

# LANGTOFT PRIMARY SCHOOL

## Policy on Remote Learning

### 1. Rationale

- 1.1 Governors and teaching staff of Langtoft Primary School (hereafter known as 'we') understand the value of regular attendance at school, access to a well-planned and sequenced curriculum, regular feedback from a teacher, and the sense of belonging to a school.
- 1.2 With this in mind, we have put in place a policy for remote learning for when a class or an individual child is unable to attend school due to coronavirus (Covid-19) because they are self-isolating as they or a member of their household is displaying symptoms, has tested positively or has been instructed by NHS *Test and Trace* to isolate or local restrictions require pupils to remain at home.
- 1.3 We have based this policy on what worked well during the initial school closure in March 2020 and on the latest Guidance from the Department for Education (30 December 2020). We have considered carefully what teachers can realistically deliver and what children aged 4 to 11 can be expected to achieve at home.

### 2. What access to remote learning will look like

- 2.1 Remote learning in our school will be made up of the following parts:
- i. A [daily timetable](#) from the teacher uploaded on to *Tapestry* (EYFS only) and *Seesaw* (Y1 to Y6 only) that outlines the lessons of the day and the expected amount of time to be spent on each lesson. The timetable will be uploaded by 8:45am each morning. It may take the form of a video message or a written list.
  - ii. [Video recordings of some lessons/instructions](#) by the class teacher uploaded on to *Tapestry* or *Seesaw*. These will be supplemented with worksheets appropriate to the age of the child in the bubble and their level of independence. It will not be possible to adapt all home learning to meet the individual needs of all children. Where possible, the worksheets will be interactive. This will save printing the sheets.
  - iii. Links to [existing online videos](#) from *Read Write Inc*, *White Rose Maths*, *BBC Bitesize*, *Oak Academy* and *Charanga*.
  - iv. Activities on *MyMaths* set by the class teacher (Y1 to Y6 only). These activities can be 'marked' online.
- 2.2 Remote learning will focus on phonics and reading, increasing vocabulary, writing and mathematics. **There will be three hours of learning each day in EYFS and Keys Stage 1 and four hours per day in Key Stage 2. (Updated 7 January 2021.) English (reading and writing) and mathematics should be completed in the morning and uploaded on to *Tapestry* or *Seesaw* by 1:00p.m. each day.** This is to allow teachers time to review the day's learning so that the next day's learning can be prepared and so that feedback can be given.
- 2.3 In line with guidance from the *Department for Education*, feedback will be offered weekly by the child's class teacher. Feedback may take the form of a written comment or a video message from the class teacher. Not all activities that are uploaded will be commented on. Feedback may be specific to individuals or generalised to groups or the whole class where common misconceptions have been found.

2.4 When instructed to by their teacher, children should upload a video recording of them reading from their school reading book (Read Write Inc Storybook or Oxford Reading Tree) or equivalent. The class' teaching assistant will watch the video and comment in readiness for the child's return to school after the lockdown has ended.

### **3. Parents and children who encounter problems with remote learning**

3.1 The apps *Tapestry* and *Seesaw* which are to be used for remote learning are best accessed on an iPad or tablet or a laptop. A mobile phone is often too small for children read from and to write on.

3.2 Parents who cannot access to *Tapestry* or to *Seesaw* should contact the headteacher.

### **4. Expectations of parents and pupils**

4.1 It is an expectation that all learning activities will be attempted. Unlike the 'suggestions for home learning' provided during the school closure period (March to June/July 2020), learning activities set by teachers remotely are to be completed in full – or as much as possible within the time suggested. Learning activities are not optional. They are not provided to occupy a child who is absent due to coronavirus but to continue their sequence of learning so that when they return to school, they have kept up with the other children and with the curriculum.

4.2 The activities should be completed to the best of a child's ability. Teachers will consider a child's special educational need or disability when providing feedback. Work should be completed in pencil (unless the child is Y5 or Y6 and has a Pen Licence). A child should write numbers and letters clearly – just as they would be expected to at school.

### **5. Helping parents**

5.1 If requested via the school office (01778 343419 or enquiries@langtoft.lincs.sch.uk) before 12:00pm on a school day, a telephone conversation between child, parent and teacher can be arranged. A parent/responsible adult would need to be present to facilitate the conversation. It may not be possible to respond to all requests on the same day. Teachers would not make calls after 4:00pm.

### **6. What if..**

6.1 We understand that even the best laid plans do not always work out. We have considered some factors that may make it difficult for this policy to be adhered to.

- a. The child's teacher is poorly and unable to plan or feedback. Where possible, we shall try to substitute the teacher's planning with other activities. This may not be possible, though, due to the work commitments of other teachers. We shall provide a simple list of 'Daily Jobs' similar to the Summer Bees provided to prepare children for their return to school in September 2020. This will keep learning 'ticking over' until the teacher is well again. The websites listed in point iii of 2.1 will remain accessible to all.
- b. Technology and/or internet connection fails. We have all experienced this at some point. We shall attempt to communicate any issues we experience. It may be necessary, though, as a last resort to give up and try again the next day.  
Families do not have access to a tablet or laptop. Where this is the case, families should approach the school to let them know. The school will look in to 'lending' a device for the period of the isolation.