Linby cum Papplewick C.E. (Aided) Primary School
REMOTE LEARNING POLICY FOR PARENTS V.3

This policy is a working policy that will be reviewed on an ongoing basis as we evaluate the practicalities of its implementation (we welcome parental feedback)

Teachers will create a timetable for the week. The timetable may include a mixture of independent work, live and pre-recorded lessons. This will look very different in each class due to the children's age/levels of independence etc. (as it would in school).

There will be a daily live registration sessions via Teams Meet, daily worship & daily story time.

Class	Register Time	Daily Worship Time*	Story Time
Fir	8.30	11.15	2.00 (except PE Days)
Elm	8.50	11.15	2.30
Oak	9.10	11.15	2.50
Ash	9.30	11.15	3.10

*Good Work every other Friday at 11.15am

(Hot Chocolate with the Head 3.35pm on Fridays – for children nominated)

The teachers will upload the Weekly or Daily timetable to Teams Classroom.

The teachers will:

• Use Teams to register and welcome the children to the learning for the day

• Use Teams ('assignments')/One Note/Oak Academy to distribute learning (paper packs/work sheets can be provided on request)

• Read a story via Teams at the end of the day

Pupils/parents can send any completed work to teachers via Teams Classroom (through 'assignments'), through One Note (autosaves) or via e-mail. Teachers can mark and return work to pupils via the comments feature on Microsoft Teams. Work done on paper can be photographed & emailed/uploaded to assignments.

-Pupils will be expected to:

- **wear their school uniforms for the school day**
- **work in a 'public' not private space (i.e. <u>not bedroom</u>) where there is an adult nearby to supervise/support**
- **be prompt for scheduled register / lessons / worship / story time & keep their camera on.**

The normal school rules will apply to online & remote learning:

1. **Be Safe** – *remembering safe online behaviours*
2. **Be Caring & Respectful** – *use the chat / conversation button appropriately (please teach your child how to mute/unmute themselves, put their hand up & take it down) & respect everyone's privacy (no recording of sessions)*
3. **Be Hardworking**

We recommend that children have adequate time away from devices and that they have enough opportunity for physical activity.

Pupils / parents need to seek help if they need it, from teachers or teaching assistants & alert teachers if they're not able to complete work or have any concerns.

All staff can be contacted via the class e-mails or main school email address

asht@linby.notts.sch.uk

elmt@linby.notts.sch.uk

firt@linby.notts.sch.uk

oakt@linby.notts.sch.uk

Learning Packs – Paper Copies

These to be available each Friday with work ready for the following week from the office entrance foyer. Be aware of other families/parents collecting their packs, therefore drive slowly and attentively as people will need to turn around. Be patient and please be respectful with regards social distancing (at the very least 2 metres) 1 person at a time in the foyer. Please only touch the pack you are collecting (unless you have made arrangements with another family to collect theirs).

FOR THOSE OF YOU WHO HAVE MORE THAN 1 CHILD IN SCHOOL PLEASE COME TO THE LATER COLLECTION TIME TO ENSURE PACKS ARE READY

COLLECTION TIMES:

OAK – between 9.15 and 10.30

ASH – between 10.40 and 12.40

FIR – between 12.45 and 1.40

ELM – between 1.45 and 2.50 (ELM STORY 2.30PM)

Appendix 1: Top Tips for Keeping your Child Safe Online

These top tips from Thinkuknow outline what you can do to keep your child safe while they are learning and having fun online.

Thinkuknow is the national online safety education programme from CEOP, the online child protection command of the National Crime Agency

1. Explore together

Ask your child to show you their favourite websites and apps and what they do on them. Listen, show interest and encourage them to teach you the basics of the site or app.

2. Chat little and often about online safety

If you're introducing them to new learning websites and apps while school is closed, take the opportunity to talk to them about how to stay safe on these services and in general. Ask if anything ever worries them while they are online. Make sure they know that if they ever feel worried, they can get help by talking to you or another adult they trust.

3. Help your child to identify trusted adults who can help them is they are worried

This includes you and other adults at home, as well as adults from wider family, school or other support services who they are able to contact at this time. Encourage them to draw a picture or write a list of their trusted adults.

4. Be non-judgemental

Explain that you would never blame them for anything that might happen online, and you will always give them calm, loving support.

5. Supervise their online activity

Keep the devices your child uses in communal areas of the house such as in the living room or kitchen where an adult is able to supervise. Children of this age should

not access the internet unsupervised in private spaces, such as alone in a bedroom or bathroom.

6. Talk about how their online actions affect others

If your child is engaging with others online, remind them to consider how someone else might feel before they post or share something. They should not be sharing a photo/video of somebody else.

7. Use 'Safesearch'

Most web search engines will have a 'Safe Search' function, which will allow you to limit the content your child can access whilst online. Look out for the 'Settings' button on your web browser homepage, which is often shaped like a small cog.

8. Parental Controls

Use the parental controls available on your home broadband and all internet enabled devices in your home. You can find out more about how to use parental controls by visiting your broadband provider's website.

Appendix 2: The remote curriculum: what is taught to pupils at home

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

> Initially the teachers will provide their 'OneNote' days teaching overviews which will include any video lesson inputs or power point inputs together with the work that is set for pupils to do and any handouts or worksheets.

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 will need to make some adaptations in some subjects. For example, in subjects such as music, art, PE, science, IT and Design Technology where activities may need modifying due to practical resources not being available at home (where possible & practical these will be provided) and/or the facilities available at home (e.g. sports hall). Also the ability to work in teams or collaboratively at home may not be possible in some contexts (e.g. team sports, collaborative pieces of work including in depth small group discussions).

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 same amount of time as the curriculum in school (23 hrs 45 minutes). (But as a minimum 3 hours per day).

Accessing remote education

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

> We are using Microsoft Teams (& One Note) together with Purple Mash for remote learning. (along with other online applications and websites)

We recognize that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

> - We will lend laptops or tablets to pupils
> - We will issue WiFi Hotspots for pupils if they do not have online access
> - We are also issuing paper packs weekly.

How will my child be taught remotely?

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

We will be using a variety of remote teaching approaches including:

- live teaching (online lessons)

- recorded teaching (e.g. Oak National Academy lessons, BBC video 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

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?

The expectation is that pupils' will engage with & complete remote education work to the best of their ability. Children will need parental support, for example, setting routines to support your child's education, helping with access to lessons though technology, encouragement to complete tasks, support returning work to teachers etc.

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

The teachers will monitor pupils' engagement with remote education by monitoring attendance to live lessons, register, story and by monitoring completion of work. Parents are encourage to contact teachers in the first instance to discuss any issues they have with engagement so that we can help.

If there are concerns with the level of engagement with learning the teachers will contact parents in order to ascertain if there are any issues / problems & to work together to support them and their children engaging as fully as possible with learning.

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. Our approach to feeding back on pupil work is as follows:

Providing feedback on work - Pupils can send any completed work to teachers via Teams Classroom or via email

- o Teachers can mark and return work to pupils via the comments feature
- o Teachers will endeavour to mark work daily and if there are comments/feedback this will be returned to the pupil

Feedback can also be provided verbally to individuals or to a class.

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:

- • Provide work that is appropriate to their ability
- • Additional support as necessary (one- to one online to support both child & parent)

If a child with additional needs is not able to access learning at home with the additional support provided they will be offered in school provision as a vulnerable learner.

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?

Teachers will provide their 'OneNote' days teaching overviews. These will include any video lesson inputs or power point inputs together with the work that is set for pupils to do and any handouts or worksheets. They or a teaching assistant will provide any additional support they can to enable a child self-isolating who is well to access as much of the curriculum as possible taking in to consideration that they will also be teaching a class in school (e.g. additional video instructions/ online lessons, a live drop etc.).