**Remote Learning Policy: October 2020**

**What Lessons should my child do?**

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Old Hill Primary School would recommend that each ‘school day’ maintains structure.

We would encourage parents to support their children’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. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

Lessons have been planned for phase groups, rather than individual classes. All lessons are bespoke to our curriculum at Old Hill.

**What will be the format of the lessons?**

* Lessons will be in two formats:

1. online: using ppt screen, with some voice/camera recording (**not** live)
2. paper-based for those children without access

* Children will be given books by the school to complete any written work in.

**How do pupils access their work?**

* Video lessons will be posted on the website and accessed there under ‘Home Learning’.
* Presentations will also be uploaded to Showbie for the children to access.
* Pupils should upload any work that they have produced via Showbie.
* For children with no internet access

**What feedback will my child get?**

* Teachers will aim to respond to work at least twice-weekly through Showbie.
* If a child has no internet access and they would like feedback, work can be posted to the school (and left for 72rs). The teacher can then provide a verbal (telephone) or written response.

**Nursery and Reception Expectations**

**Per day**

One English (phonics) lesson

One maths lesson

Read to an adult for at least 10 minutes

**Over a week**

Two foundation lessons

One science lesson

Two art lessons

Two P.E. lessons

**Year 1 & Year 2 Expectations**

**Per day**

One English (phonics) lesson

One maths lesson

Read to an adult for at least 10 minutes

**Over a week**

Two foundation (history/geography) lessons

One science lesson

Two art lessons

Two P.E. lessons

**Year 3 & Year 4 Expectations**

**Per day**

One English lesson \*

One maths lesson

Read to an adult for at least 10 minutes

**Over a week**

Two foundation (history/geography) lessons

One science lesson

Two art lessons

Two P.E. lessons

\*These will consist of two reading lessons and three writing lessons (one, a creative writing task) over a week.

**Year 5 & Year 6 Expectations**

**Per day**

One English lesson \*

One maths lesson

Read for at least 15 minutes

**Over a week**

Two foundation (history/geography) lessons

One science lesson

Two art lessons

Two P.E. lessons or R.E. lessons

**Responsibly**

**Teachers**

*To note: the suggested responsibilities below relate to where a* ***whole class/bubble*** *is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.*

 When providing remote learning, teachers must be available between 9 – 4pm

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.

When providing remote learning, teachers are responsible for:

* setting work for the pupils in their classes.
* The work set should follow the usual timetable for the class had they been in school, wherever possible
* Providing feedback on work:
* Keeping in touch with pupils who aren’t in school and their parents:
* If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to access whether school intervention can assist engagement.
* Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, use MyConcern

**Teaching Assistants**  
   
Teaching assistants must be available between 9 – 3.30pm (or their usual contracted

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.

During the school day, teaching assistants should support the class teacher in setting tasks for remote learning, or complete tasks as directed by a member of the SLT.

**Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

* Co-ordinating the remote learning approach across the school inc monitoring of engagement.
* Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
* Monitoring the security of remote learning systems, including data protection and safeguarding considerations

**The SENCO**

* Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.
* Identifying the level of support

**Pupils and parents**

Staff can expect pupils learning remotely to:

* Complete work set by teachers
* Seek help if they need it, from teachers
* 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 – if you know of any resources staff should point parents towards if they’re struggling, include those here
* Be respectful when making any complaints or concerns known to staff

**Governing Board**

The governing board is responsible for:

* Monitoring 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