

# West Green Primary School

## Remote Learning Policy



## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require some children to remain at home.

For details of what to expect where individual pupils are self-isolating, please later in this document. Although the Covid -19 pandemic is no longer affecting schools with closures, this guidance has been left in this document for clarity.

### **The remote curriculum: what is taught to pupils at home**

#### **Will my child be taught broadly the same curriculum as they would if they were in school?**

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, we realise that pupils will not have access to the same PE equipment or science resources at home. We will also adapt activities so that they are more suitable to be carried out at home, for example by setting work from CGP books that can be marked by a parent or the child.

### **Remote teaching and study time each day**

#### **How long can I expect work set by the school to take my child each day?**

We expect that remote education will take pupils broadly the following number of hours each day. These times have been suggested by the government, but it is up to parents to decide how best to educate their child at home. Some teachers may provide suggested timetables, but these are optional.

Reception	Up to three hours a day, as appropriate to the child. As much of Reception learning is play based and self-initiated, pupils will naturally carry this out at home.
Key Stage 1 (Year 1 and 2)	Up to three hours a day. Year 1 children may also do some of this as play based learning.

Key Stage 2 (Years 3 to 6)	Four hours a day
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## Accessing remote education

### How will my child access any online remote education you are providing?

The two main ways that we are providing remote education are:

- The 'Class Dojo' website.
- Through resources we have sent home, such as the CGP books and 'Power of Reading' books;

### If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- The loan of laptops supplied by the DFE
- By providing printed materials to all pupils
- By providing additional printed materials to some pupils where needed

### How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

The main platform that we use for remote teaching is the 'Class Dojo' website.

Maths and English content will be posted to the site on a daily basis. This will usually be accompanied by a short video clip explaining the task. This might be a clip of the teacher explaining, or a suitable video from another website such as the Oak National Academy.

Tasks will then be set, and this should take most of the children's learning time. Staff will be available to answer questions that children post online about their learning. This may not happen straight away however, as staff have in school class teaching responsibility at these times as well.

Each day there will also be content on the site for other curriculum areas. In this way we will cover the whole of the primary curriculum content over the weeks of home learning.

Tasks may be in worksheet form, but there is no requirement for these to be printed out. Often it will be fine to write answers on a separate piece of paper. Teachers will aim to have a range of types of response to tasks, such as drama, practical activities and art, to cater for all children and home circumstances.

Parents should feel free to adapt the learning to suit their child. The school provides a service through home learning, and it is not a strict regime that must be followed. Home learning does not have to be completed the day it is set.

The school also recognised the value of parents own skills that they may be able to share with their children. These could be anything from sporting skills of musical skills to DIY and 'home economics'. We actively encourage parents to make use of this time to teach their children things they themselves know about.

## **Engagement and feedback**

### **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

We hope that all children at home will engage with their teacher through 'Class Dojo'.

Where pupils post work on the 'Portfolio' section of 'Class Dojo', teachers will approve and like it to show that it has been seen. Some pieces of work will receive more attention and teachers will add praise and suggestions for improvement. This can lead to a dialogue between pupil and teacher.

Parents and carers should do their best to support children with their work. Teachers will be available to offer support and advice.

### **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

Where pupils are posting work on 'Class Dojo', this will be the main way that engagement is monitored.

Where there are concerns because children are not posting work, a member of school staff will call to check that the pupil is accessing in the work at home.

Where there are concerns because a pupil does not have access to the internet, school staff will work with the family to achieve a solution. This may include a DFE laptop, increased WIFI access through a DFE device or mobile contract, and printed materials provided by the school.

## **How will you assess my child's work and progress?**

The ideal way for feedback to occur is by teachers commenting on work seen on 'Class Dojo'.

Where this is not happening (for whatever reason), school staff will call to check up on the child's progress, and will work with parents to find a solution to accessing home learning.

## **Additional support for pupils with particular needs**

### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

Pupils with EHCPs and some other special needs will be offered a place in school.

The school's SENCo will work with class teachers to monitor provision for pupils with SEN working at home, and take steps to ensure that they are able to engage with it on a case-by-case basis.

Teachers in Reception and Year 1 will ensure that work they set includes time away from a screen, and that some of it is open-ended, play-based or uses other approaches that are suited to this age range.

## **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

## **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

Where most pupils are attending school and individuals are self-isolating, the provision of learning at home will largely be the same. The main difference will be that teachers will not generally provide video clip lessons.

Where whole classes are having to self-isolate, the provision will be the same for all pupils.

## **Safeguarding Advice from West Sussex**

### **How can I make safe use of technology at home?**

During home learning, it is important that parents and pupils to strike a balance between academic work and wellbeing development. Alongside ensuring that all Wi-Fi access is via appropriate filters, age restrictions are followed and suitable hardware is being used, there are some basic health and safety principles that should be encouraged so pupils stay fit and well. When using IT equipment, pupils should try to avoid awkward static postures by changing position regularly and getting up/moving and stretching between tasks.

Children should take regular rest breaks with at least 5-10 minutes of non-screen time every hour. This will help to protect their eyes and also will help with their attention span.

Pupils should engage in home learning using a suitable position in the home such as a kitchen table or desk; sat in a comfortable and a supportive chair. It is not safe or healthy for pupils to be using laptops on their laps or mobile devices whilst sat on a sofa or in bed. Charging cables must be kept secure and used safely to avoid fire hazards or risk of electrocution.

Where PCs are being used, they should be set up and adjusted to ensure screens are at eye level and keyboards and mice are accessible so as to avoid eye and neck strain. Pupils using mobile devices, including laptops tablets and mobile smartphones should be supported to take regular breaks (every 20 minutes) and to use stands where possible to help tilt the screen.

Good hygiene should also be encouraged including wiping mobile devices with suitable cleaning products on a regular basis.

The following websites may be helpful for guiding parents to safe practices;

- [National Education Union](#)
- [NSPCC](#)
- [Connect safely](#)
- [Internet matters app guides](#)
- [UK safer internet site social media guides](#)

- [SWGFL you tube guide](#)

## **How can I report concerns?**

If parents or children are concerned about something they have seen online or have experienced any negative issues, they can report via the Internet Watch Foundation and Child Exploitation and Online

Protection Centre (CEOP). They would also be advised to contact the school as appropriate to share these concerns.

If children stumble across worrying or criminal content online, it should be reported to the Child Exploitation & Online Protection centre.

Terrorism related content should be reported to the police's Counter Terrorism Internet Referral Unit.

Online content which incites hatred on the grounds of race, religion, disability, sexual orientation or gender should be reported to True Vision.

For more general information about ways to stay safe online, visit the WSCC Staying safe online web-pages.