



Monkwick Infant and Nursery school will provide **remote learning** for pupils that are not able to attend school. Each family is unique and because of this, should approach **remote learning** in way which suits their individual needs.

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

At Monkwick Infant and Nursery school we will provide interaction between teachers and pupils through pre-recorded videos which will include questioning, eliciting and prompts for reflective discussion for parents to use. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where possible we will strive to recreate some aspects of this interactivity and intentional dialogue, so that the remote teaching will be more effective, support pupil motivation and lead to better progress.

Pupils in the early stages of their formal education are likely to have particular needs which cannot easily be addressed in the same way as those of other pupils. Likewise, some pupils with SEND will require specific approaches tailored to their circumstances.

### **Aims of this policy**

To ensure that:

- ✓ There is consistency in the school's approach to remote learning;
- ✓ All members of the school community are aware of expectations for remote learning;
- ✓ Teachers are able to schedule learning in a manner that does not overwhelm our children and families
- ✓ Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability;
- ✓ In all communications we will prioritise the wellbeing of our pupils.

### **Sigma Values:**

**Integrity:** be honest, transparent, trustworthy and true to your beliefs.

**Passion:** be positive and enthusiastic about what you are trying to achieve.

**Aspiration:** aim for your best and set high, realistic goals.

**Resilience:** never give up and strive to improve.

**Accountability:** take responsibility for your words, thoughts and actions.

**Respect:** for yourself, your environment and other people.



## Phases of Remote Learning

Remote Learning will be available for ALL pupils that are unable to attend school. However, consideration will need to be made depending on the reasoning behind the absence and the phase of Remote Learning. These are:

- **Phase 1** – A Pupil is symptomatic and is isolating while awaiting the outcome of a Covid-19 test or, a member of a pupil's household is symptomatic and is awaiting the outcome of a Covid-19 test. A pupil may have to isolate for up to 14 days.
- **Phase 2** – A bubble within school has to isolate due to a member of the bubble having a positive result from a Covid-19 test. Pupils and staff from the bubble may have to isolate for up to 14 days.
- **Phase 3** – Whole-school lockdown. School is closed to majority of pupils due to a local or national lockdown as initiated by Central Government.

## Flexibility of Learning

We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides: -

- Parents/carers may be trying to work from home so access to technology as a family may be limited;
- teachers may be trying to manage their home situation and the learning of their own pupils;
- Systems may not always function as they should.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

## Expectation Management

We believe that it is in the best interests of our pupils that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, no deadlines will be set. It must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot be considered as optional. Pupils and parents should consider the arrangements set out in this document as highly recommended.

## Family (pupil/parent/guardian) role

- Where possible, it is beneficial for young people to maintain a regular and familiar routine.
- Each week, on a Friday, work for the week, will be available via class dojo, Tapestry and our website this will be so parents have time to read through and plan their week.



- Should anything be unclear in the work that is set, parents can communicate with class teachers via dojo, Tapestry or [talktoschool@monkwickinfant.school](mailto:talktoschool@monkwickinfant.school).
- Work that children complete can be uploaded and shared with the class teacher so that they can comment and give next steps.
- We would encourage parents to support their child's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available. These will be discussed on case-to-case basis.
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.

### Teacher expectations

- Teachers should plan lessons that are relevant to the curriculum focus for that year group and endeavour to replicate this through pre-recorded video clips and tasks for remote learners.
- Any resources used, including websites and worksheets, should, where possible, be shared with remote learners. Staff will do this electronically and it will be the responsibility of families to print/use these resources at home.
- Teachers will accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this and allow flexibility in the completion of activities, understanding that current circumstances affect families in a number of ways
- To respond, within reason, promptly to requests for support from families at home. This should be done via email or by adding further video guidance for families. Staff and parents should communicate via the normal platforms.
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.
- If unwell themselves, year group partners should support with the sharing of activities. Following up of messages from parents/pupils during this time will not be undertaken until the teacher is fit to work.

### Senior Leadership Team (SLT)

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school;
- Monitoring the effectiveness of the remote learning activities for example through contact with teachers and subject leaders and reviewing the work set;
- Identifying which families may have no access to the internet and ensuring that hard copies of learning activities planned by teachers are made available to the parent for collection or delivery;
- Oversee the ongoing wellbeing and CPD of teaching assistants.



## Designated Safeguarding Lead (DSL)

The DSL's responsibilities are identified within the school's Child Protection Policy.

### Phase 1 – Pupil isolating from school

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19
- Have anybody within their household who is showing symptoms or has tested positive for Covid-19

If a pupil develops any of the symptoms listed above while at school:

- They will be isolated from other pupils and adults
- Parents/carers will be contacted and the pupil should be collected from school as soon as possible
- Any sibling of the symptomatic pupil must also go home
- Parents/carers will be advised to seek a Covid-19 test for the symptomatic pupil.

If a pupil develops any of the symptoms listed above while at home:

- Parents/carers should notify the school
- Parents/carers should seek a Covid-19 test for the symptomatic pupil.

The pupil CANNOT return to school for 14 days unless the outcome of a Covid-19 test is **negative**.

### Remote Learning in Phase 1

- Pupils will access remote learning activities via class dojo, Tapestry and the website.
- Activities will be in line with the learning that is taking place in class, although small adaptations may be required (e.g. different resources available)
- Learning may include access to other learning platforms including:
  - BBC Super movers
  - BBC Bitesize
  - White Rose Maths
  - Oxford Owl
- Pupils should try to complete daily reading, English, maths and topic work in KS1(ideally 15-20 mins of each)
- Some of the learning set can be submitted electronically via Class dojo and Tapestry. Teachers will request that their pupils send in specific pieces of work from the week.



## Phase 2 – Class Group Bubble isolating from school

In the event of a pupil or member of staff returning a positive test result for Covid-19, in line with government guidance, pupils from that bubble and any adults that have been working in that bubble will be asked to self-isolate for 14 days.

### Remote Learning in Phase 2

- Pupils will access remote learning activities via class dojo, Tapestry and the website.
- Activities will follow the learning planned for class prior to having to isolate although this may appear different to what would have been completed in school (i.e. use of different resources available)
- Learning may include access to other learning platforms including:
  - BBC Super movers
  - BBC Bitesize
  - White Rose Maths
  - Oxford Owl
- Pupils should try to complete daily reading, English, Maths and topic work in KS1 (ideally 15-20 mins of each).
- Some of the learning set can be submitted electronically via Class dojo and Tapestry. Teachers will request that their pupils send in specific pieces of work from the week which they will give feedback to and provide weekly next steps.

It is important that pupils get to see their class teacher on a regular basis during periods of self-isolation as this will ease transition upon their return to school. As such, there will be an expectation that teachers produce pre -recording of themselves to share with pupils via Class Dojo or Tapestry.

- Introduction to the learning for the day for Maths, English and Topic in KS1.
- Input/explanation to a specific learning activity including prompts for discussions and reflection.
- Plenary or giving out feedback to a specific learning activity
- Reading a story/class book every week
- If it is the class teacher that is unwell, another member of staff from the same year group will ensure that activities are available for pupils to access v – however, following up of messages from parents/pupils during this time will not be undertaken until the teacher is fit to work. This is also the case for videos/recordings from the class teacher.



### **Phase 3 – Whole School Lockdown (local or national)**

In the event of whole school lockdown, teachers ideally are available Monday-Friday during usual working hours but this will be primarily directed by their own personal family circumstances/situation during the current crisis. Underpinning this approach is an understanding for flexibility as to when teachers can be available. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

#### **Remote Learning in Phase 3**

- Pupils will access remote learning activities via class dojo, Tapestry and the website.
- Activities will follow the learning planned for class prior to having to isolate although this may appear different to what would have been completed in school (i.e. use of different resources available)
- Learning may include access to other learning platforms including:
  - BBC Super movers
  - BBC Bitesize
  - White Rose Maths
  - Oxford Owl
- Pupils should try to complete daily reading, English, Maths and topic work in KS1 (ideally 15-20 mins of each).
- Some of the learning set can be submitted electronically via Class dojo and Tapestry. Teachers will request that their pupils send in specific pieces of work from the week which they will give feedback to and provide weekly next steps.
- It is important that pupils get to see their class teacher on a regular basis during periods of self-isolation as this will ease transition upon their return to school. As such, there will be an expectation that teachers produce pre - recording of themselves to share with pupils via Class Dojo or Tapestry.
  - Introduction to the learning for the day for Maths, English and Topic in KS1.
  - Input/explanation to a specific learning activity including prompts for discussions and reflection.
  - Plenary or giving out feedback to a specific learning activity
  - Reading a story/class book every week
  - Weekly phone calls to check welfare of our families and pupils.
- If it is the class teacher that is unwell, another member of staff from the same year group will ensure that activities are available for pupils to access v – however, following up of messages from parents/pupils during this time will not be undertaken until the teacher is fit to work. This is also the case for videos/recordings from the class teacher.