



Leasingham St Andrew's Remote Learning-Policy

This document sets out our intentions in the event of a full or partial closure, and we will adhere to it as closely as possible should the need arise. However, we cannot foresee the circumstances around such a closure, nor can we plan for every eventuality. Therefore, it may not be possible to meet all of the following expectations and it may be necessary to adjust provision under specific circumstances.

Teacher Expectations

Teachers will plan lessons that link directly with the curriculum focus for their classes and provide resources to support tasks to be completed at home. A summary of work for each class will be posted weekly on TEAMS; where appropriate, this will direct children and/or parents to work or information that has been uploaded to TEAMS or Tapestry. Details of any online meetings (and links to these) will be sent to parents at least the day before, by Wispy and Twitter.

For each day, learning for EYFS to 6 will include:

- A Maths lesson/Task-based around the Maths No Problem (Yr. 1 to 6) scheme of work.
- An English lesson – this may be a dedicated reading, grammar, spelling or writing lesson.
- A phonics/Reading session (where applicable).
- One/Two other lessons – e.g., science, history, art, PSHE or an offline task (PE well-being)

For each lesson, teachers will:

- provide information and links to virtual meetings, and online teaching videos and resources.
- have high expectations for the quantity and quality of work to be completed and make these expectations clear.
- provide clarity on how and when work should be submitted.
- assess understanding using a range of strategies – this includes looking at work submitted, questioning, quizzes etc.

In addition, teachers will:

- provide regular opportunities for work to be submitted in maths, English and other subjects where appropriate.
- provide constructive feedback for subjects taught, throughout the week where and when appropriate.
- request work is re-submitted with improvements if expectations are not met.
- lead an online reading workshop weekly – this will focus on a range of reading skills and promote the enjoyment of reading.
- hold at least one online meeting each week as a ‘check-in’, where the focus will be on wellbeing, sharing news, etc, not academic.

For our Reception children, appropriate activities will also be set daily. Tapestry will be used to share tasks and allow the teacher to comment on any submissions.

Teacher Limitations

Whilst we are dedicated to providing the best education and care we can under these unusual circumstances, in the event of a further closure it is important to consider that:

- the closure may be the result of the teacher being unwell; in this case, the teacher will not be expected to set work until they are well enough to do so; the school will strive to provide some form of work for children to complete in the interim.
- some of our teachers have their own children and will therefore face their own challenges working from home.
- it is likely the school will remain open to some children, and teachers will be expected to support this provision on a rota basis in addition to providing remote learning: The wellbeing of all our staff members is important to us, and we may need to adapt provision to ensure teachers’ workload remains manageable and acceptable.
- remote learning will never be as effective as face-to-face, differentiated teaching and support, but every effort will be made to provide high-quality education to individual pupils, small groups and the whole class at all times.

Staff CPD

Teachers must be confident in all aspects of this plan. Much of the technology has recently been introduced to the school and teachers are therefore unfamiliar with it. During the Autumn Term, considerable time will be dedicated to building knowledge and confidence in the use of technology, in particular TEAMS and Tapestry.

Parent/Carer Support

St Andrew's School is fully aware that these are exceptional times and that each family will approach remote learning in a way that suits their individual needs. We realise that the circumstances that cause our school to close will affect families in several ways. In our planning and expectations, we are aware of the need for flexibility from all sides. We appreciate that some parents may be trying to work from home, so access to technology or time to support their children 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 qualifications. Also, some of our parents may feel they lack the confidence to support their children with the learning set. The most important things that parents/carers can do to support their children's learning are to:

- dedicate some time to talking about the learning, sharing what the teacher's expectations are and establishing how their child will achieve this (what they need to include in their work/strategies they will use). Children must build a level of independence, but ensuring they have clarity before starting a task (and knowing what to do if they get 'stuck') will help them to become independent, self-regulated learners.
- read regularly with their child, talking about what is happening in the text and asking questions.
- encourage their child to regularly practise basic skills, e.g., spellings and times tables.
- ensure children are using technology safely, including monitoring them during online meetings.

Agreed by staff and at FGB Meeting Sep 2020

Review Sep 2021