



**Policy:** Remote Learning Policy

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**Approved By:** Academy Council

**Review Date:** Half termly

### **Rationale**

At the Nelson Academy we strive to work in partnership with children and their families to ensure that every child has the opportunity to reach their full potential. Our curriculum is designed to recognise children's prior learning and build upon this to enhance and extend individual skills and knowledge. We take a holistic approach to learning and believe that through language, mathematics, science, humanities, arts and religion, we can promote and foster the intellectual, moral, spiritual, aesthetic, social, emotional and physical development of all our children.

The restrictions linked to COVID-19 have fundamentally changed the manner in which we can educate our children, requiring us to move fluidly from between class-based and online education. With these restrictions set for an undefined period of time, it is important for the school to set a structure for developing remote learning much as we would within daily school life in order to ensure that we provide the highest level of education that we can using the tools available to us, and in doing so mitigating the impact of self-isolation and school closure upon the educational level and experience of our children.

## **Aims**

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for all children (including those with SEND) who are not in school through the use of quality online and offline resources, and teaching videos.
- Provide clear expectations for members of the Academy community with regards to delivering high quality remote learning.
- Include continuous delivery of the school curriculum, as well as supporting wellbeing, motivation and providing parental support.
- Support effective communication between the Academy and families, and support attendance.

## **Who is the policy applicable to?**

- Any child (and any siblings also attending Nelson Academy) who is absent because they are awaiting COVID-19 test result and the household is required to self-isolate. In this instance the rest of their school bubble will be attending school and being taught as normal.
- Children whose whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for COVID-19.

## **Content and tools to deliver this remote learning plan**

Resources include:

- Online tools for Reception, KS1 & KS2 posted through ClassDojo
- Use of recorded video, instructional videos and assemblies
- Phone calls home
- Printed learning packs
- Physical materials such as exercise books
- Use of online resources such as White Rose Maths, BBC Bitesize and Oak Academy

## **Home and Academy partnership**

Nelson Academy is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Where possible, it is beneficial for children to maintain a regular and familiar routine. We would therefore recommend that each 'school day' maintains a structure. If you require advice and support with this, please contact your child's class teacher.

We would encourage parents/carers to support their child to complete their remote learning by:

- Providing an appropriate place for the child to work to the best of their ability.
- Supporting and encouraging engagement with work by talking to the child about their learning.
- By removing distractions and encouraging the child to work with good levels of concentration.

Staff will make every effort to ensure that work is shared at a regular time each day. Should accessing work be an issue, parents/carers should contact their child's class teacher or the Academy promptly as alternate solutions may be available. These will be discussed on a case-by-case basis.

### **Roles and responsibilities (during both pupil self-isolation and whole bubble isolation)**

#### Teachers

When providing remote learning, teachers must be available between 8.30am and 4.00pm. 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.

It is expected that the school can teach the majority of the planned curriculum. We would aim to send out curriculum overviews and knowledge organisers, in line with normal practice, in order to show that teaching will continue as 'normal'.

When providing remote learning, teachers are responsible for:

#### Setting work:

- Teachers will set daily work for the children in their class following the medium term plans, planning for Maths, English (reading/phonics and writing/grammar) and topic each day. Teachers will plan for specific needs such as SEND.
- Where possible, the work set should follow the usual timetable for the class had they been in school. However, whilst we aim to cover all curriculum subjects we acknowledge that learning time may be shortened due to families finding the balance between home schooling and normal home/work life, we do not wish to add to the stress associated with this situation.
- Work will be shared daily by 9am on ClassDojo.
- Teachers will use instructional videos to support the children's understanding, especially where the content is new. This could be a pre-recording of the teacher, the use of a video from a specified site such as White Rose Maths, BBC Bitesize or Oak Academy. In order to ensure children and parents/carers familiarity with this approach, teachers will share what learning would look like through example homework activities.
- Using assessment of work completed, consider providing further work to support, consolidate or extend children's learning.
- Projects might be set to assess knowledge or to generate enthusiasm and engagement, but this will not form the basis of teaching.
- Prepare a list of online resources and free apps which parents, carers and children can access.
- Be mindful that many families will not have access to printers.
- Teachers will still need to assess children's work and plan/prepare lessons for the following week. Therefore, where an entire bubble or the school is in lockdown, Friday afternoons will be used for teachers to have their planning, preparation and assessment (PPA) time.

#### Providing feedback on work:

- All completed work to be submitted to teachers via ClassDojo (through the child's individual portfolio) by 2.00pm to allow time for teacher feedback. Anything after this time will be looked at the next day.

- Teachers have the flexibility to provide feedback in a variety of ways depending on the needs of individual children and the class. Therefore, feedback may be directly to an individual child, to a group of children or the whole class.
- Feedback can be written i.e. as a typed comment via ClassDojo or verbal i.e. via a video to address common misconceptions made by a number of children within a class.

Keeping in touch with pupils who are not in school and their parents/carers:

- Teachers will monitor engagement and record it weekly. If there is a concern around the level of engagement of a child, parents/carers should be contacted by the class teacher via phone to assess what further support the Academy can provide.
- All parent/carer emails to the school should be addressed to the office ([office@nla.eastern-mat.co.uk](mailto:office@nla.eastern-mat.co.uk)). The office will then forward to the appropriate member of staff.
- Any complaints or concerns shared by parents/carers or children should be reported to a member of the Senior Leadership Team (SLT – see contact details below). Safeguarding concerns should be immediately referred to the Designated Safeguarding Lead (DSL – see contact details below) or a Deputy Designated Safeguarding Lead (DDSL - see contact details below).

### Teaching Assistants

Teaching assistants must be available during their usual working hours.

If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

During the school day, teaching assistants must complete tasks as directed by a member of SLT.

### Senior Leadership Team

Alongside any teaching responsibilities, senior leaders are responsible for:

Coordinating the remote learning approach across the Academy including weekly monitoring of engagement.

Monitoring the effectiveness of remote learning e.g. through regular meetings with teachers, reviewing work set or obtaining feedback from families.

Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Providing pre-recorded assemblies or resources to promote well-being and the Academy values.

Keep parents/carers updated on information from Norfolk County Council and Government updates.

Implement a staff rota system to provide care and education for Key Worker and vulnerable children.

Our Senior Leadership Team:

Mrs S Wilson – Principal – [sarah.wilson@nla.eastern-mat.co.uk](mailto:sarah.wilson@nla.eastern-mat.co.uk)

Mrs G Sykes – Assistant Principal EYFS & KS1 – [gemma.sykes@nla.eastern-mat.co.uk](mailto:gemma.sykes@nla.eastern-mat.co.uk)

Mr G Rossiter – Assistant Principal KS2 – [glen.rossiter@nla.eastern-mat.co.uk](mailto:glen.rossiter@nla.eastern-mat.co.uk)

Miss J Airdrie – Assistant Principal Special Educational Needs Co-ordinator (SENCO) – [jo.airdrie@nla.eastern-mat.co.uk](mailto:jo.airdrie@nla.eastern-mat.co.uk)

#### Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSL)

The DSL, supported by the DDSL's are responsible for managing and dealing with all safeguarding concerns. For further information, please see our Safeguarding Policy.

Provide regular E-safety reminders.

Our DSL is: Mrs S Wilson (Principal) - [sarah.wilson@nla.eastern-mat.co.uk](mailto:sarah.wilson@nla.eastern-mat.co.uk)

Our DDSLs are:

Mrs G Sykes – Assistant Principal EYFS & KS1 - [gemma.sykes@nla.eastern-mat.co.uk](mailto:gemma.sykes@nla.eastern-mat.co.uk)

Mr G Rossiter – Assistant Principal KS2 - [glen.rossiter@nla.eastern-mat.co.uk](mailto:glen.rossiter@nla.eastern-mat.co.uk)

Miss J Airdrie – Assistant Principal & Special Educational Needs Co-ordinator (SENCO) - [jo.airdrie@nla.eastern-mat.co.uk](mailto:jo.airdrie@nla.eastern-mat.co.uk)

Mrs A Varga – Student Support Officer - [avril.varga@nla.eastern-mat.co.uk](mailto:avril.varga@nla.eastern-mat.co.uk)

#### The Special Educational Needs Co-ordinator (SENCO)

Will liaise with class teachers to ensure that children are provided with remote learning to meet their individual needs.

Must be available to be contacted by parents and carers between 8.30am and 4.00pm. Our SENCO is Miss J Airdrie, who can be contacted by ClassDojo or by e mail [jo.airdrie@nla.eastern-mat.co.uk](mailto:jo.airdrie@nla.eastern-mat.co.uk)

Provide access to IT programmes used in school to support remote learning.

Ensuring that children with EHC plans continue to have their needs met while learning remotely, and liaising with the Principal and any other appropriate organisations.

#### Pupils and Parents/Carers

Staff can expect children learning remotely to:

Complete work to the deadline set by teachers.

Upload completed work to the child's ClassDojo portfolio ensuring work is correctly orientated, clear and readable.

Seek help if they need it, from teachers.

Alert teachers if they are unable to complete their work.

Staff can expect parents with children learning remotely to:

Make the school aware if their child is ill or otherwise unable to complete work.

Seek help from the school if they need it.

Provide encouragement and some support with learning activities.