

FERNDALE PRIMARY AND NURSERY SCHOOL



Remote Learning Policy

Ratified by Governing Body: February 2024

Reviewed Date: October 2023

Next Review Date: September 2027

1. INTRODUCTION

This plan will detail how Ferndale Primary School will manage remote learning, and when this will be required.

2. WHEN WILL REMOTE LEARNING BE NEEDED?

The main scenarios we are faced with are:

- 1) Pupils off school awaiting a test/test results
- 2) Pupils suddenly have to self-isolate
- 3) Individual school closures
- 4) Local lockdown
- 5) National lockdown

Pupils, who are off school and ill, are not expected to engage in home learning until they are recovered. This strategy mainly focuses on numbers 1-3 above, but also plans provision for all scenarios.

3. RESEARCH

EEF research suggests five key things to consider when implementing strategies to support pupils' remote learning:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils.

4. DfE GUIDANCE

We are expected to plan to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as text books and workbooks, for pupils who do not have suitable online resources

- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so school should work with families to deliver a broad and ambitious curriculum

When teaching remotely, we are expected to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject and provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We must consider these expectations in relation to our pupils' age, stage of development and SEND and try to avoid making significant demands on parents' help or support.

5. REMOTE EDUCATION STRATEGY

Remote Education Strategy

School: Ferndale Primary School

Remote Education Strategy: Item 1 and 2 from Section 2

For children who are awaiting a test/test results or isolating for a period, the following will be available immediately for them;

Home learning packs will be available for each year group and will have been prepared in advance. These packs will be adapted for specific children when absences are confirmed. Home learning packs will focus on key skills and teachers will use online videos to support the teaching of skills to link into the learning that is being missed in school.

Maths:

Children will use the online learning websites Mathletics and TT Rockstars. Any children who do not have access to these sites will have a pack of activities which allow them to practise similar skills.

Teachers will provide children with daily maths activities, supplemented by online videos to support their learning. These may focus on key skills or the objectives that are being taught in school that week.

Reading and Writing:

Reading

Children will be provided with a daily reading session. This will follow the reading that is being taught in school for three days and the other two days will be on bug club. The children will be provided with a short extract and follow up activities.

Writing

Children will be provided with a daily writing session. This will either follow the writing sessions being taught in school or focus on key skills. Instructions will be provided with supporting videos from Oak Learning where needed.

Other Subjects:

Children will be provided with a daily lesson in other areas of the curriculum in line with the learning that will be done in school. Teachers will make use of online videos and resources to support activities that they provide for the children. These will be prepared in advance and planning will ensure that over the course of a week a range of curriculum subjects will be covered.

SEND

- SENDCo will work with year group teams to produce adapted home learning packs for children with SEND.
- Work packs and online lessons (national lockdown) will be differentiated so that all children can access home learning.

Disadvantaged and Vulnerable Pupils:

- Children will receive weekly/twice weekly phone calls from the team. Any families, who are not in communication with the school/teacher will receive a welfare check.
- Disadvantaged and vulnerable pupils' parents will be invited specifically to home learning training and additional meetings with teachers to support with home learning.

Plans to mitigate identified barriers E.g. parental engagement, limited access to tablet/laptop:

- Teacher's will ensure there is not overreliance on online tasks.
- Live lessons will not be used, meaning children can access lessons at a convenient time.
- All teachers will respond to work shared, with at least one piece a day having more detailed feedback. Any children who have not shared learning for a 5 day period will be contacted by the class teacher.

Measures to minimise safeguarding risks:

- Shared system of responsibility to ensure all members of the team are aware of developments.
- Communication strategy in place and training will be provided to staff to ensure they all follow the correct procedure when communicating with families.
- No live lessons used.
- Any children on vulnerable list will receive additional contacts from safeguarding team.

Measures to balance teachers workload:

- TD day will be used to prepare packs in preparation for any absence.
- Half day release will be provided to communicate with specific families to support them with their home learning.

Staff CPD:

- Staff training on how to use school you tube to support children's learning and communicate with families.
- Staff training on creating effective teaching videos.
- Teacher and TA training on the communication strategy.

Welfare checks:

- Vulnerable families will receive weekly/twice weekly phone calls from team if absent from school or in national lockdown.