

Policy & Procedure



Remote Learning Policy 2024 v1

This policy was reviewed and agreed by the Governing Body of Newcroft Primary Academy in July 2024. It will be reviewed as required.

Signed:

Chair of Governors

Date: 1st July, 2024

Statutory Policy

Remote education provision: information for parents

This policy 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 to remain at home.

Accessing remote education

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

The school uses Google Classroom as an online learning platform that is a central part of G Suite for Education. It provides a system for teachers to create, share and mark classwork and for students to access and complete assignments. Classroom works with other G Suite applications, such as Google Drive, Docs and Meet, providing the school with a safe space to deliver live and recorded lessons to pupils and parents.

At Newcroft Primary Academy, pupils use this online learning platform to complete homework and learn 21st century digital citizenship skills.

Google Classroom is free and can be accessed on any internet enabled device such as a Kindle, ipad, laptop, mobile phone or games console such as Xbox or Playstation.

The remote curriculum: what is taught to pupils at home?

A pupil's first and second day of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

- In Years 2 – 6, pupils are expected to spend their time completing the following activities: Reading their banded and reading for pleasure books; logging into our SFA portal to access phonics books and questions (if your child is still accessing Phonics); Completing LEXIA reading challenges online (if your child is accessing this intervention for reading); completing their weekly spelling practice using resources in their homework books or Google Classroom account; accessing Numbots or Timetables Rockstars to play on the current challenges set by the teacher and for general practice; completing homework in their homework books or on Google Classroom set by the teacher for that week. Year 6 pupils should complete SATS booster work in their CGP homework books.
- For Reception and Year 1 pupils, parents should support their child to read their SFA Phonics step book, as well as their additional book, asking and answering the questions in the back of the books; access the SFA online portal for wider reading and phonics practice and practice sound cards given by the class teacher.
- For Reception only, parents should also support their child to complete homework tasks given for the week, as well as logging onto Busy Things to play educational games and complete challenges set by the teacher.
- For Year 1 pupils they should also: Complete LEXIA reading challenges online (if your child is accessing this intervention for reading); complete their weekly spelling practice using resources in their homework books or Google Classroom account; accessing Numbots to play on the current challenges set by the teacher and for general practice; completing homework in their homework books set by the teacher for that week.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, some arithmetic Maths lessons or VRIC reading challenges may be set as quiz style assignments,

whereas in the classroom, pupils would have worked in their text books. We may need to adapt in subjects such as Maths or Science, where concrete objects or specialist equipment is needed to deliver investigation type activities. The school expects teachers to follow the usual planning sequences for their year group and adapt resource's accordingly, where possible. No project style work will be given to pupils.

The focus of remote learning will be on English and Phonics, Maths and Science. Teachers will also continue to teach the foundation subjects of the wider curriculum, to support the school in delivering a broad and balanced curriculum to all.

The school will promote and teach PSHE along with mental, physical health and British Values through explicit lessons and whole school virtual assemblies.

In Early Years, pupils will continue to be taught the full Early Years Foundation Stage Curriculum with a focus on the specific areas. Parents will be asked to work with their children on a directed task and upload images and evidence to their child's Tapestry learning journey as they usually would at home, when supporting their child with their education.

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:

KEY STAGE 1
In Reception we expect teaching and study time to take up to 3 hours per day
Daily plans for Reception Pupils: <ul style="list-style-type: none">✓ Live lesson - Phonics of approximately 20 mins, with a task/ work set after to complete with parents after.*✓ Live Lesson of approximately 20 mins, – linked to an aspect of the Early Years Curriculum with a hands on learning task set to complete after.*✓ 1 other activity from the Early Years Curriculum.✓ Other additional work set e.g. story time✓ Feedback and marked work will be returned to the pupil and parents privately within the virtual classroom.✓ Weekly whole school British Values assembly, led by the Head teacher.✓ Weekly virtual learning celebration assemblies, led by the Head teacher. <p>*All live lessons are recorded so that pupils and their families can watch them at a time that is most appropriate to themselves. Children will be able to watch the lessons, pause if necessary and re-watch.</p>
In Years 1 and 2, we expect teaching and study time to take 3-4 hours per day
Daily plans for Year 1 Pupils: <ul style="list-style-type: none">• Live lesson - Phonics of approximately 20 - 30 mins, with a task/ work set after to complete.*• An English/ Maths task set to complete independently during the day (VRIC, grammar, spelling etc.)• Live Lesson – Maths or English of approximately 20- 30 mins, with work set after to complete.*• Feedback and marked work will be returned to the pupil and parents privately within the virtual classroom.• Reading for pleasure book session x2 weekly with a reading task to respond to.• Weekly whole school British Values assembly, led by the Head teacher.• Weekly virtual learning celebration assemblies, led by the Head teacher. <p>*All live lessons are recorded so that pupils and their families can watch them at a time that is most</p>

appropriate to themselves. Children will be able to watch the lessons, pause if necessary and re-watch.

Daily plans for Year 2 Pupils:

- Live lesson - English of approximately 20 - 30 mins, with a task/ work set after to complete.
- An English task set to complete independently during the day (VRIC, grammar, spelling etc.)
- Live Lesson – Maths of approximately 20 - 30 mins, with work set after to complete.
- A science or topic (foundation curriculum) task set to complete independently during the day.
- Work will be marked within the time frame set by teachers for each task. Late tasks may not be marked in time for the next lesson the following day.
- Feedback and marked work will be returned to the pupil and parents privately within the virtual classroom.
- Reading for pleasure book session x2 weekly with a reading task to respond to.
- Weekly whole school British Values assembly, led by the Head teacher.
- Weekly virtual learning celebration assemblies, led by the Head teacher.

*All live lessons are recorded so that pupils and their families can watch them at a time that is most appropriate to themselves. Children will be able to watch the lessons, pause if necessary and re-watch.

Key Stage 2

- In Years 3 and 4, we expect teaching and study time to take 3.5 - 4 hours per day.
- In Years 5 and 6, we expect teaching and study time to take up to 5 hours per day.

Daily plans for Pupils in Years 3-6:

- Live lesson - English of up to 40 mins, with a task/ work set after to complete. *
- An English task set to complete independently during the day (VRIC, grammar, spelling etc.)
- Live Lesson – Maths of up to 40 mins, with work set after to complete. *
- A science or topic (foundation curriculum) task set to complete independently during the day.
- Work will be marked within the time frame set by teachers for each task.
- Feedback and marked work will be returned to the pupil and parents privately within the virtual classroom.
- Reading for pleasure book session x2 weekly with a reading task to respond to.
- Weekly whole school British Values assembly, led by the Head teacher. A task will be set linked to this assembly for all KS2 pupils.
- Weekly virtual learning celebration assemblies, led by the Head teacher.

*All live lessons are recorded so that pupils and their families can watch them at a time that is most appropriate to themselves. Children will be able to watch the lessons, pause if necessary and re-watch.

We recognise that all pupils will complete independent work at varying paces at home, as they do in school.

How will the school support pupils with SEND?

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.

Each of our pupils with SEND has an ISP in place, which is reviewed termly by class teachers, support staff and the school's SENCO, in partnership with parents. All of our pupils with SEND are given small step, individually personalised targets to help them to make as much progress as possible.

Some of these targets can be worked on and developed through quality first teaching in live and recorded lessons on Google Classroom. Some of the targets can be met through the work set to complete after lessons or independently. Other targets cannot always be met in this virtual learning environment, so we have designed a SEND Padlet on our school website, for parents and pupils to access from home. The links to activities are grouped by area e.g. Speech, Language, Communication and Interaction or Social, Emotional and Mental Health.

When will the school revert to this virtual teaching plan?

This plan is in place for national and local lockdowns, where attendance in school is limited or where the school or specific year groups have been closed on the advice of Public Health England.

Where individual pupils are not able to attend school (following local or national guidance), but the majority of their year 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.

For pupils who are not able to attend school due to the above circumstances:

- Parents should request work from their child's class teacher via WEDUC.
- Pupils with SEND or who have an EHCP will have an ISP in place, to support families in working in partnerships with the class teacher and SENCO in meeting personalised learning targets at home.
- Pupils and parents can communicate with teachers via WEDUC.

Work should be submitted to teachers via WEDUC or printed and brought into school, ready for feedback by their class teacher.

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 and have robust plans in place to support families who are known to us, as needing support with devices at home.

We will ensure that all pupils can access learning by:

- Loaning laptops or school owned tablets to pupils with a contract of use.
- Supporting parents to obtain internet connection through providers offering free and easily accessible services.
- Preparing any printed materials for families. These can be collected from the school office or delivered to pupils' homes by the school.
- Allowing pupils to submit work to their teachers via the office in paper format for marking.

For some children with SEND, we may provide personalised packs of work to support parents in working on specific targets at home.

How will my child be taught remotely?

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

- For short term isolation- copies of the work being done in class that day and links to platforms to watch teaching elements
- Live teaching via Google Classroom
- Recorded teaching via Google Classroom (recorded by teachers) and other recorded lessons such as Oak National Academy or BBC Bitesize.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Recorded reading sessions to share reading for pleasure
- Recorded assemblies delivered by the Head teacher

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?

- Parents are expected to monitor their child's use of Google Classroom and should be present in all live lessons.
- How much a parent will be involved or engaged in learning will depend upon a child's age and ability.
- Parents should contact their class teacher via WEDUC for help and support.
- Pupils are expected to participate daily and complete the majority of work set in the classroom.
- Routines are in place as set out in the daily plans for each year group, to support parents in providing structure and routine at home that mirrors the school day.

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

- Teachers and the senior leadership team are able to monitor engagement using the registers, Mark (where pupils submit work within Google Classroom) and presence in live lessons.
- Teachers will call parents to make welfare checks should pupils not be engaging or only completing limited amounts of work.
- The school endeavors to find a way to support all parents; this may be through providing devices or paper packs to support engagement.
- Non-engagement will not be accepted by the school and will be deemed as non-attendance. Attendance monitoring will continue as usual and services such as the school's EWO (Education Welfare Officer) will be engaged to support families.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. Within Google Classroom, teachers in all year groups will mark each piece of submitted work.

Teachers may set the following types of work:

- Quizzes, which are programmed to mark automatically by teachers.
- A combination of quizzes and materials where both auto marking and personalised feedback takes place e.g. VRIC reading activity.
- Assignments where more personalised feedback is given e.g. for a piece of writing.
- Whole class feedback.
- Question style materials where personalised feedback is given.
- Private feedback messages are sent within Google Classroom to each pupil.

- Pupils may be allocated a grade or % of answers correct, as part of their feedback.

How will the school keep pupils safe while using Google Classroom?

Google Classroom is designed specifically for schools, with comprehensive restrictions and monitoring built in. Pupils will only have access to the online tools they need to complete their learning, so tools such as Gmail and YouTube are disabled.

All live lessons are recorded and *at least* 2 adults are present on every session. These sessions are stored in the Google Drive and only made accessible to those with a newcroftprimaryacademy.co.uk email address. Adults who are not leading the teaching will be observing pupil behaviour and conduct while making formative learning assessments.

Parents who attempt to access live lessons by using their own account, will be denied access to the 'meet.' Only pupil accounts will be granted access. Parents who try to access live lessons without signing the G Suite Acceptable use for parents and pupils will be denied access. See Appendix A for the school's Acceptable Use Statement.

Any safeguarding concerns should be directed to the school's Head teacher, who is the designated safeguarding leader.

Appendix A- G Suite Acceptable Use Policy

At Newcroft Primary Academy, we use G Suite for Education, and we are seeking your permission to provide and manage a G Suite for Education account for your child. G Suite for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by tens of millions of students and teachers around the world. Students will use their G Suite accounts to complete assignments, communicate with their teachers, and learn 21st century digital citizenship skills. In the event of school or year-group closures, teachers will provide daily online learning via G Suite for Education.

Pupil Agreement

- I will use my school G Suite for Education account under the supervision of a teacher or parent/guardian.
- I will not send or receive any material that is illegal, obscene, defamatory, or that is intended to annoy or intimidate another person.
- I will not reveal my own personal details or those of others.
- I will not use any Google Apps without permission.
- I will behave in the same way that I would at school by engaging in lessons and following the Rainbow Rules.
- I understand that my parents/carers will monitor my participation in online learning through G Suite Apps.

Parents are then asked to digitally sign to confirm that they agree and will comply with the above rules.