



RAMSDEN INFANT SCHOOL

REMOTE LEARNING POLICY

With reference to 'Providing Remote Education Information for Parents Template' (DfE - Dec 20) and 'Review Your Remote Education (DfE - Jan 21)

Aims:

This information is intended to provide guidance on Ramsden Infant School's policy and practice regarding remote education, where national or local restrictions require entire cohorts (or bubbles) to remain at home or where individual pupils are self-isolating.

We understand that each family is very different and that what they have available to support their children's learning may provide parents/carers/children with challenges. Our young children rely on adult support to access learning and we have taken this into consideration alongside other factors, including ...

- There may be a number of children in the house and this could limit the access to technological devices
- Families may have limited access to technical devices or poor/limited internet access
- There may be a number of children in the house of different ages that may require different levels of support or resources to access learning
- Families may have children that attend different schools and therefore have different expectations on learning
- There may be family members in the house who are working from home and this may limit access to technology or parental capacity to support
- There may be family members working different shift patterns and a 9-3pm delivery of learning may not be accessible
- Families may have circumstances e.g., ill health, that limit the amount of time and energy they can give to supporting their child's learning

With all this in mind we have developed a flexible approach to our remote learning that enables families to

- Use the resources provided in the way that suits the family situation best
- Minimise any stress caused by restrictive expectations regarding timings of learning provided
- Provides flexibility for families to interact with staff at a time and in a way that suits them best

Parents/carers are aware that there is a national expectation to be doing around 3 to 4 hours a day of learning with their children. However, we are mindful that for many families home educating their children under national and local restrictions can be stressful and can have a negative impact on the mental health and wellbeing of family members. We strive to provide resources, support and frequent communications to ensure this risk is minimised. We understand that enabling and empowering parents can have a positive impact on children having access to learning and making progress.

We have also taken staff workload into consideration and continue to develop and monitor our system in place to ensure it is manageable. Staff also check with parents/carers in each year group, and on an individual level, as to how they are managing the learning provided and this is reviewed weekly to ensure it meets the needs of our families. Whilst we try to restrict interaction with families to the

normal school day, we are mindful that some families will need support at other times of the day (for some of the reasons mentioned above). Staff will take a measured approach to the needs of families whilst protecting their own work/life balance.

Procedures:

Resources

Should a child be required to self-isolate or quarantine for any length of time we will provide them with a weekly 'learning pack'. These packs will provide families with the resources they need, adapted where necessary, to access the planned curriculum that would be taught in school that week. It will not be assumed that families have the resources available to them at home to access the activities provided in the learning packs.

These packs may include such items as...

- Pens, pencil sharpener, paintbrushes, scissors
- Worksheets to practice key skills or record children's learning
- Exercise books (that may be collected at the end of the period of time out of school to help assess progress)
- Playdough or baking ingredients linked to a specific activity

These packs will be created in a Covid-19 risk managed environment and may be collected from school or delivered to pupil's homes, depending on individual family circumstances. Reading books or work sent back into school will be quarantined for the appropriate amount of time, according to the material it is made of, or sanitised before being handled.

Online Learning during Lockdown

Ramsden use ClassDojo as a means of connecting with families. Linked to the learning packs will be a range of online resources e.g., video lessons, video links, website links, Powerpoint presentations etc that provide children and families with information, stimulation, motivation, ideas and advice on the learning that would have been/is being taught in school each week and how to access it using the resources provided in their learning packs.

During lockdowns, these online resources are posted daily on ClassDojo. For example, on Monday staff will post a Phonics lesson and in the learning pack will be activities that families can use to consolidate the learning. Staff will provide the online activities and resources over the week, in an order that supports knowledge and skills building on prior learning. However, we acknowledge that parents/carers will need to access the resources provided according to their individual circumstances, in order to avoid added stress or worry.

Year Group Provision

These strategies are *examples* of the timetable of learning that has been provided by each year group during lockdown. Staff are adapting their timetable and strategies according to weekly assessment of impact, in consultation with families as to the appropriateness and manageability of the resources and in response to access to new ideas and research.

- Nursery
 - Packs sent out or collected on a Monday
 - Daily plan shared with families and links to any online activities
 - Story posted daily
- Reception
 - Packs go out on a Friday, although some are collecting from school
 - Daily English, Maths, Topic and Phonics lessons (videos, web links, Powerpoints etc)
 - Daily reminder to read their book each day

- Story posted each day
- Year One
 - Pack sent out on a Wednesday
 - Daily English, Maths, Topic and Phonics (videos, web links, Powerpoints etc)
 - Weekly plan shared as to the learning sequence being followed in school
- Year Two
 - Packs sent out on Friday for the following Monday
 - Daily English, Maths, Topic (videos, web links, Powerpoints etc)
 - Story posted each day

This is not a definitive list. Staff respond to individual issues and concerns arising with children's learning and will provide additional or alternate resources where appropriate e.g., if a child needs fine motor skills developed they will provide beads and laces for threading etc. This structure for delivering remote learning is evolving as we learn about new technologies and research that enhance our provision. For example, staff have used ClassDojo, Loom, Zoom and Facebook to ensure what we provide is accessible to the majority of families

Individual Pupils

Where a child is required to self-isolate or quarantine during times when school is fully open, a learning pack, matched to the learning that is taking place in school or the child's needs, can be collected from school or will be delivered to the child's home

Children with SEND

Children who normally have one to one support, and who cannot access school, will be supported remotely by their one to one teaching assistant. This will be through ClassDojo, with online and learning packs specifically designed to meet their learning needs and appropriate to the objectives identified on their IPP or EHCP

School/Family Communication:

Families are encouraged to share the work they are doing at home through picture and videos on ClassDojo. Year Group staff will respond, where possible, to posts and communications through the school day, and use praise, rewards or constructive feedback to encourage interaction and guide families in next steps in a child's learning

Although it is strongly encouraged, there is no expectation that children/parents/carers will be able to post daily, or even a specific number of times per week. However, staff monitor weekly the levels of engagement and if they are concerned about a lack of engagement or a significant change in the number of interactions between school and a specific family, they may contact them to make sure things are going well. This may be through ClassDojo, a phone call or a home visit. We understand that family circumstances may make engagement or interaction challenging at times and staff will avoid exerting undue pressure on families to conform to a general expectation as this could have a negative impact on family wellbeing and mental health. Families are encouraged to do what they can and enjoy what they do. They are also encouraged to recognise the many activities they may do at home that have an educational benefit e.g., baking is Reading, Maths and Science

Where parents have a concern about their child's learning or engagement, staff encourage parents/carers to contact them and are able to provide additional support. Where the concerns extend beyond the child or education, staff encourage parents to contact school and we will signpost them where appropriate e.g., School Nurse or Cumbria County Council. Sources of advice or guidance are posted regularly on the whole school ClassDojo site