

# KIRKISTOWN PRIMARY SCHOOL



Learning together,  
building for the future

## Remote Learning Policy January 2021

### Policy Review

Date agreed:

Next Review Date:

Signed by Chair of Governors:

\_\_\_\_\_

Date: \_\_\_\_\_

## **Remote Learning Policy**

### **Introduction**

In the event of school closure or part-time attendance, staff at Kirkistown Primary School will continue to provide education and support to our pupils, using in-school teaching, remote learning and/or a combination of both. Depending on the circumstances, learning will be conducted using in-school teaching and learning, educational packs of resources and the Google Classroom / Seesaw app. This will ensure that the needs of all pupils are catered for and the apps will allow staff to keep in daily contact and provide a two-way platform for learning and teaching, in a professional and confidential manner with each pupil in their class.

Teachers will be able to schedule learning in a manner that does not overwhelm or concern our pupils or their families. Teaching and learning can be tailored, changed and updated as time progresses, in-line with *DE circulars 2020/ 05 and 2020/06*, allowing for replication of classroom activity to the best of our ability. This policy takes into account the EA guidance, *Readiness for Continuity of Learning at Home*.

This policy outlines all procedures and provides clear guidance as well as what is expected of each member of our school community. In all communications we will adhere to our commitment to maintaining positive wellbeing of everyone.

### **Flexibility**

We realise that the circumstances that cause our school to adopt a 'blended learning' approach 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 may be trying to work from home and 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 children, or the effective planning for both in-school and remote learning opportunities; 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.

### **Expectations**

In the case of any school closure, 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. Closure may be as a result of Government guidelines or a bubble having to isolate due to a confirmed case. Bearing in mind the need for flexibility, we understand that work may be completed out of sync. That said, the work that pupils engage in during a period of closure, or as part of the 'blended learning' approach, will be part of our current planning and so cannot be considered as optional. Teaching staff will expect to receive all home assignments within a 24-hour timeframe where this is humanly possible. Should families encounter any difficulties with this arrangement, they must be discussed with the child's class teacher in the first instance.

Should individuals have to isolate as a result of a family member being a confirmed case, home learning will also be provided. However, as notification of individuals having to isolate can be at short notice some tasks already planned for the day may not be suitable for home learning. Every effort will be made to ensure alternative activities are assigned or adapted for home learning.

## **Content and structure of learning**

In the event of a period of remote learning differentiated work will be provided to pupils daily.

Daily notes outlining lessons and additional information will be shared on Seesaw or Google Classroom as appropriate to the class. Teaching and learning resources such as PowerPoint presentations, teaching videos, links (to online videos, games, animations etc) activity sheets, will also be shared on the same platform.

Daily learning will include a literacy lesson and numeracy lesson and may be increased to include an activity linked to one other area of the curriculum e.g. World Around Us/ PDMU etc. Set tasks will consider the continued development of Reading, Spelling and Maths Facts.

Teachers will prioritise key learning opportunities with an emphasis on developing transferrable skills whilst consolidating and building upon prior learning, knowledge and understanding.

All learning activities should have a clear purpose and explicit success criteria. Activities should be designed to be completed online with no expectation for homes to have a printer. Optimally, remote learning tasks should last around 10-30 minutes. While videos of the teacher *may* form part of lessons it is not felt that live teaching is ideal in the case of remote learning as not all children will have access to facilities at set times and so recorded or linked videos shared to demonstrate learning which can be accessed at any time are preferable.

Live sessions or 'video chats' may be used to keep in touch with children on a pastoral level and to provide additional feedback where it is deemed this could be beneficial. These sessions will be conducted safely through the use of websites and apps such as Google Meet (through Google Classroom) or via Collaborate Ultra with children accessing them by using their C2k logins. Expectations of conduct will be made clear to parents prior to initiating any such forms of communication.

We recognise the importance of peer interaction and so teaching staff will strive to provide opportunities to share learning e.g. through the use of challenges, videos or slideshows of photographs shared, the use of Seesaw blog or class discussions on Google Classroom. Some submitted work may also be presented via the school's Facebook page.

## **Online Facilities:**

Pupils have access to a range of online facilities and programmes that can be used whilst learning remotely:

Bug Club (Reception - P7)

Timestables Rockstars (P4-P7)

Seesaw (Reception – P3)

Google Classroom (P4 – P7)

C2k facilities inc Newsdesk (P1 – P7)

## **Teaching staff will...**

- Check all learners have internet access and laptop/ other device and, if not, will provide alternative methods e.g. the provision of paper packs where school is unable to facilitate a loan device.
- Place significant emphasis on pastoral development with their class.
- Prepare resources to meet the needs of each child, trying to ensure that tasks are engaging

and stretch children without being overbearing.

- Share teaching and learning activities with their class through Google Classroom/Seesaw.
- Ensure that online learning protocols are clear to keep everyone safe (Online Safety Policy)
- Continue providing work and support in line with current planning that is already in place throughout the school and ensure there is a good balance of teacher-led, and independent learning as well as online and offline learning.
- Seek to provide opportunities for collaborative learning where this is feasible..
- Show understanding that learning remotely will be more difficult, so tasks will be shortened and supported in smaller steps to allow for this.
- Ensure daily contact with pupils, either face-to-face or through Google Classroom / Seesaw with up to 3 lessons daily (literacy, numeracy and one other) including assigned reading, spelling and maths facts tasks, as appropriate to the age and stage of the child.
- Reply to messages, set work and give feedback on learning/activities. Work may be submitted on Google Classroom or through Seesaw in the form of a written worksheet, screen shot of work, verbal, video, etc and feedback may be in the same manner.
- Actively strive to maintain a relationship with pupils through pastoral phone calls, video-chats or verbal messages. Regular messages will ask how everyone is managing and invite any questions. Teachers of key stage 2 classes will institute weekly video drop-ins to pastorally support pupils and to reinforce any areas of learning that may need to be addressed.
- Make allowances for asynchronous learning, understanding that the circumstances may affect families in a number of ways.
- Inform the Principal and School Safeguarding Team if they are concerned about a child from their class, explaining those concerns.
- Inform the Principal (if unwell) and help ensure cover by another staff member for sharing of activities and keeping in touch with parents by providing alternative teacher login details including username, password etc. This will be covered by another member of teaching staff within our school.
- Monitor and track progress and levels of participation in learning, reporting back to the Principal as requested.
- Make pastoral contact by telephone to support any children / families who lack engagement. Support will always be provided to ensure learning is accessible, clear and straightforward with additional guidance for parents provided where necessary.
- Surveys will be conducted with staff, pupils and parents to monitor the approaches, routines and structures in place and how well they are working for everyone.

### **Non-teaching Staff will...**

- Support class teacher in preparation of support packs/activities.
- Inform the Principal (if unwell).
- Support, where necessary, individual/small groups of pupils by providing tailored activities which can either be used in school or when learning at home.
- Support children they are assigned to by telephone calls and provide support in the form of resources under the direction of the teacher.
- Ensure their communications have been shared with the class teacher and/or SENCO.

### **Pupils will...**

- Adhere to all guidelines as directed by staff.
- Be assured that wellbeing is at the forefront of our thoughts and understand they should take regular breaks, get fresh air, exercise and maintain a reasonable balance between online

engagement and offline activities.

- Undertake any tasks prepared for home learning.
- Endeavour to keep up-to-date with daily teaching and learning, either in-school or using Google Classroom/Seesaw.
- 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 directly.
- 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.

### **Parents will...**

- Support their child's learning to the best of their ability in line with our Home School Agreement.
- Ensure their child completes all home assignments and submits them to the class teacher within 24 hours, where this is possible.
- Ensure their child engages with Google Classroom/Seesaw activities, set by their teacher.
- Not screenshot or copy any information, messages or posts to share on social media or any other platform outside of Google Classroom/Seesaw.
- Know they can continue to contact their class teacher as normal through the Google Classroom / Seesaw if they require support of any kind.
- Know that they can contact their child's teacher by e-mail (in addition to via private messaging via Google Classroom / Seesaw) and can request a telephone call for their child(ren)
- Send messages and queries that are in relation to tasks set by the teacher and/or relating to any pastoral/ well-being concerns.
- 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 when working at home.