* **THIS DOCUMENT IS A STATEMENT of the aims, principles and strategies for Remote Learning at Carrington Junior School**
* **IT WAS DEVELOPED during September and October 2020 through a process of consultation with teaching staff.**
* **IT WAS APPROVED by the Governing Body in Autumn 2020.**
* **THIS POLICY WILL BE REVIEWED in September 2021.**

**Remote learning will be provided for children who are self-isolating due to symptoms of Covid-19 or a positive test, contact with a person with symptoms or a positive test, specific medical advice or a partial or full closure of schools.**

[Government guidance](https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term) states that “School attendance is now mandatory again. This means that it is your legal duty as a parent to send your child (if they are of compulsory school age) to school regularly if they are registered at one.” As such, home learning will not be provided for pupils who are classified as taking  an unauthorised absence.

**Aims**

Remote learning is provided for children who are not able to attend school for an extended period of time for reasons of health, personal circumstance discussed and agreed with the Headteacher, or due to self-isolation in a national pandemic situation.

Our remote learning provision aims to ensure that:

* + Children across the school benefit from a well-planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what is intended to be taught and practised in each subject each day
	+ Lessons and activities are set so that pupils have meaningful and ambitious work each day in a number of different subjects
	+ Lessons include provision of frequent, clear explanations of new content
	+ Teachers can gauge how well pupils are progressing through the curriculum using tasks set and work submitted for feedback
	+ Teachers are able to adjust the pace or difficulty of what is being taught in response to work submitted and contact with children
	+ Teachers plan a programme that is of equivalent length to the core teaching pupils would receive in school

**Microsoft Teams and Classroom Notebook**

In most situations, remote learning is communicated and managed via Microsoft Teams.

During normal operation Microsoft Teams is used to communicate homework tasks and some pupil reminders. This ensures that pupils are thoroughly familiar with the platform if it needs to be used at short notice.

If remote learning is required for whole classes or the school, we will use Microsoft Teams.

This will allow staff to keep in contact in a professional and confidential manner with their class. Teachers will be able to schedule learning in a manner that does not overwhelm our children. Teaching and learning can be tailored, changed and updated as time progresses, allowing for replication of classroom activity to the best of our ability.

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. Children and parents should consider the arrangements as set out in this document as highly recommended.

**Flexibility of Learning**

In our planning and expectations, we are aware of the need for flexibilityfrom all sides:-

* parents may be trying to work from home so access to technology as a family may be

limited;

* parents may have two or more children trying to access technology and need to

prioritise the needs of young people studying towards GCSE/A Level accreditation;

* teachers may be trying to manage their home situation and the learning of their own

children;

* 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.

**Communication between home and school when school is open**

Parents and children can send private messages about work set via SeeSaw if they require support or are struggling with the work set.

Parents/children should respond to questions asked by the teacher publicly as the answers they provide can help everyone with the learning set.

All other email communication must come through the school offices.

**Communication between home to school during quarantine/ lockdown**

Parents and children can send private messages about work set via SeeSaw if they require support or are struggling with the work set.

Parents/children should respond to questions asked by the teacher publicly as the answers they provide can help everyone with the learning set.

All other email communication must come through the school offices.

If appropriate or required, due to specific circumstances, staff may phone some families.

Families where there is a safeguarding concern will be regularly contacted by a member of the senior staff by phone.

**Teaching Staff will:**

* Share teaching and activities with their class through Microsoft Teams;
* Continue teaching in line with current, extensive planning that is already in place

throughout the school;

* Accept the fact that learning remotely will be more difficult, so tasks will be set in

smaller steps to allow for this;

* Keep in contact with children through Microsoft Teams;
* Reply to messages, set work and give feedback on activities following guidance as set out in this policy;
* Allow flexibility in the completion of activities, understanding that the circumstances

leading to our closure will affect families in a number of ways;

* Take regular breaks away from the computer or iPad to engage in other professional

duties as much as circumstances allow e.g. Policy Development;

* If unwell themselves, be covered by another staff member where possible

Follow up of messages on SeeSaw or Microsoft Teams during a time of absence may well be disrupted. If you require support, please email the school offices too, so that we are aware of your query.

**Children will:**

* Be assured that their wellbeing is at the forefront of our thoughts and they need to take regular breaks, to get fresh air and exercise and to maintain a reasonable balance between online engagement and offline activities;
* Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them;
* Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
* Read daily, either independently or with an adult;
* Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.

**Parents will:**

* Support their child’s learning to the best of their ability;
* Encourage their child to access and engage with the Google Classroom posts from their teacher;
* Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of Google Classroom;
* Know they can continue to contact their class teacher through Google Classroom if they require support;
* Check their child’s completed work each day and encourage the progress that is being made;
* 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;

N.B. In compliance with Copyright Law and regulations governing the use of photocopiable materials, parents must note that some resources are for viewing online only. These must not be printed, photocopied or distributed. The school will not take responsibility for any breach of Copyright Law. These resources will be labelled as such.

**Our Approach**

Over this academic year the school’s learning offer will follow the tiered approach as set out below. There may be times when individuals, small groups, whole year groups or the whole school have to self-isolate or go into lockdown.

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|  | Action |
| **Stage 1**All schools fully open. Individuals may need to self-isolate when required by health professionalsHubs, or parts of hubs, may need to self-isolate if required by PHE | Remote learning will be set on Microsoft Teams, (often using Oak National Academy) ensuring the offer is as close as possible to the classroom offer.When a whole bubble is isolating we will also use Microsoft Teams and there will be greater teacher explanation, due to not simultaneously teaching in class, following our guidance.Where a teacher is isolating but not ill but the class is not, they may be able to teach remotely from home, for parts of lessons, supported by a TA in class. This will not always be possible depending upon circumstances. |
| **Stage 2**Secondary schools go on a rota.Primary- open.Individuals may need to self-isolate when required by health professionalsHubs, or parts of hubs, may need to self-isolate if required by PHE | Remote learning will be set on Microsoft Teams, (often using Oak National Academy) ensuring the offer is as close as possible to the classroom offer.When a whole bubble is isolating we will also use Microsoft Teams and there will be greater teacher explanation, due to not simultaneously teaching in class, following our guidance.Where a teacher is isolating but not ill and the class is not, they may be able to teach remotely from home, for parts of lessons, supported by a TA in class. This will not always be possible depending upon circumstances. |
| **Stage 3**Remote learning for wider groups to be identified.A larger number of Hubs, or parts of hubs, may need to self-isolate if required by PHE | Remote learning will be set on Microsoft Teams, (often using Oak National Academy) ensuring the offer is as close as possible to the classroom offer.When a whole bubble is isolating we will also use Microsoft Teams and there will be greater teacher explanation, due to not simultaneously teaching in class, following our guidance.Where a teacher is isolating but not ill and the class is not, they may be able to teach remotely from home, for parts of lessons, supported by a TA in class. This will not always be possible depending upon circumstances. |
| **Stage 4**Local or national lockdown. School has to follow local and government rulings.Vulnerable and critical workers at school only | When a whole bubble is isolating we will use Microsoft Teams and there will be greater teacher explanation, due to not simultaneously teaching in class, following our guidance.Children at school will use our IT facilities to engage with the online learning. |

 Our school will follow all rulings and guidance from relevant bodies when and if required to do so.

**The Learning Offer for a year group lockdown or complete lockdown of the school in the Autumn term:**

Copies of the learning packs will be made available to all families who require a hard copy. These will be posted, delivered or can be collected by prior arrangement.

* Teachers will use Microsoft Teams to provide details regarding learning activities for children alongside videoed explanations and introductions, support materials and links;
* Parents should continue to read with their children;
* Parents/Children can request support with set learning activities via SeeSaw or the school office
* Parents/Children can share completed work vis Microsoft Teams, so the teacher so that they can provide feedback
* Songs, rhymes and opportunities to talk will be maximised;
* Practical activities such as baking, painting and craftwork will also be recommended;
* Children will have access to the online programs we offer, these include Mathletics, Big Cat e-books, Spelling Shed, and the PiXL times tables app.

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| **Years 3-6** |
|  | **Reading** 5 times per week **Maths** 5 times per week **English**5 times per week **Spelling**3 times per week**Times tables**5 times by week**Topic** At least weekly**Science** At least weekly**PE** At least weeklyOther areas of the curriculum which will include:**French, PSHE, RE** and **Music** | All children are expected to take part in home learning. Teachers can see when pupils have viewed and completed assignments on Microsoft Teams. Where this is not taking place, families will be contacted by SeeSaw or by phone.In the case of a lockdown, the class will be split into groups and these groups will meet with the teacher each week for a pastoral Teams meeting. Discussion will include reflecting on work completed, introducing a new idea, sharing ideas and opinions about a topic.Pupils will submit work by ‘handing in’ assignments set on Microsoft Teams. Assignments will be set to mirror the weekly timetable of each class.  |

**This offer may change as the year progresses as would the teaching and learning if it were happening in class.**

**Access to technology**

The school’s remote learning provision relies on pupils’ access to the internet. If families have limited access to technology, parents and carers have been asked to complete the online survey, or contact the school. We support individual families in the most appropriate way to ensure their children can access their remote curriculum. Where pupils have to share a device with other siblings in their family groups, school may be able to support with a loan device, depending upon availability and prior notification from parents.

**Timelines**

The school has clear timelines for uploading and revealing of work, submitting any pupil tasks for feedback and receipt of that feedback from teachers. Timelines are made clear to parents, according to the situation. Parents and carers may, from time to time, email the teacher or send a message via SeeSaw regarding support with an activity or an aspect of their child’s curriculum. Teachers will reply to any parent communications as soon as possible and always within 2 school days of receipt. Teachers will only communicate directly with parents during working hours (8am-6pm weekdays during term time)

**Safeguarding**

Whilst children are being educated at home during the COVID-19 outbreak, the safeguarding of pupils and teachers is paramount. Our Child protection policy and e-safety policy are available on the school website.

Teachers can refer to guidance from the following documents to ensure their safety and that of their pupils:

● Advice from the NSPCC (<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>)

● Guidance from the UK Safer Internet Centre (https://swgfl.org.uk/resources/safe-remote-learning/) emphasises the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on devices and use internet filters.

The following guidance is recommended to parents: https://www.saferinternet.org.uk/advice-centre/parents-and-carers https://www.nspcc.org.uk/keeping-children-safe/online-safety/ <https://www.thinkuknow.co.uk/parents/>