name and class. Teachers will then provide written feedback via email
- 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. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available (e.g. paper copies of work, loan of devices if appropriate etc.). These will be discussed on case-to-case basis. To help parents to feel more confident when helping their child to access remote learning, teachers and leaders will be available to support via email or telephone
- Staff will contact families at least twice per week by telephone and discuss the child's learning with them during the call. Please stay with your child during the phone call. These calls will be made between 9am and 3pm.

### **Remote teaching expectations for staff who are self-isolating**

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

- Follow normal reporting procedure for planned absence
- It is expected that staff get tested. Should a staff member 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
- Whilst self-isolating, and if able to do so, non-teaching staff will be given an individual project to work on which is line with whole school improvement priorities. They may also be asked to support with the online learning provision for their year group or make phone calls home to support with learning and check if there are any issues. These projects will be communicated by their year group leader, or a member of the senior leadership team and will be allocated on a case-by-case basis
- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work

### **Marking and assessing pupils' work**

Expectations for individual subjects:

On the weekly timetable, teachers should clearly mark which pieces of work need to be emailed back to teachers for marking and assessment. This work will then be used to adapt learning and inform future

planning. Other pieces of work will be completed in the home learning book and will be marked and used to inform assessment on the pupils' return to school.

In addition, pupil engagement with learning and assessment will also be carried out as follows:

Teachers will discuss learning with children during the phone call home and will ask questions related to the task. They should record children's answers and use this to inform assessment of understanding

**Maths** - using MyMaths to check understanding of mathematical concepts and reset future work

**Reading** - Bug Club will be monitored teaching tools will be used to inform planning, assessing and monitoring progress to ensure all children are reading at a level which is right for them and making progress in reading

**Writing** - children will submit their cold writing pieces via email. The final piece will be written in the home learning book and marked on return to school

**Other subjects** – end of lesson quizzes should be screenshot and emailed to teachers

### **Individual pupils who are self-isolating**

Families will receive a letter detailing the online learning that should be completed for each week of the 10-day isolation period. Children will be provided with an exercise book to complete their work

Teachers will set weekly tasks according to their planning and follow the procedures above for:

- Setting a weekly timetable and indicating which pieces need to be submitted (minimum RWM and a non-core daily)
- Make regular contact with family and child via telephone (minimum twice per week)
- Monitor engagement and receive work via email
- Mark and assess work