***Remote Learning Policy and Procedure***

*INTRODUCTION*

*Remote education may need to be an essential component in the delivery of our 2020 – 21 school curriculum for some pupils, alongside classroom teaching, or in the case of lockdown. This could apply to a class, a year group or key stage bubble or several pupils who need to self-isolate. A strong contingency plan should be in place to allow access to high quality resources and which uses curriculum sequence. Pupils who do not have online access should be considered and provision via the DfE Digital Devices scheme will allow school to ensure that this is addressed.*

*DfE expectations include:*

* *a curriculum sequence that allows access to high quality on-line and off-line resources and teaching videos, and that is linked to the school curriculum expectations.*
* *School should use a digital education platform to deliver remote learning*
* *access to high quality remote education resources which include recorded or live teaching alongside independent tasks*
* *on-line tools that will be consistently used across the school to allow interaction, assessment and feedback and that will make sure staff are trained in their use.*
* *provision of printed resources, such as textbooks and workbooks for pupils to support remote learning or where parents have requested them*
* *recognition that younger pupils and some pupils with SEND may not be able to access remote education without adult support and school will work with families to deliver a broad and ambitious curriculum*

*When teaching pupils remotely the DfE expects schools to take into account pupils age and stage of development and/or special educational needs to:*

* *set assignments (task/activities) so that pupils have meaningful and ambitious work each day in a number of different subjects*
* *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 by a teacher in the school or through high quality curriculum resources and/or videos*
* *gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
* *enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils’ understanding*
* *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*

***Aims***

*We will ensure that our remote learning will be high quality, safe and aligned as close as possible with in-school provision.*

*Work must:*

* *Be meaningful and ambitious*
* *Cover a range of subjects*
* *Be equivalent in length to a normal school day where appropriate*
* *Be well planned and well sequenced*
* *Have clarity in terms of what will be learnt*
* *Provide clear explanations so work is accessible for all*

*Work must not:*

* *Have an over reliance on long terms projects*
* *Be based purely on internet research*
* *Be random tasks that do not match the curriculum provision*

*Students who do not have online access should be considered and, wherever possible, provided with support from school.*

*Staff will need to consider what content they want to deliver and then think carefully about which platform is best for their learning objectives.*

*Approved by Local Governing Body:*

***TECHNOLOGY FOR REMOTE LEARNING***

|  |  |  |  |
| --- | --- | --- | --- |
| **Resource** | **Phase** | **Uses** | **Considerations** |
| DB Primary | All | Setting work  Messaging pupils  Pupils uploading work | Timetabled work to be uploaded each day/week  Also used for homework |
| Oak Academy | YR-Y6 | Recorded lessons provided | Links with topic/class teaching |
| TT RockStars | KS2 | Times Tables practice retrieval practice | Ensure children are able to access |
| Phonics Play | EYFS/KS1 | Phonics practice games | Ensure parents are aware of appropriate Phonic Phase |
| BBC Bitesize | All Phases | Timetabled lessons to support curriculum teacher | Ensure timetables are provided for parents |
| 2Simple – Evidence me | EYFS | Uploading and recording activities |  |
| Reading Eggs/Reading Eggspress/Fast Phonics | All | Reading and Phonics at home  Spelling Lessons provided for KS2  English Lessons can be allocated at appropriate level | Ensure children are allocated the appropriate reading level and Phonics Phase |

*The first priority for teacher and teams is to decide what content can and should be delivered whilst children are not in school. However due to the nature of the current situation and to ensure that pupils are not further disadvantaged school will ensure that pupils maintain access to any new learning that would have been available had they been in school. All new learning is carefully structured and supported through resources and recorded teaching so that children are able to make progress.*

*Teachers are encouraged to work together to discuss, debate and plan any curriculum changes. This has been approached both during the lockdown period and also during Inset and staff meeting time on our return to school.*

*Clear guidance ensures that staff are looking closely at key concepts and knowledge that children need to understand before they move onto the next stage of learning. This has been planned into our Long Term and Medium Term schemes of work for all subjects.*

***EXPECTATIONS AND PLANS IN THE EVENT OF CLOSURE***

*The following applies whether this is the closure of a POD or a wider closer:*

*Weekly plans to be uploaded onto the Home Learning section of DB Primary*

*Daily updates to be in place with activities appropriate to age/stage/expected levels of children*

*Reading Eggs and Fast Phonics levels to be in place and logins provided to all pupils so that they have access to reading materials*

*Daily English/Maths lessons to be available to all pupils in the form of either outline of session, powerpoint or recorded lesson*

*Blogs to be updated*

*Any emails from pupils/parents via DB Primary to be responded to*

*If pupils have difficulty accessing DB Primary through lack of devices/internet school will act quickly to provide a device or support for additional broadband/data.*

*MTPs to indicate focus of key concepts so that, in the event of any form of school/class POD closures staff have a plan in place*