



*Together, we nurture the seeds for success!*

# **Remote Learning Policy**

## **Rationale**

This policy is built on the notion that education is not optional and whilst we are living and working through a global pandemic we need to plan for the possibility that individuals, groups or whole year groups may at some point be required to self-isolate for a period of time and therefore be absent from school.

This policy sets out our plans for remote learning in the event of self-isolation or a partial/full lockdown which involves the closure of schools. It also acknowledges that some households have limited access to devices and would require hard-copies of work and resources.

The plan complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools.

The government guidance states that:

- Where needed, remote learning is high-quality and safe, and aligns as closely as possible with in-school provision.
- All schools are expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.
- That there are the same expectations as in school in terms of sequencing work and progression of learning.

**It is expected that all children engage with remote learning.**

## **Remote Learning Provision at Foley Infant Academy in the case of a bubble/year group/school closure**

We aim to provide a full timetable of lessons across the week and aim to be set up and ready for live remote lessons with 48hours of notification of a positive case.

Before going live, a weekly overview will be created and shared with parents. This will include what is going to be taught and when as well as all the resources that will be needed. Hard copies will also be created that will be available for collection from school.

A sample Key Stage 1 timetable can be seen below (activities and times subject to change. All lessons will be recorded so lessons can be watched back by pupils or used at different points over the day. This maybe particularly important where families have multiple children in different year groups/schools.

Time	Activity
9.00am – 9.15am	Wake and Shake Activity – Go Noodle/Supermovers
9.30am – 10.15am	Maths input, modelling and activities – Teacher A
10.15am – 10.45am	Break/Snacktime
10.45am – 11.30am	English input, modelling and activities – Teacher B
11.30am-12.00pm	Phonics, input, modelling and activities – Teacher B
12.00pm – 12.45pm	Lunchtime
12.45pm-1.15pm	Reading Session – Teacher A
1.30pm – 2.30pm	Foundation Subject Session – input, modelling and activities – Alternate Teacher A/B one week on, one week off
2.30pm-2.45pm	Storytime – Support staff
2.45pm – 3.15pm	Live chat option for question and queries


## Live/On Demand Lessons

Lessons will be provided either live or pre-recorded (on demand) by staff to the whole year group at once and there will be the opportunity each day for a live question and answer session for parents to support learning.

Key learning points from each lesson will be recorded for pupils to access again if needed and for those whose circumstances mean that they need to access at different times.





All lessons will have the same structure to them to support understanding and learning. Each lesson will consist of three distinct parts:

1. **Live teacher input** – maximum of 20 minutes – teachers will always start each session by muting all participants and sharing expectations (see below). There will be then a review of previous content and the introduction to new content. This will be modelled so that the children develop their understanding.
2. **Pupils activities** – these will not be part of the live lesson but should be completed following the teacher input and modelling
3. **Sharing of work** – pupils and parents will be encouraged to showcase work via the class e-mails. Any e-mail sent in by a pupil/parent will receive feedback within 24 hours



### On-Line Classroom Behaviours and Expectations.

Please remember this is a online lesson, so we behave sensibly and respect others just as we would do in school.

<p>We listen carefully to our teacher</p> 	<p>We keep our microphone on mute</p> 
<p>We switch off cameras when asked to do so</p> 	<p>We only use TEAMS for our live lessons</p> 

**Teachers will:**

- Sit against a neutral or blurred background
- Wear clothes appropriate for learning which follows the code of conduct
- Use professional language
- Record live streams, so there's something to go back to later on if you need to, and keep a log of who's doing live streams and when.
- Mute all microphones before commencing lesson

**Software and online platforms**

We will be using MS TEAMS as the platform for remote learning. Families have all been provided with information on how to download and access MS TEAMS at home and children have been provided with individual login details. Families have also signed a home:school agreement that has incorporated remote learning expectations (Appendix 1). Links to lessons will be provided in the posts section of each team.

Whilst using MS TEAMS as the main platform for remote learning staff may also signpost to other online content. We will utilise online content providers such as:

**Oak National Academy** – provide online lessons across all aspects of the curriculum. Lessons have been created by practising teachers, combining videos, quizzes and worksheets.

<https://classroom.thenational.academy/>

**NCETM** – Ready to progress Powerpoint presentations and home learning videos.

<https://www.ncetm.org.uk/in-the-classroom/support-for-schools-addressing-ongoing-coronavirus-impact/primary-video-lessons/>

<https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/>

**White Rose Maths Home Learning Videos**

<https://whiterosemaths.com/homelearning/>

**Oxford Owl** – A library of free ebooks to support reading sessions and phonics

<https://www.oxfordowl.co.uk/>

**Floppy's Phonics** – all children have access to the Floppy's phonics online platform which can be used for continuing our phonics provision

<https://www.oxfordowl.co.uk/please-log-in>

## **Remote learning for pupils who need to isolate because someone in their household is symptomatic or tests positive**

In this scenario, the Classteacher will send materials home via the main school e-mail for the following day/days. This will include links to teaching input and pupil activities through the National Oak Academy which will align closely to what the children are doing in class. The teacher will decide what materials are most appropriate for the individual child. Again we would ensure that materials are provided within a 48hour time frame.

### **Home:school communication**

Home:school communication will take place through a number of channels:

- There will be a daily question and answer session through MS TEAMS
- Questions and queries can be posted on MS TEAMS or communicated to staff via the school e-mail address [info@foleyacademy.com](mailto:info@foleyacademy.com)
- Each class will have a separate e-mail account for the sending in of work on a daily basis
- Welfare calls will take place on a weekly basis
- We will continue to produce a weekly newsletter
- We will maintain ongoing communication via e-mail

### **Safeguarding and Special Educational Needs**

If any child is vulnerable in any way, the Designated Safeguarding Lead will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call. Safeguarding meetings will take place virtually during any time of self-isolation/closure.

Where children would normally receive additional support from SEND agencies, the SENDCo will make arrangements for those to continue via Teams as long as the agencies engage. The SENDCo will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.