

Remote Education Policy



Fishburn Primary School

Academic Year

2023 / 2024

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Approved by: Governing Body

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 where national or 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 document.

Context:

There is an expectation that every school has a robust home learning offer for all children should they have to self-isolate or should a year group, bubble or whole school have to be sent home. There is also an expectation that schools keep a tight track of what children are doing at home and how they are managing with this home-learning. The following is guidance for parents/carers based on what we believe at Fishburn, will be the most beneficial activities for your child to help them to “keep up” whilst also following our school curriculum as closely as possible. There is a strong focus on reading, writing and basic number work as well as suggestions for other curriculum areas.

Our School Offer:

During the current COVID-19 pandemic, Fishburn Primary School will endeavour to provide all children with:

- immediate remote education delivered predominantly via Microsoft Teams and supplemented with work available on our private Google Drive and through Class Dojo.
- a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that are linked to the school’s curriculum expectations
- access to high quality remote education resources
- work with families to deliver a broad and ambitious curriculum
- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.

Preparation by School

The school will ensure that the following actions are taken prior to any pupils needing to self-isolate or partial or full closure of the school:

- We will provide all children with an exercise book that they can use for their daily writing and any other paper-based activities that they do at home. Should you require pens / pencils or any other equipment please let us know.
- Staff will ensure that all children understand how to access the school’s online learning platform (age appropriate) and support any parents/carers who struggle with this.
- School will provide login details for our communication app ‘Class Dojo’ and ensure all parents/carers are able to access it and login. School will provide parents/carers acceptable use guidelines for this.

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:

EYFS	Up to 3 hours as appropriate to age
Key Stage 1	3 hours
Key Stage 2	4 hours

The children will broadly follow a timetable such as this during each period of remote learning:

	EYFS	KS1	KS2	Additional info
9- 9:30	Online meeting Welcome and discussion of tasks for the day. Phonics input as required.	Online meeting Welcome and discussion of tasks for the day. Phonics input as required.	Online meeting Welcome and discussion of tasks for the day. Phonics input as required.	Teachers will be fully contactable during the usual school day on Class Dojo and via the messaging system on Teams should parents or children at home require additional support. The school office is also contactable should the need arise.
9:30- 1	Time to complete tasks set with communication from school available if required. This allows families to work around their own schedules to complete any learning. <u>Daily AM tasks set:</u> Phonics / reading Maths Writing	Time to complete tasks set with communication from school available if required. This allows families to work around their own schedules to complete any learning. <u>Daily AM tasks set:</u> Phonics / reading Maths Writing	Time to complete tasks set with communication from school available if required. This allows families to work around their own schedules to complete any learning. <u>Daily AM tasks set:</u> Reading / VIPERS Maths Writing	
1:15-1:30	<u>Online meeting</u> Welcome to the afternoon session. Discussion about any issues from the morning tasks set. Afternoon tasks set with instructions given these will be part of the planned as part of curriculum offer and will be based predominantly	<u>Online meeting</u> Welcome to the afternoon session. Discussion about any issues from the morning tasks set. Afternoon tasks set with instructions given these will be part of the planned as part of curriculum offer and will be based predominantly	<u>Online meeting</u> Welcome to the afternoon session. Discussion about any issues from the morning tasks set. Afternoon tasks set with instructions given these will be part of the planned as part of curriculum offer and will be based predominantly	Learning packs are printed each day for families to collect should they wish to a list of these families will be kept in the school office. Should you wish to use this option please let us know. Teaching activities will be a mixture of high-quality videos from The Oak Academy / White Rose Hub /

	<p>based around foundation subjects Online meeting</p> <p>Welcome to the afternoon session.</p> <p>Discussion about any issues from the morning tasks set.</p> <p>Afternoon tasks set with instructions given these will be part of the planned as part of curriculum offer and will be based predominantly based around foundation subjects Online meeting</p> <p>Welcome to the afternoon session.</p> <p>Discussion about any issues from the morning tasks set.</p> <p>Afternoon tasks set with instructions given these will be part of the planned as part of curriculum offer and will be based linked to the children's in school topics including PSHE.</p>	<p>based around foundation subjects Online meeting</p> <p>Welcome to the afternoon session.</p> <p>Discussion about any issues from the morning tasks set.</p> <p>Afternoon tasks set with instructions given these will be part of the planned as part of curriculum offer and will be based predominantly based around foundation subjects Online meeting</p> <p>Welcome to the afternoon session.</p> <p>Discussion about any issues from the morning tasks set.</p> <p>Afternoon tasks set with instructions given these will be part of the planned as part of curriculum offer and will be based linked to the children's in school topics including PSHE.</p>	<p>based around foundation subjects Online meeting</p> <p>Welcome to the afternoon session.</p> <p>Discussion about any issues from the morning tasks set.</p> <p>Afternoon tasks set with instructions given these will be part of the planned as part of curriculum offer and will be based predominantly based around foundation subjects Online meeting</p> <p>Welcome to the afternoon session.</p> <p>Discussion about any issues from the morning tasks set.</p> <p>Afternoon tasks set with instructions given these will be part of the planned as part of curriculum offer and will be based linked to the children's in school topics including PSHE.</p>	<p>Literacy Shed / Letters and Sounds which can be accessed as and when families are able to, thus allowing flexibility with each individual family. This also means that no child misses out on a live teaching session and so is not disadvantaged in anyway.</p>
1:30-2:45	<p>Time given to complete the afternoon tasks set with communication with school available in the afternoons as it is in the mornings.</p> <p><u>Daily PM tasks set:</u></p>	<p>Time to complete tasks set with communication with school available.</p> <p><u>Daily PM tasks set:</u></p> <p>Linked closely to curriculum and foundation subjects.</p>	<p>Time to complete tasks set with communication with school available.</p> <p><u>Daily PM tasks set:</u></p> <p>Linked closely to curriculum and foundation subjects.</p>	

	<p>Linked closely to curriculum and foundation subjects.</p> <p>Music / PSHE / History / Geography / RE / PSHE / PE tasks set weekly</p>	<p>Music / PSHE / History / Geography / RE / PSHE / PE tasks set weekly</p>	<p>Music / PSHE / History / Geography / RE / PSHE / PE tasks set weekly.</p>	
2:45-3:10	<p><u>Online meeting</u></p> <p>End of the day catch up. Summary of learning from the afternoon / day. Preparation for tomorrows learning.</p> <p>Ending the day with class story time.</p>	<p><u>Online meeting</u></p> <p>End of the day catch up. Summary of learning from the afternoon / day. Preparation for tomorrows learning.</p> <p>Ending the day with class story time.</p>	<p><u>Online meeting</u></p> <p>End of the day catch up. Summary of learning from the afternoon / day. Preparation for tomorrows learning.</p> <p>Ending the day with class story time.</p>	

Accessing remote education

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

During any period of home learning we will be using the following platforms

- Microsoft Teams
- Private Google drive account – the link for which is on our website in the event you want to complete work without being on Teams.
- Class Dojo

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

- If you do not have devices at home to access our online platforms please ensure your names are left with our office. We have provision in school to provide a small number of devices to enable our children to access work. This may be in the form of Laptops or Tablets.
- It will be expected that you will sign for any device that is loaned to you to say you understand the terms to which the device is being given out. It will be expected that the device is returned to school at the end of any period of self-isolation or lockdown in the same condition in which it was loaned.

- We are able to provide sim cards which contain 30GB of data for 90 days when you loan your device from us. This can be used with a mobile phone and tethered to the device to enable access to our online platforms. Please ask at the office for help with this and we can set it up before you leave our premises.
- If you do not have online access then we are able to print out any work you require, you can collect this from the main office each day. Teachers are uploading work on a daily basis and so these packs need to be collected each day. Please leave your name with the office so that we can make them available for you to collect.
- The vast majority of our school community uses Class Dojo to communicate with staff, if you can not return work remotely you are able to take a photo and send it to teachers on Class Dojo. Alternatively, you can drop your work back into school for assessment and feedback.

How will my child be taught remotely?

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

- We will deliver a mix of online and offline activities. There will be key points throughout the day where our teachers will be live on Teams. 9:15 for a morning update, 1:15 for an afternoon update and 2:45 for an end of day catch up and story time.
- Lessons will also be delivered through other pre-recorded videos such as The Oak Academy Material and maths from the White Rose Maths
- Printed packs will be available for use
- Worksheets will be made editable on Teams and can be returned on the platform each day for feedback and assessment.
- Parents may be directed to other websites to enhance learning but all of these will have been checked by school staff and specific instructions will also be given on what and how to access if required.
- Children will receive daily feedback on their work from staff.

We expect children to have access to a quiet space and to behave appropriately during online sessions. We view the use of remote learning as an extension of our classroom and therefore the children must behave in a way which would be acceptable in school.

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 expect parents to support children to the best of their ability and that each child engages as much as they are able to with the online content. The following is what we would advise our parents to do each day.

Preparation at home

Parents should endeavour to support pupils' remote learning by creating a positive environment for their child to learn, for example:

- Distinguish between weekdays and weekends, to separate school life and home life.
- At the end of the day, have a clear cut-off to signal school time is over.
- Create and stick to a routine.
- Provide the correct equipment in order for your child to complete the work given.
- Designate a working space if possible.
- Make time for exercise and breaks throughout the day to keep your child active.

- Reinforce the importance of children staying safe online.
- Be aware of what your child is being asked to do, including: sites they will be asked to use and the school staff your child will interact with.
- Emphasise the importance of a safe online environment. Set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.
- Encourage your child to work to the best of their ability and praise their efforts.

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

Teachers will monitor online attendance via Microsoft Teams. Each day a log will be made of engagement with online work and this will be correlated with the school office and our list of home packs being picked up from there. Senior Leaders will also monitor engagement. Where there are safeguarding concerns surrounding a family one of the Designated Lead Teachers may contact you to ensure everything is okay and to offer advice and support if required. If concerns are consistently raised regarding engagement phone calls home from senior leaders will be made and support offered. Teachers will ensure that feedback is given to the children on a daily basis via the feedback option on Teams.

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 some pupils with special educational needs and disabilities (SEND), 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:

- Children with SEND will be supported as much as possible to access remote learning which is bespoke to their needs.
- Staff will, wherever possible, ensure that work is differentiated to meet individual need.
- Children who have specific support plans and EHCP's will access work which continues to meet the requirements set out in this document.
- If, for example, a child has a 1:1 Teaching Assistant in school that person will make daily contact with the child and set work which is accessible and can be measured against their plans.
- Every reasonable adjustment will be made to ensure our online provision is as inclusive and accessible as we possibly can. We welcome contact from families who may require extra support with this and school will be happy to advise.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. 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?

When school is fully open to the majority of pupils and we have a case of self-isolation or bubble closure work will continue to be set on our online platforms. The only difference to this might be that the daily online sessions are reduced or not available but every opportunity will be sought to ensure that the child isolating has contact with their teacher and class mates as much as is practicable. This will be reviewed under each individual circumstance and discussed with Senior Leaders in school.