	MOOR NOOK PRIMARY SCHOOL **REMOTE LEARNING POLICY**

We will help children build foundations for life. To develop the skills, knowledge and confidence they need to shape their own futures and to benefit others, leading ultimately to fulfilling and happy lives for themselves and a coherent and healthy society.

Introduction

This policy has been written in response to the Government's national safety measures put in place to reduce the impact of Covid amongst the population in England.

It is intended to support the continuation of the effective and purposeful learning of pupils who must learn remotely as they are unable to attend school due to a national, regional or local lockdown. Children may also be required to learn remotely where whole class bubbles have been closed.

This policy has been written using, and is based on, the Government's guidance Remote Education Good Practice

It should be noted that the Government's guidance offers suggestions to help schools meet the expectations for remote education set out in the guidance for full opening. These suggestions are non-statutory.

Schools vary significantly in context and therefore the guidance may be adapted to ensure that Remote Learning at Moor Nook Primary School is as effective as possible. The Government's principles outlined in the guidance apply in many contexts, and as a school, these principles will be followed where possible and where they have a positive impact on the remote learning for the pupils of Moor Nook Primary School.

Ensuring access to remote provision

Remote education has made a significant contribution to enabling students to continue to learn and progress, and to mitigate any widening of the attainment gap for the disadvantaged.

Where a class, or group of children need to self-isolate, or there are local restrictions requiring pupils to remain at home, this policy ensures that Moor Nook Primary School has the capacity to offer immediate remote education.

Access to appropriate devices and connectivity is essential for technology-led approaches to remote education. However, securing access for all pupils is a significant challenge in many contexts. As schools plan for potential future disruption, it may be helpful to:

- maintain an up-to-date record of which pupils and families do not have device or internet access

- consider how school technology resources could be used in future to support pupils without sufficient remote facilities. This could include preparing to provide laptops and

chargers to identified families with any usage or loan agreements necessary to help safeguard school property

- ensure that any equipment obtained under the department's [Get help with technology programme](#) is clearly identified and ready to be re-distributed for a similar purpose

You should also review the Department's guidance about planning for local restrictions including [Tier 2 restrictions](#).

What matters most in remote education

This policy focuses on approaches to the delivery of the curriculum. This presupposes clarity about what is to be taught by teachers and learned by pupils in a carefully sequenced curriculum.

Replicating the classroom remotely

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the 'live' classroom or through remote provision.

Effective remote teaching provision: Google Classroom

All children at Moor Nook Primary School will access their work through Google Classroom. By using Google Classroom, it enables a single point of access for all lessons and resources and allows teachers to provide video explanations and lessons.

Where lessons are video links, they can be accessed later by pupils, making flexible use possible in the context of limited or shared device access. Google Classroom allows teachers to monitor pupils' progress because work can be viewed or submitted through a single system. This in turn may make it easier for teachers to adapt work in the light of pupils' progress.

Other resources, which include other good-quality free and subscription-based online resources, can be linked or embedded.

Because these platforms enable the creation of simulated or virtual classrooms, it is easier to carry over what we know about effective teaching from the live to the virtual environment. This can include clear teacher explanations of new content which are sequenced to build on previous learning, targeted questioning, and scaffolded practice.

Continuing the planned curriculum

Continuing to teach all or most of the normal planned curriculum in the remote environment is important. Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom, for example sciences, music or technology. However, in these and other cases, video demonstrations (and there are many ready-to-use examples linked to the curriculum available on platforms such as YouTube) can substitute well for practical work, particularly if accompanied by teacher explanation, commentary or an electronic resource.

Physical education

Physical education is a difficult subject to teach remotely. Some aspects may be able to be delivered using video demonstrations. At the same time, taking account of any restrictions in force and pupils' age and living circumstances, pupils should be encouraged to take regular physical exercise to maintain fitness and prevent sedentary lives.

Pupils having difficulties submitting work

Work can be submitted via Google Classroom using either a Google Doc or uploading photographs/ screenshots of work. For children where this isn't an option, an email to their class teacher can replace this. Parents will be invited to download the Google Classroom App as this can be a simpler way to upload work.

Keeping pupils motivated and engaged

As a school, we will monitor pupil engagement with remote education provision. We will note participation and motivation levels. Parents are responsible for contacting the class teacher to report any difficulties or issues with their child completing or accessing their work.

Children will receive both individual and group feedback. For example, work submitted individually through Google Classroom will receive individual feedback through Google Classroom.

Assessing pupils' progress

Teachers can use quizzes or tests on core content as a regular feature, asking pupils to complete these in a specified time and submitted using Google Classroom. Consideration will be given to ensure availability for pupils without ready online access, including through the distribution of hard-copy versions.

Organising structured remote teaching suitable for very young pupils

It is recognised that very young pupils are likely to have particular needs which cannot easily be met in some of the ways described above. For such pupils, it is likely that the priority will be progress in early reading. As a school, we will ensure continued access to appropriate reading books and resources is available for early readers

Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is another important part of contingency planning for children at this stage. Phonics learning will continue through remote learning.

Supporting pupils with special educational needs and disabilities (SEND)

For many pupils with SEND, the teaching may need to be adapted. SEND pupils have a wide range of specific needs and their teachers know their needs well, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school.

It is likely that a more individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible. However, the suggestions in this policy may also be useful for pupils with SEND and so should be considered on their merit.

Parents not being able to effectively support remote education

Parents are encouraged to communicate with their child's class teacher where issues arise. This could include, briefings using platforms such as Zoom, or one-to-one telephone calls where necessary, to inform parents and elicit their support.

Linked policies:

Safeguarding

Understandably, remote learning involves an increased used of the internet, electronic devices and online platforms. Our safer internet use policy runs alongside this policy. As does the Keeping Children Safe in Education document.

With children accessing learning from home, it is essential that they engage safely with the resources provided.

It is essential for staff to use school email addresses only, and all remote contact between parents and their pupils regarding remote learning, will take place through Google Classroom.

Date of Next Review: Summer 2021

Appendix 1

Summary of remote learning at Moor Nook Primary School – from 4.01.21

Remote learning
- Each class will use Google Classroom as their learning platform.
- A minimum of one daily physical activity or well-being task will be planned for.
- All work will be posted on Google classroom by 8:00am each day.

Work tasks
- Children will submit work tasks through Google Classroom or e-mail a photo/ screenshot if working on paper.
- Workbooks can be issued to pupils where needed.

Pupil feedback
- Feedback to be given for all work – a quick general comment or more in depth if required.
  Individual feedback

- If work is submitted through Google Classroom, a response will be given through Google Classroom.
- If work is submitted through e-mail, a quick response will be given through e-mail.

Monitoring Participation
- Pupil participation with their remote learning will be monitored.
- Pupils who have limited engagement with their remote learning will be contacted at least once a week via a phone call.
- It is the parent's responsibility to contact their teacher with any issues/ problems.
- Phone calls, Zoom calls and e-mails can be arranged to provide support/ tutorials to families if needed.

Vulnerable Children and families who would benefit from additional contact
- Miss Bate is to keep an oversight of these children and families in the first instance
- Miss Bate will contact these families at least once a week.
- Monitor free school meals
- Any children who are 'absent' (virtually or in school) to be referred to the Headteacher or Miss Bate.