

## Oswald Road Primary School's remote learning policy

*N.B. Wording in red is from the DfE guidance.*

This remote learning policy covers the DfE requirement that 'schools subject to the remote education temporary continuity direction are required to provide remote education to pupils covered by the direction where their attendance would be contrary to government guidance or legislation around COVID-19. This includes, for example, where such guidance means that a class, group or small number of children need to self-isolate. All such pupils not physically unwell should have access to remote education as soon as reasonably practicable, which may be the next school day.'

In EYFS, we use Tapestry to deliver remote learning. In Key Stage 1 and 2, we use the Seesaw for Schools online platform to deliver remote learning. KS1 children will be provided with '3 hours on average across the cohort, with less for younger children.' KS2 children will be provided with '4 hours a day'. This will include access to Bug Club, Spelling Shed, Maths Shed TTRockstars.

At the start of the school year, all class teachers must set up a class Tapestry or Seesaw account. They need to generate home learning codes for each individual child and send them home. Class blogs must be set up on class Seesaw accounts in Years 4, 5 and 6.

Our remote learning policy ensures that we 'teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally.'

Class teachers have access to a range of resources that can be used for home learning purposes such as Oak Academy, BBC Bitesize, White Rose and EdShed. Loom, Wakelet and Padlet are useful tools to engage children in remote learning. Tools such as Quizizz and Kahoot allow for effective assessment of a child's progress.

If any children do not have internet access/access to devices then they school owned-laptops must be distributed. If there are further barriers to digital access then children must be provided with a paper copy of work to complete at home or any relevant textbooks/workbooks. These should be linked to the

sequence of learning covered in the classroom. This work can be left at the office for parents/carers to collect.

### **EYFS remote learning policy:**

**When an individual child is absent due to Covid-19, class teachers must:**

- Set one Literacy activity for the week.
- Set one Phonics activity for the week.
- Set one Numeracy activity for the week.
- Set one PSED activity for the week.
- Some of these activities should involve video content but these do not have to be recorded by teaching staff at the school. We have access to high quality video lessons recorded by external providers.
- Class teachers will check Tapestry and respond to comments by the end of each working day.
- If no work has been completed after two days, families are to be contacted and supported in overcoming any barriers they may be facing.
- Any work set will be differentiated for SEND children. The families of high-level SEND children will be contacted by the SEND team to discuss how remote learning could work for them. If a SEND child has a 1:1 TA, this member of staff would take responsibility for their remote learning and live sessions would be offered.
- The DfE guidance states that schools must offer remote education **‘as soon as reasonably practicable, which may be the next school day.’**  
As class teachers will not know an individual is off due to Covid-19 before the register closes, on the first day of a child’s absence, class teachers are not expected to set work that day. On subsequent days, tasks must be allocated by 9am. Class teachers should assume that a child who is not in school due to Covid-19 could remain at home for up to 10 days.

### **KS1 and KS2 remote learning policy:**

**When an individual child is absent due to Covid-19, class teachers must:**

- Set one English task a day which links to what is being covered in class. In TLM classes, this would be set by the TLM teacher.

- Set one Maths task a day which links to what is being covered in class. In TLM classes, this would be set by the TLM teacher.
- Set one additional task which links to another subject covered in class that day. In TLM classes, this could be set by the TLM teacher or the class teacher.
- These tasks can be taken from Oak Academy or White Rose. Alternatively, they could be pre-recorded videos saved in the Seesaw school activity library, PowerPoints that will be used in class that day, reading comprehensions, quizzes from Quizizz, a Padlet related to that day's teaching content, etc.
- Some of these activities should involve video content but these do not have to be recorded by teaching staff at the school. We have access to high quality video lessons recorded by external providers.
- Provide answers for children to check their work when possible (especially SPAG, Maths and Reading).
- Where possible, upload resources using the 'Add multimedia Instructions or Example' **and** the 'Add Template for Student Responses' option so that children can print work or write directly onto Seesaw.
- All activities must be differentiated for SEND children. The families of high-level SEND children will be contacted by the SEND team to discuss how remote learning can work for them. If a SEND child has a 1:1 TA, this member of staff would take responsibility for their remote learning and live sessions would be offered.
- All activities must be responded to by the end of each working day, with additional support given where needed. Marking can include: 'likes', digital stickers, whole class announcements, comments (written or dictated) including praise, questions, corrections and extensions. English work should be marked in depth where relevant.
- If no work has been completed after two days, families are to be contacted and supported in overcoming any barriers they may be facing.
- The DfE guidance states that schools must offer remote education '**as soon as reasonably practicable, which may be the next school day.**' As class teachers will not know an individual is off due to Covid-19 before the register closes, on the first day of a child's absence, class teachers are not expected to set work that day. On subsequent days, tasks must be allocated by 9am. Class teachers should assume that a child who is not in school due to Covid-19 could remain at home for up to 10 days.

**Appendix - DfE guidance can be accessed here:**

<https://get-help-with-remote-education.education.gov.uk/statutory-obligations>