

MOBBERLEY CHURCH OF ENGLAND PRIMARY SCHOOL

Church Lane, Mobberley, Cheshire, WA16 7RA

Headteacher: Mr D. Stenson B.Ed NPQH

T: 01625 800 920• E: admin@mobberley.cheshire.sch.uk • W: www.mobberley.cheshire.sch.uk

**Remote Learning Policy 2021**

**Mobberley CE Primary School**

|  |
| --- |
| Vision Statement**“Open Hearts, Open Minds, Open Doors”**We aim to provide all of our children with a rounded education based on the foundation of six core Christian values: **Respect** – Treating everyone in our school with kindness and politeness**Perseverance** – Keeping going when things get hard **Compassion** – Being able to relate to and understand others in need**Friendship** – Enjoying the company of others and being there for them **Courage** – Taking brave steps forward**Honesty** – Always telling the truth Through this approach, we aim for all our pupils to achieve their full potential and to thrive in the modern world, being confident and independent global citizens.**Our Vision is Inspired By:** Matthew 7:7**“Ask and it will be given to you; seek and you will find; knock, and the door will be opened to you.”** |

This policy outlines the plan for the action that the school will take to provide remote education where individual children, group clusters or whole class bubbles have to self-isolate due to COVID 19.

At Mobberley C of E Primary School, we are committed to ensuring that the quality of remote education is of a high standard and is effective in meeting the needs of the children whilst they are not in school.

**Purpose of Policy**

**Section One** of this policy outlines the actions the school will take to provide remote education under the following circumstances:

* where a class or bubble need to self-isolate following a confirmed case of COVID
* where more than one class or bubble across the school need to self-isolate following a confirmed case of COVID

**Section Two** of this policy outlines the actions the school will take to ensure that children, who are not ill, have access to remote learning in the following circumstances:

* When individual children are long-term shielding but their cohort is in school and therefore entitled to quality remote education in the longer term
* They are well, but having to self-isolate for a set period of time as either a confirmed COVID 19 case or a direct contact of a confirmed case while their cohort is in school
* They are well but having to isolate for a few days while awaiting a household test result (short term provision)

For children with an EHC plan, a separate Risk assessment will be written in any of the above circumstances to ensure that provision and needs are matched as much as possible in the circumstances.

Aims and design considerations:

* To ensure that Mobberley Primary School has a plan that can be up and running as soon as possible should a need arise to educate a class/ bubble of children off site.
* To support our children to continue to receive the best teaching and learning we can facilitate under these difficult conditions and to minimise lost learning as much as possible.
* To provide a ‘learning at home’ timetable which balances an expectation that children undertake school work when at home with flexibility and the need to respect difficulties parents may have in supervising and supporting this expectation.
* To ensure consistency in the approach to remote learning for children who are not in school
* To keep the model as simple as possible to ensure that children, parents/carers and teachers know what is being asked of them and to ensure all involved are trained in their use
* To ensure that maximum teaching and learning is maintained between teachers and children at home through the use of recorded teaching lessons and an interactive platform.
* To ensure that our remote teaching allows interaction, assessment and feedback to take place daily using high quality remote education resources. Interaction and relationships is fundamental to our wellbeing beliefs.
* That all staff are committed to the emotional and pastoral connection and support of all our children on a daily basis whilst they are learning from home
* To provide resources, such as paper copies or a laptop for children who do not have suitable online access.

The DFE Document ‘Remote Education Good Practice’ document states the following:

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

* ensuring children receive clear explanations
* supporting growth in confidence with new material through scaffolded practice
* application of new knowledge or skills
* enabling children to receive feedback on how to progress

These characteristics of good teaching are more important than the medium of delivery, be it in the ‘live’ classroom or through remote provision (whether or not that remote provision is live or pre-recorded). It is important that schools consider how to transfer into remote education what we already know about effective teaching in the live classroom.

Anticipated challenges and how we can respond:

* Safeguarding our children. School emails (not personal emails) should only be used to communicate work and as a means of correspondence between staff and children. It is important that parents monitor their

 child’s use of the internet to ensure that they are kept safe.

* Remote education for younger children will typically need more involvement from parents, and parents may be facing a range of pressures at this time.
* Teachers will be flexible and supportive and will be available for parental general queries and specific learning support via (school) email/class dojo during the school day when a whole class bubble is self-isolating. Through their interaction and feedback with the children,

 teachers will encourage and motivate the children to work

 independently as much as possible.

* Maintaining engagement from children daily. Teachers will make good use of opportunities within explanations and teaching videos to set clear expectations for work submitted and to provide encouragement and celebration.
* Supporting those children who usually rely on a high level of support in class.
* Teachers may l provide differentiated work for a small number of individual children requiring additional learning support, for example, those children with an EHCP.
* The demand on technological devices in the home may be stretched if more than one pupil in a home requires a device at the same time. School are able to provide laptops (where there is a genuine need) upon request. The use of pre-recorded teaching videos will also allow for flexibility in times of learning at home.
* When an individual/ small group of children in a particular class are self-isolating, the classteacher will be teaching the rest of the class throughout the day in school. Resources for home learning will be directly mapped to the planning and lessons delivered in school. However, the children will be encouraged to upload/email/use class Dojo to send work through to their classteacher. They will receive daily feedback from the teacher at the end of the school day rather than throughout the day.
* Teachers who are self-isolating and are unwell. In this instance, the designated paired staff member (2 Rec teachers paired, Y1/Y2 pairing, Y3/Y4 pairing and Y5/Y6 pairing) would set work and upload this to the website/email out to parents. This work will follow exactly the same curriculum content as would have been followed so that disruption is minimised. However, teaching videos may not be possible in this instance.

Senior leaders/ Designated Safeguarding Leads will:

* Co-ordinate the remote learning approach across the school.
* Monitor the effectiveness of remote learning.
* Monitor the security of remote learning systems, including data protection and safeguarding considerations.
* Seek feedback from parents/ carers in order to inform any subsequent review of the remote education policy
* Ensure that a staff member is available to teach remotely for any whole class bubble that may be self-isolating and to provide feedback to all self-isolating children.

**Section One**

* Where a class or bubble need to self-isolate following a confirmed case of COVID, or
* where more than one class or bubble across the school need to self-isolate following a confirmed case of COVID Teaching and Organisation

Your child’s teacher will:

* Deliver three 20 min ‘Live’ teaching sessions if your child is in Reception class in the core areas of Phonics, Literacy and Mathematics
* Deliver 2 x 45min/1 hour ‘Live’ teaching sessions in Literacy and Mathematics each morning (4 days per week) and will have comparable recorded sessions in these core subjects for the day when the teacher is not ‘Live’ due to supervision in school – in KS1 and KS2
* Provide a range of self-directed tasks in other curriculum subjects, carefully selected by class teachers to follow the normal progression of subjects within the curriculum. These tasks will have explanatory (pre-recorded) videos personalised by the class teacher to help inform and guide the learning.
* Encourage their class through daily videos about the importance of a work routine and the expectations of completed work every day from them. Perseverance and ‘having a go with tricky learning will also be emphasised and encouraged.
* Plan a programme that is comparable in length, quality and complexity to the core teaching children would receive in school.
* Continue to 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.
* Provide frequent, clear explanations of new content, delivered through high-quality curriculum videos and/or written explanations.

**Set work – specific guidance**

* On the first day of self-isolation for a whole class bubble, before a remote education plan comes into operation, parents will receive a letter informing them of the closure of school to their child.
* For the first half a day, whilst the teacher is awaiting collection of children/ travelling home/ preparing resources, there will be an introductory video and some generic tasks for the children to begin.
* Once the teacher is available to lead the online learning, they will upload appropriate learning resources onto the class page of the school website.
* Within the teaching videos used, teachers will explain concepts and

provide modelling. They may include pause times for the children to think, respond etc.

* Independent work/self-directed tasks should then follow for the pupil.
* During the independent practice time, teachers will be available via email/class Dojo to answer questions and provide further clarification and feedback.
* A further task outline or pre-recorded teaching video/s may be used as and when teachers feel that it will support the learning for the children.

**Video Type and Purpose**

Videos may take the following forms but each type will not necessarily be used by every teacher:

* Introductory/ wellbeing video
* Welcoming the children to the remote learning.
* Reference to today’s overall timetable of learning or picking up on

misconceptions of the day.

* Teaching video Teaching video to: pre-tutor, model, teach,

scaffold, explain the learning for that lesson

* Progress check video Short video to ask questions & check how

 the children are progressing with their learning

* Intervention check video Short video to address misconceptions,

remodel methods, re-teach specific areas

* A closing statement video Thanking children for their participation in

the day’s learning.

* Celebration of uploaded work.

Reading every day for 15-20 minutes will be a central part of the remote learning programme for all children.

**Providing feedback on work**

* Teachers will offer ongoing support, feedback and praise during ‘Live’ teaching sessions each morning.
* In self-directed tasks/independent work, teachers will assign certain tasks to receiving more feedback than others.
* Teachers in Y3 – Y6 will make clear to children that they will be expected to upload/submit/complete tasks according to the deadlines set. We would ask that parents support their child’s teacher in this by checking in with their child daily that they have done this.
* Use of digital sites such as Times Table Rock Stars, White Rose Maths, Reading Eggs, etc. Teachers will continue to use these to support practise and consolidation of core skills.
* In KS1 and EYFS, there will be a balance of teacher led @live’ sessions, parent supported activities and independent activities. Parents may be asked to support and aid the learning for their child within designated sessions -this may take the form of a directed task set or supporting where the planned activity will be more play/independent based. This is in line with the way the children would be learning in school in the continuous provision.

**Pupils Working Online**

Pupils accessing lessons via MS Teams/Zoom will help to maintain connection, belonging and a sense of accountability to school. Teachers will celebrate individual children, share work and maintain the strongest sense of ‘belonging’ and class identity daily.

Those children who have worked particularly well during the week will be mentioned in the (Online) Celebration assembly each Friday.

Parents are expected to re-enforce expectations of good behaviour to their children at home and the online etiquette which has been explained to the children, i.e. remaining muted until asked a question, not causing distractions through excessive movement/changing backgrounds, refraining from using the chat facility/draw facility unless requested to, etc.

**Section Two**

This section outlines the actions the school will take to ensure that children, who are not ill, have access to remote learning in the following circumstances:

* When individual children are long term shielding but their cohort is in school and therefore entitled to quality remote education in the longer term
* They are well, but having to self-isolate for 14 days while their cohort is in school
* They are well but having to self-isolate for a few days while awaiting a household test result (short term provision)

**Teaching and Organisation**

* Any children falling under the above categories will have access to a weekly timetable of lessons and all relevant multi-media materials will be uploaded onto the class page of the school website.
* Activities will be uploaded for the week and will cover all of the subjects throughout a ‘normal’ week. As the teacher will be teaching the remainder of the class in school, ‘Live’ sessions will not be possible in this instance but tasks will be carefully mapped to the planning and lessons delivered in school. Links to ‘Live’ sessions and/or video clips will be embedded in tasks, where appropriate.
* The child will be asked to upload/email/use class Dojo to send their work to their teacher who will mark it/ give feedback on it instead of marking the child’s book in class.
* If another member of staff is self-isolating and available, they will answer any questions that the child asks throughout the day but this may not always be possible.

This policy will be reviewed regularly to ensure that our remote education provision meets the educational needs of all our children.

Policy adopted: Jan 2021

By the Governing Body of Mobberley C of E Primary School

Review Date: Jan 2022