

# FOREFIELD COMMUNITY INFANT AND NURSERY SCHOOL



## Remote Learning Policy



APPROVED BY GOVERNORS: November 2020  
POLICY TO BE REVIEWED: September 2021

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### 1. Introduction

At Forefield Community Infant & Nursery School we strive for all children to be able to attend the school setting and have access to direct teaching and learning in their classrooms. We are however living in an era when due to the global Coronavirus Pandemic we have to adapt our teaching and learning in order to keep our children, families and staff safe.

At times this could result in children isolating for short or longer periods of time due to contact with a positive case or through testing positive for Coronavirus themselves. Other circumstances may also result in children being unable to attend school and participate in face to face learning in classrooms. This could include a local or national lockdown during which schools are closed to most pupils other than those of critical worker children and those vulnerable pupils school invites to attend. This policy will detail the strategy in place for remote learning and the procedures, measures and expectations around this should your child need to isolate at home and participate in remote learning.

### 2. Remote Learning Strategy

In the current pandemic children may need to isolate at home for different periods of time. We have categorised these into 4 different scenarios. The remote learning provision offered will differ according to the category each child falls into. (see table below). Suggested times for learning are included on weekly remote learning plans – detailing times for direct teaching (through video or live lessons) and times for follow up / independent activities.

	<b>Scenario Details</b>	<b>Time Frame</b>	<b>Home Learning Provided</b>
<b>Scenario A</b>	Your child is at home isolated waiting for a test result for themselves or another member of their household.	1-3 Days	All home learning is available for parents to access via the Remote Learning section of the school website. <ul style="list-style-type: none"><li>• <b>Home Reading</b> – Online via Bug Club.</li><li>• <b>Phonics Games</b> -via Bug Club</li><li>• <b>KS1 Foundation Curriculum /EYFS Topic Grids</b> (linked to Current Pathways English Text).</li><li>• <b>Phonics Revision</b> for all phases including PGC, Tricky Words,</li></ul>

			<p>Common Exception Words.</p> <ul style="list-style-type: none"> <li>• <b>Big Maths</b> Learn It's</li> </ul>
<b>Scenario B</b>	Your child is at home isolating due to a household member/or a person they have been in direct contact with, testing positive for COVID 19.	<p>10 -14 Days</p> <p><i>(This period may be an add on from scenario A following a positive test result).</i></p>	<p>A home learning letter will be sent out with specific details of Phonics phases and Maths phases along with weekly spelling and /or grammar. The letter will include details of the child's current Maths CLIC and Learn It Levels and a CLIC home learning pack will be emailed to parents. In addition, parents can access Remote Learning Weekly Planning Grids and resources on the school website.</p> <ul style="list-style-type: none"> <li>• <b>Home Reading</b> – Online via Bug Club.</li> <li>• <b>Phonics Games</b> – via Bug Club</li> <li>• <b>KS1 Foundation Curriculum /EYFS Topic Grids Grids</b> (linked to Current Pathways English Text).</li> <li>• <b>Phonics Revision</b> for all phases (PGC, Tricky Words, Common Exception Words).</li> <li>• <b>Spellings /SPAG</b></li> <li>• <b>Big Maths</b> - Learn It's / CLIC Revision Pack.</li> </ul>
<b>Scenario C</b>	Whole class or year group bubble is at home isolating due to a positive case in their group/class/year Group.	10 Days	<p>Teachers will be in touch directly with parents via home learning selfie email addresses to arrange online learning sessions using the Teams platform. In addition, parents can access Remote Learning Weekly Planning Grids and resources on the school website.</p> <ul style="list-style-type: none"> <li>• <b>Daily Virtual Whole Class Maths Session</b> – including follow up work.</li> <li>• <b>Daily Virtual Whole Class English Session</b> – Including follow up work.</li> <li>• <b>Daily Virtual Phonics Session</b> in small groups – including follow up work.</li> <li>• <b>Home Reading</b> – Online via Bug Club.</li> <li>• <b>Phonics Games</b> – via Bug Club</li> <li>• <b>KS1 Foundation Curriculum /EYFS Topic Grids Grids</b> (linked to Current Pathways English Text).</li> <li>• <b>Phonics Revision</b> for all phases (PGC, Tricky Words, Common Exception Words).</li> <li>• <b>Spellings /SPAG</b></li> <li>• <b>Big Maths</b> - Learn It's / CLIC</li> </ul>

			Revision Pack.
<b>Lockdown</b>	School is closed to pupils other than children of critical workers, vulnerable children and other children identified by school who would benefit from attending school.	Indefinite period – defined by Government	<p>Children attending the Nursery will be able to access two 'live' sessions per day via Zoom which will focus on developing Prime Areas of Learning eg Number-time, Story-time, Dough Disco. Weekly Remote Learning Planning Grids will be posted on the Nursery page on the school's Remote Learning section of the website. Activities will be linked to the current topic and will mirror activities children will be accessing in the Nursery setting.</p> <p>For children attending Reception and KS1, online learning videos, pre-recorded by teachers will be uploaded to Teams. Children remote learning can access using Teams platform and individual log on details from home. Children attending school (under Critical Worker criteria) will view and access pre-recorded remote learning videos in classrooms supported by teaching assistants and complete the same work in school.</p> <p>Remote Learning Planning Grids are uploaded to Class channels in Teams as well as uploaded to Remote Learning Year Group pages on the website.</p> <p>Video lessons for each day will be uploaded to Teams on a daily basis at 7.30am each morning.</p> <p>KIT calls made to children working at home every 2 weeks. Every week for vulnerable children.</p> <p><b>EYFS Remote Learning</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics/English/Maths</b> – Daily lessons (x4 per week) with a revision/catch up session on Fridays.</li> <li>• <b>Foundation Lessons</b> – Including PSHE/PE each week. Other lessons linked to topic/text outside of main lesson may also be uploaded.</li> <li>• <b>Nursery Work Packs</b>– Work packs will be made available with support materials for each topic. Parents will be informed when they are available and should collect from the office.</li> <li>• <b>Hard Copy Work Packs</b> – When suitable work packs will be made to</li> </ul>

			<p>support children with no digital or online access at home.</p> <p><b>KS1 Remote Learning</b></p> <ul style="list-style-type: none"> <li>• <b>Phonics/SPAG/English/Maths -</b> Daily lessons (x4 per week) with a revision/catch up session on Fridays.</li> <li>• <b>Foundation Lessons –</b> Curriculum foundation subjects taught on a rotation basis – 4 foundation subject lessons per week.</li> <li>• <b>PE/PSHE –</b> Lessons will be uploaded each week when possible following the curriculum.</li> <li>• <b>Hard Copy Work Packs –</b> When suitable work packs will be made to support children with no digital or online access at home.</li> </ul>
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Remote learning will be aligned to learning taking place in the classroom as much as physically possible. Foundation Subject/EYFS Topic Grids will reflect learning taking place in English and Foundation Subjects and will be updated weekly to reflect learning taking place in the classroom and uploaded to the Remote Learning tab on the website. Foundation Subject / EYFS Topic Grids will be for individual year groups and uploaded to each year groups' Remote Learning page.

Foundation Subject / EYFS Topic Learning Grids will be planned around each year groups' current focus text. The foundation subject activities will be linked to the text or may be linked to the year group's topic e.g. the 'We Are Forefield' topic in Year 1 will be linked to Geography activities through which children will be developing their awareness of the local area and its geographical features. Some learning activities will have links to online resources and videos and may be linked to lessons on the Oak National Academy (when lessons are aligned with our Forefield Curriculum). To promote blended learning, some activities each week will not require internet or devices (to support families with limited devices or internet service).

All year groups will have a weekly focus on PSHE/PSED activities. These will reflect the planned PSED curriculum to be taught in school but may also change to reflect events in the world or in their lives as when in class, teachers would change and adapt lessons to reflect any significant events or current issues.

All year groups will also include a Physical Education session. This may be linked to our PE scheme in school (when possible) but may also be a suggested physical activity to support children's mental and physical health during isolation periods.

The Teacher will monitor and record engagement in remote learning for any children isolating in scenario A & B. During isolation periods, teachers, SLT and Pastoral lead will make 'Keeping in Touch' calls each week to parents/children to check in on learning and offer any individual support.

### **3. Technology, devices and E-Safety**

Children in Reception and Key Stage 1 have their own Microsoft Teams account including access to Microsoft Online Office apps and Class Notebook under the DFE Remote Learning Strategy. Teachers will use the Teams App to deliver virtual teaching sessions each day inviting children to join the session through their individual Teams account, linked to the class teacher's 'Home Learning Selfie' email account.

Children will use an English, Maths and Foundation Subject individual online notebook to complete and submit work to their class teacher. Communication with the class teacher during isolation can take place via the chat function in their Teams account, through pre-arranged online meetings or via the class home learning selfie email addresses. Contact can also be made with school and a member of staff will respond or communicate this information to the class teacher.

A survey of devices available at home has been completed and this will be taken into consideration when class teachers are scheduling remote learning sessions as much as is physically possible. A device loan scheme will be put in place for children who are isolating should families require devices to enable access to home learning. School will utilise Catch-up funding to this end as, as an Infant School, pupils are not currently entitled to receive devices as part of the Government's strategy to support children who are disadvantaged and may not have access to technology in the home. Disadvantaged children will be prioritised for loan schemes and following this, staff will use discretion to allocate devices to children if demand exceeds the number of devices available. Parents will be made aware of any schemes or grants available for additional data and applications will be made on their behalf.

Inline with DFE guidelines under the Microsoft scheme, elements of the Microsoft Office suite and Teams have been disabled. This includes the ability for children/parents to email and directly message each other outside of the class group chat function. Accounts have also been set up with restricted use of the key functions to communicate with those within the organisation of Forefield Infant School. Communication attempts outside of the organisation from school email addresses have been disabled in the settings to ensure the safeguarding of all pupils.

In line with our E-Safety Policy, online learning will be carefully planned and monitored by staff. Staff will invite Bev Roberts (E Safety Lead) to join any class / group chats as a secondary monitor. Monitoring of all class home learning selfie email and Microsoft accounts will be included in the rota of device monitoring in line with our E-Safety Policy.

All children and parents will sign parents' and children's Acceptable Use Policies which have been updated to reflect the remote learning requirements and expectations. This includes parents being present when children are accessing remote learning sessions and using the internet for remote learning tasks.

### **4. Marking & Feedback of Remote Learning**

Children will complete learning electronically and use their individual work books in One Note to submit work to their class teachers.

#### **Scenario A**

Work submitted by children under scenario A will be marked and feedback given within 24 hrs.

#### **Scenario B**

If children are isolating under scenario B (when class teachers remain in school teaching classes), feedback on work submitted will be given daily. Teachers will make further contact with parents if

individual feedback is required or if work is not being completed and returned during the isolation period.

### **Scenario C**

If the class (including the class teacher) are working remotely, feedback will be provided daily to children – as a group or individually depending on the type of feedback required. Feedback will also be given during the 3 daily virtual teaching sessions.

### **Lockdown**

Teachers will give feedback on learning at home during the daily live session at the end of each day. Personal feedback to pupils/groups of pupils will be provided daily on the work as it is submitted to teacher via Teams or class homelearningselfie emails.

## **5. Engagement, Assessment and Feedback on Remote Learning**

Children who are remote learning should engage in Remote Learning each day. Suggested times to spend on each learning activity are included on weekly Remote Learning Plans from Reception – Year 2. We are aware in some scenarios, families may have limitations in the time given to remote learning for a number of reasons including device sharing and parents working amongst others. Due to the young age of our children, we are aware there is more responsibility and requirement for parents/carers to support children in accessing and completing remote learning set by teachers. We therefore suggest parents should prioritise Phonics/SPAG, English and Maths on a daily basis, followed by PSHE, PE (or some physical activity) and finally Foundation subjects.

Parental support will be necessary for some remote learning, however this will be determined by the lesson, task and age and stage of the child. We expect parents to ensure children are completing remote learning at home on a daily basis and use their discretion regarding the level of support required by their child to complete remote learning. As a result of this parental support requirement, we will set deadlines for work submission at the end of each half term. This will allow for parents/children to catch up on missed lessons for example after periods of illness or busy working periods for parents.

Teachers will monitor engagement in remote learning via Teams. This platform informs teachers when children have viewed lessons and submitted work. Teachers will then provide daily feedback to children on the work submitted. If children are not viewing or completing work, teachers will contact parents to discuss and attempt to resolve any technical issues or understanding of how to use the platform.

Remote learning completed will be assessed by teachers (virtual or hard copies) and may be used to contribute towards overall assessment of children's attainment. This may also be used as evidence towards achievement of outcomes combined with teacher judgements of classroom based learning. Consideration will be given to the fact that children are completing the tasks during isolation or lockdown and outside of their normal classroom learning environment.

## **6. Inclusion of SEND and disadvantaged children**

Teachers will be aware of the differing needs of children in their classes and will differentiate learning tasks based on individual children's next steps of learning. During virtual whole class learning, teachers will ask questions at different levels that are appropriate to different children as they would in the classroom teaching environment. Some virtual sessions will be in small groups e.g. Phonics, thus facilitating teaching to meet the specific needs of all children in a smaller group session. SEND support plans and quality first teaching strategies will be included in virtual and

remote learning were possible to support children who are learning at home. Teachers will make weekly KIT calls to any SEND/Disadvantaged children not attending school to give individual support and advice to parents/carers regarding completion of work and support. Mrs Buckley (SENCO) may also telephone parents of SEND/disadvantaged children if remote learning is not being accessed to offer further support.

The school SENCO will make weekly contact with any children who are isolating under scenario B, C and lockdown to offer any support and give parents opportunities to ask questions regarding remote learning.

Disadvantaged children will be contacted by the class teacher and/or pastoral support to ensure they have adequate access to devices and internet in order to participate in remote learning activities. Children who do not have adequate devices may loan a school device to support remote learning to ensure children are not disadvantaged any further. Contact will be made with disadvantaged children at least every 3 days by the class teacher or pastoral lead to ensure children and families are supported at home in remote learning and with any other practical needs e.g. food hampers.

## **7. Equality Statement**

The Remote Learning Policy at Forefield Community Infant and Nursery school adheres to our school Equality Policy. It is the responsibility of all staff to ensure that all children are treated equally, regardless of their background, gender, race, ability, language. We will endeavour to support parents and families to allow all children to access remote learning regardless of socio-economic barriers and offer a blending learning approach. We will aim to work with families to resolve issues around devices or internet requirements for remote learning if these are not readily available in the family home. For those families with limited internet or devices we will offer a blended learning approach with some online learning and some hard copies of learning. For any families without internet access or appropriate devices hard copies of learning activities will be shared with parents and families upon request or through discussion with the class teacher, pastoral support or senior leaders.

## **8. Monitoring**

Subject leads may use remote learning video lesson and content to monitor and evaluate teaching and learning of their subject and the curriculum across the school. They may also monitor completed remote learning and feedback given by staff to children on work completed. Senior leaders in school will also monitor quality of remote learning, curriculum coverage and learner responses and parental feedback.

**Policy Review Date: Sept 2021**