

# Maidwell Primary School

Draughton Road  
Maidwell  
Northamptonshire  
NN6 9JF

## Remote Learning Policy

History	Details
September 2021	New Policy

The Governing Body of Maidwell Primary School have formally adopted this policy. The Headteacher and the Governing Body will review it no later than two years from the date of signature below.

Last Review

September 2021

Next Review

September 2023

GB Approval  
Date

Signature  
Chair of Governors

## MAIDWELL PRIMARY SCHOOL

### REMOTE LEARNING POLICY

#### 1 Definition

Remote learning is defined as:

- A time when the whole school is physically closed to pupils due to a health outbreak / pandemic / lockdown such as the Covid-19 pandemic in 2020/21.
- Provision is made for children of the school to continue to receive teaching / guidance from the school staff on a daily basis during school time.

#### 2 Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection and safeguarding.
- Ensure pupils unable to attend school remain fully included within the school community.
- Continue to ensure that every child receives the best education the school can provide them.

#### 3 Roles and responsibilities

##### a. Headteacher

- Co-ordinate the remote learning approach across the school.
- Monitor the effectiveness of remote learning.
- Monitor the security of remote learning systems, including data protection and safeguarding considerations.
- Organising suitable alternative arrangements if the class teacher is unwell and unable to lead remote learning.

##### b. Designated safeguarding Lead /SENCO

- Respond to safeguarding concerns, including those relating to Online Safety using the usual school procedures and policies.
- Maintain a list of vulnerable children. (Children with additional needs not being met by the school due to the situation of remote learning. This will include, but is not limited to, any SEND, CP & EHCP children.)
- Contact by telephone all vulnerable children.

### c. **Teachers**

- Be available between 9am-3:30pm on their working days. If unable to work for any reason during this time, for example due to sickness or caring for a dependent, teachers should report this using the normal absence procedure.
- Setting work for their current class:
  - Daily, interactive Maths and English\Reading lessons of approximately 1 hour each.
  - Daily independent learning Grammar (KS2) / Phonics (KS1) lesson/activity.
  - Weekly independent learning Science lesson/activity.
  - Weekly independent learning Computing lesson/activity.
  - Weekly independent learning RE lesson/activity.
  - Weekly independent learning PE lesson/activity.
  - Weekly independent learning lesson/activity selected from Music, Spanish, Humanities or Art.
- Publish a weekly timetable for children / parents.
- Upload learning packs (for home printing).
- Provide feedback to children during / after interactive lessons. (NB: There is no expectation that children will receive feedback for weekly independent learning lessons.)
- Respond to parents' communication (email and telephone) as required. (NB: There is no expectation that email or telephone communication will take place outside of normal school hours.)
- Make direct contact with every child and parent at least twice a term. This may be by telephone or in person, socially distanced on the school playground.
- Continue to report safeguarding concerns to the DSL as per normal school practice.

### d. **Teaching assistants**

- Be available between 9am-3:30pm on their working days. If unable to work for any reason during this time, for example due to sickness or caring for a dependent, teachers should report this using the normal absence procedure.
- Assist teachers with remote learning – this may be physically working together or via a video-call / telephone call depending on the current situation.
- Directly support SEND or other vulnerable children they would normally support in the classroom.
- Support the teacher's actions on the interactive learning platform.
- Support the teacher when providing feedback to children.
- Assist in the printing / publication of materials in hardcopy for children who are unable to receive materials electronically.
- Maintain a daily log/register of children's participation.

#### e. **Pupils and parents**

*Staff can expect pupils learning remotely to:*

- Be contactable during the school day – 9am-3:30pm although they may not always be in front of a device the entire time.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.

*Staff can expect parents with children learning remotely to:*

- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

#### f. **Governing Body**

- Monitor the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

### 4 **Accessing personal data**

*When accessing personal data for remote learning purposes, all staff members will:*

- Access parent contact details via school office.
- Not share any details with third parties.
- Keep devices password-protected.
- Ensuring USBs containing personal data remain encrypted when off the school site.

### 5 **Safeguarding**

Please refer to Child Protection and Safeguarding Policy.

### 6 **Monitoring arrangements**

This policy will be reviewed as and when updates to home learning are provided by the government and at least every 2 years.

## **7 Resources used to provide remote learning**

- Daily Maths lesson: White Rose premium resources, Twinkl & Bitesize plus any additional resources as identified by the teacher preparing the lesson.
- Daily English lesson: Age appropriate Talk4Writing unit.
- Independent learning weekly lessons: Oak Academy & Bitesize plus any additional resources as identified by the teacher preparing the lesson.
- Platform for delivering interactive lessons: natterhub
- Communication directly with parents: dedicated class email accounts

## **8 Maintaining motivation and engagement**

The daily log/register of children's involvement will be analysed (at least weekly) to identify children/parents not engaging with the remote learning provision.

Children/parents identified as such will be contacted by:

- Telephone or email in an informal way enquiring if any additional support is required.
- Personal visit by a DSL / Headteacher to the child's home address to check the child is still resident and enquire if any additional support is required.

**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.

**The remote curriculum: what is taught to pupils at home.**

A pupil's first day or two 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?

During the first day or two we would ask that your child uses their learning time to focus on their homework activities for the week such as iXL activities, PageTurner reading and completing any outstanding book reviews.

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, we may have changed your child's weekly in-school timetable to allow for different timings with some of the external resources we are making use of such as Oak Academy.

**Remote teaching and study time: 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:

Reception	1 hour of direct, interactive lessons via natterhub and at least 1 hour of independent work.
Key Stage 1	2 hours of direct, interactive lessons via natterhub and up to 2 hours of independent work.
Key Stage 2	2 hours of direct, interactive lessons via natterhub and up to 3 hours of independent work.

## **Accessing remote education: How will my child access any online remote education you are providing?**

Our main online platform that all children will access is natterhub.

Alongside this we will use class email addresses to allow further communication between parents and the class staff.

[class1@maidwell.northants.sch.uk](mailto:class1@maidwell.northants.sch.uk)

[class2@maidwell.northants.sch.uk](mailto:class2@maidwell.northants.sch.uk)

[class3@maidwell.northants.sch.uk](mailto:class3@maidwell.northants.sch.uk)

We will also use the following resources (this list is not exhaustive)

- iXL
- spellanywhere
- Twinkl
- BBC Bitesize
- Oak Academy
- White Rose maths
- Talk 4 Writing

Some of these resource sites require logins and these have been issued previously. However, if you or your child need a reminder please contact us.

If my child does not have digital or online access at home, how will you support them to access remote education?

Where children do not have the facilities to access our remote learning we will:

1. Lend a school laptop in the first instance. (A parent will need to complete and sign an agreement with the school with regard to the safe keeping and use of the equipment.) Following on from this we will support and champion an application to the DfE (or whoever accepts such applications) for a grant to provide the necessary equipment.
2. Provide free data SIM cards compatible with any device to allow access to the internet via the mobile data network.
3. Produce printed materials in school for any child/parent that cannot print at home. Dependent on staff availability, we will deliver these documents to the child at home but where we cannot achieve delivery for a large number in a short period of time we will prioritise those parents we know who have transport difficulties coupled with a system of dropping materials for a few closely located families at a single pre-arranged point.
4. Receive hard copy work in school for any children/parents who still cannot access the internet after we have provided a free SIM card as per 2 above

5. Where children are submitting hard copy work we will ensure no submission deadline unfairly impacts on them.

How will my child be taught remotely?

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

- live teaching (online lessons) – this will be delivered via natterhub
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- 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
- long-term project work and/or internet research activities.

**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 appreciate that home/remote learning is a stressful time for everyone so we understand your child may not access everything we have on offer all of the time. However, we also have a legal obligation to ensure your child's education is provided for during this time.

We appreciate having this opportunity to work together on your child's education and hope you can support us by:

- Ensuring your that child is logged into natterhub and ready to start their lesson in good time.
- Ensuring completed work is submitted to us within a reasonable timeframe.
- Accessing / downloading the weekly timetable and use it as a framework to structure your child's remote learning day.

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

To ensure we are supporting you and your child with their remote learning, we will make telephone contact with you at least twice every half term to discuss any concerns or difficulties you may be having. In addition to this we will respond to any emails sent to the class email addresses as soon as we can.

At any point we have any further concerns, we will contact you immediately to discuss them further.

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. For example, whole-class feedback or

quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.

Much of our feedback will be through the interactive sessions hosted in natterhub. However, we will also make use of the school / class email addresses to send any annotated/marked work.

### **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:

- Further communication through telephone consultations and email.
- Differentiated White Rose maths materials.
- Dedicated / separate natterhub hub staffed by Teaching Assistant.

Younger children including EYFS:

- Two half hour live natterhub teaching sessions focussing on literacy and maths, including video lessons on phonics, writing, reading and maths.
- Class reader (picture books).
- Follow on worksheets.
- All day timetable,

### **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 different pupils both at home and in school at the same time.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- Time table provided.
- Talk for Writing washing lines and toolkits copied for home use.
- Talk for Writing unit followed at home OR materials from in-school lessons sent home daily.
- White Rose videos and accompanying worksheets provided daily.
- Work emailed into class and email feedback given in return.