

Priestley Primary School Remote Learning Statement

January 2021



Priestley Primary School has always strived to support our pupils and parents in the best way possible to make learning purposeful and enjoyable. We know that there has been much disruption to children's education, therefore, we are committed to ensuring that all children continue to receive a quality education, should the need for remote learning arise.

In the event of any loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Priestley Primary School will do its best to make provision available and accessible to all.

What	Details	Where it can be found
A suggested timetable of the week	A breakdown of which subjects to teach when.	Newsletter/School Website
An explanation of the week's work	HLPs for each class	Emailed directly to parents/school website/ Seesaw Yr.1-6 or Tapestry EYFS.
Lessons	Uploaded HLPs, worksheets and links to other relevant websites. These will be the same as the ones used in the classroom.	Emailed directly to parents/school website, Seesaw Yr1-6, or Tapestry EYFS.
Feedback from the teacher	All children are expected to post the work they have completed onto Seesaw or Tapestry where the teachers will give written feedback.	Seesaw Yr.1-6 /Tapestry EYFS/ask@priestley.wilts.sch.uk
Learning Platforms	Children have access to a variety of Learning Platforms	MyMaths/Reading Planet/Spelling Frame/LBQ- Yr.5/6/TTRS/Numbots/
Questions and support	We have dedicated email manned by members of SMT.	Dedicated email- ask@priestley.wilts.sch.uk

Aims

This remote learning statement aims to:

- ✓ Ensure consistency in the approach to remote learning for pupils, including SEND children who are not in school, through the use of quality online/offline curriculum and wellbeing resources.
- ✓ Provide clear expectations with regards to quality, meaningful and interactive remote learning.
- ✓ Provide appropriate guidelines for safeguarding.
- ✓ Provide appropriate guidelines for data protection.
- ✓ Support effective continued communication between the school and families.

Who is this statement applicable to?

Every child is expected to attend school from 1st September 2020.

In line with Government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- ✓ A continuous, dry cough.
- ✓ A high temperature above 37.8°C
- ✓ A loss of, or change to, their sense of smell or taste.
- ✓ Have had access to a test and this has returned a positive result for Covid-19.
- ✓ Live with someone who has tested positive.
- ✓ Contacted by Track and Trace.

This plan outlines the remote learning expectations for individuals, class bubbles or partial/whole school closure due to Covid-19.

However, whilst isolating, if children themselves become unwell with COVID related or other illness, then they should not be expected to engage in home learning.

Teachers will not be expected to provide remote learning for individual pupils who are absent from school due to non-COVID related illness.

If we are required to be open for in-school provision of Critical Workers/Vulnerable children will follow the same learning plan as for those children at home. Teaching Assistants may be required to support pupils in school or remotely.

Learning Platforms

- ✓ The school website will be used to access the HLPs and other learning activities. Home learning for each year group can be accessed through the Parents Information tab. <https://www.priestley.wilts.sch.uk/copy-of-home-learning-term-2>
- ✓ Yr.1 -6 Seesaw is an online portal containing many activities for a full range of subjects. Each child has their own login and teachers can set tasks for the children. Completed tasks should then be submitted to their teacher via Seesaw. <https://web.seesaw.me/platforms>
- ✓ EYFS Tapestry is an online portal containing many activities for a full range of subjects. Each child has their own login and teachers can set tasks for the children. Completed tasks should then be submitted to their teacher via Tapestry. <https://tapestryjournal.com/>
- ✓ MyMaths- <https://login.mymaths.co.uk/login>
- ✓ Reading Planet - <https://my.risingstars-uk.com/Default.aspx?ReturnUrl=%2>
- ✓ Phonic Bugclub - <https://login.pearson.com/>
- ✓ Times Table Rockstars – <https://play.ttrockstars.com/auth/school/student>
- ✓ Numbots - <https://play.numbots.com/#/account/school-login/51872>
- ✓ SpellingFrame – <https://spellingframe.co.uk/>
- ✓ Learning by questions (LBQ) - <https://www.lbq.org>

Other tools to support the deliver the remote curriculum

We will be taking a 'blended' approach to delivering remote learning. Work tasks set will, as much as reasonably possible, mirror the work being taught back in school.

Resources to deliver remote education include:

- Priestley teacher designed HLP based on National Curriculum year group objectives.
- Printed work packs
- Oak National Academy
- White Rose Maths
- BBC Bitesize
- You tube

Teaching remotely is different to teaching in the classroom. The reason we will not be delivering live lessons is to enable teachers' time to prepare learning and correspond with children via Seesaw and Tapestry. This personal feedback will be important in keeping children feeling part of the class and school community and ensuring continued good progress.

The school will identify pupils with potential barriers to accessing remote learning. Printed materials will be available for pupils who do not have suitable online access.

Curriculum

Teachers will plan lessons, from across the curriculum, linked to their year group curriculum sequence and expectations and will provide resources to support tasks for home learners.

When remote learning is required for the whole class, where the partner year group classes remain in school, work set will be closely aligned with the learning in school. This will help to maintain parity within the year group. However, parents and pupils must appreciate the same learning experience cannot be exactly replicated at home.

The work set will be meaningful and ambitious and of an equivalent time to the core teaching time children would receive in school. We will not rely on long-term projects or lengthy internet research activities. A suggested daily

timetable is available so parents can plan a structured day similar to school, if they wish to.

Teachers will provide, when appropriate, videos with clear explanations of new content using other high quality teaching videos. e.g., Oak Academy, White Rose Maths, BBC Bitesize.

The normal school approach and teaching strategies for English and Maths will be followed – methods and modelling used will be familiar to the children.

Foundation subject tasks will also be provided and will follow the year group curriculum map and planning objectives.

Daily physical activity will be encouraged, and teachers will share home PE activities.

Through the regular checking of work and assessing understanding, teachers will gauge children's progress. Teachers will adjust the pace or difficulty of what is being taught by revising material and/or simplifying explanations.

Reasonable adjustment to remote learning resources for pupils with high SEND needs and/or EHCPs will be made. The Inclusion manager will ensure children, who would normally receive additional support from outside agencies, continue to receive this, as long as the agencies are able to engage.

Appendix 1: Details how our Remote Learning Statement adheres to the DfE guidance.

Well-being

Mental Health and well-being not only has a huge impact on our ability to learn but contributes to our ability to lead positive, purposeful lives.

It is normal for children to feel worried or anxious, at the moment. We have all experienced sudden changes in our lives and routines – and we are living with lots of uncertainty about the coming weeks. For some children, the coronavirus pandemic may also worsen or trigger anxieties they were already struggling with.

When planning curriculum tasks for remote learning, teachers will also include activities to support well-being.

Please find below a range of resources to help you to help your child maintain good mental health during the COVID-19 pandemic:

[CAMHS](#)

[Young Minds](#)

[NSPCC](#)

[Coronavirus – A book for children](#)

[Cosmic Kids Yoga](#)

E-Safety

Priestley children are taught in school about keeping safe online. During periods of self-isolation children will likely be spending more time online when at home. Child will need support from their parents to ensure they stay safe and communicate respectfully.

To support parents with online safety, the Acceptable Use Policy (AUP) and other online safety resources are available on the school website.

Any allegation of abuse or bullying will be taken seriously and dealt with according to the school online safety policy immediately.

Websites to support Internet Safety

[Thinkuknow](#) is the Online Safety Program from the National Crime Agency. They have introduced a set of activities to support children and parents to be safe online. Please see the school website for activities that relate to your child.

[Be SMART online](#) on this website you will find information you need to keep your child safe online.

Safeguarding

- Our Child Protection/Safeguarding Policy still stands.
- Staff must ensure they continue to be guided by the Schools Safeguarding Policy.
- At all times, all staff will comply with the Guidance for Staff Code of Conduct, Safer Working Practice, Safeguarding/Child Protection Policy and the Acceptable Usage Policy.
- All staff will only communicate with children using the agreed school channels e.g., Seesaw/Tapestry/ask@

- Teachers will report all safeguarding concerns shared by parents and/or pupils to the Designated Safeguarding Lead.
- Teachers must monitor and report concerns e.g., lack of contact/absence of children registering or submitting home learning.
- A member of the School Leadership Team will ensure welfare checks are made for children who are not engaging with daily learning, with EHCPs and/or other pupils identified as vulnerable.

If making calls home, staff will:

- Use professional language and act appropriately.
- Call within school hours.
- Use a school registered phone.

Communicating with children via learning platforms, staff will:

- Use professional language and act appropriately.
- Respond within appropriate hours.
- Use school registered electronic devices.

Remote teaching for staff who are self-isolating

Teaching staff are required to self-isolate if they show Covid-19 symptoms or they have been told to self-isolate with a letter to confirm this. Teachers are required to follow the protocols for sickness absence.

If a member of staff is self-isolating and is unwell themselves, they will not be expected to provide remote learning. This will be covered by another member of staff.

Staff who are self-isolating because of other circumstances and are themselves well, will continue to engage with work tasks as directed by the Headteacher.

The Role of Teachers

If a teacher is self-isolating alongside their class, they will be expected to be available for their usual working hours.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Depending on the isolation/lockdown scenario, and DfE guidelines, Teachers will support by:

- ✓ Planning and providing well-structured and sequenced lessons in line with the NC.
- ✓ Providing feedback to pupils who have uploaded work via Seesaw/Tapestry.
- ✓ Monitor engagement of learning platforms.
- ✓ Follow up children who are not engaging.
- ✓ Liaise with their partner class teachers on any future lesson preparation, as appropriate.

The Role of Teaching Assistants

If a Teaching Assistant is self-isolating alongside their class, they will be expected to be available for their usual working hours.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Depending on the isolation/lockdown scenario, and DfE guidelines, Teaching Assistants will support by:

- ✓ Providing feedback to pupils (assigned to them) who have uploaded work via Seesaw/Tapestry.
- ✓ Liaise with their class teacher on any future lesson preparation, as appropriate.

The Role of Pupils

Staff can expect pupils, supported by their parents, learning remotely to:

- ✓ Read and agree to the children's Acceptable Use Policy terms.
- ✓ Be contactable during the school day – although we are aware the child may not always be in front of a device the entire time.
- ✓ Try to follow the structure of a 'school day' guided by the suggested timetable.
- ✓ Complete work to a standard they know their teacher would expect in school.
- ✓ Seek help if they need it, from parents, teachers or teaching assistants.
- ✓ Alert teachers if they are not able to complete work.

The Role of Parents

Staff can expect parents with children learning remotely to:

- ✓ Use ask@priestley.wilts.sch.uk to contact the school with any queries.
- ✓ Read and support children with understanding the Acceptable Use Policy terms.
- ✓ Support children each day by viewing and discussing the work set.
- ✓ Find an appropriate place for their child to work and encourage them to work with good levels of commitment and concentration.
- ✓ Help their children to submit completed work to their teacher via Seesaw/Tapestry.
- ✓ Make the school aware if their child is sick or otherwise unable to complete the work.
- ✓ Seek help from the school if needed.
- ✓ Be respectful when making any complaints or concerns known to staff.

Data Protection

Accessing Personal Data

When accessing personal data (e.g., parent contact details) for remote learning purposes, all staff members will:

- ✓ Only access the data via school office or the secure remote server.
- ✓ Only use school devices to access data.
- ✓ Do not share any details with third parties.

Keeping Devices Secure

Staff with school devices at home must:

- ✓ Keep the device password-protected
- ✓ Make sure the device locks if left inactive for a period of time
- ✓ Not share the devices among family or friends

Monitoring and Review

This document should not be read in isolation but alongside all guidance, policies and procedures that have been produced by the school, including, but not limited to amended Safeguarding Policy, amended Behaviour Policy and Return Curriculum plan.

This policy will be reviewed at appropriate intervals in response to the pandemic by the Head teacher. At every review, it will be approved by the Governing Body.

Remote Learning Statement adheres to the DfE guidance in the following ways:

Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations.	We will continue to offer learning based on the short and medium-term planning in place. Children in the same year group, at home and in school, will receive the same coverage. Pre-recorded third party videos will be available.
Give access to high quality remote education resources.	Priestley teachers will plan HLP tasks in line with the planned curriculum using Priestley methods of instruction. All children have been issued log in details for Seesaw & Tapestry. Resources from Oak Academy, Bitesize and White Rose Maths may also be use. Children have login details for other learning platforms that will be monitored – see the list above.
Select the online tools that will be consistently used across the school to allow interaction, assessment and feedback and make sure staff are trained in their use.	The school website and Seesaw/Tapestry/ask@ will be used to deliver remote education. Children & Staff are familiar with Seesaw & Tapestry and will be taught how to submit work via Seesaw & Tapestry. Children will be shown how to access home leaning on the school website.

<p>Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.</p>	<p>Any children requiring bespoke provision will be supported by the class teacher and SENDCo. via adapted HLPs. Printed and/or physical resources will be distributed as required.</p>
<p>Set assignments so that pupils have meaningful and ambitious work each day, in a number of different subjects and tasks.</p>	<p>HLPs will be posted onto the Parents Information tab of the school website. HLPs will be emailed directly to the parents. HLPs will be uploaded to Seesaw. Further work will be posted on Seesaw linked to objectives/topics for the week. Further tasks set on MyMaths/Spelling Frame and Reading Planet to support the subjects and tasks. HLPs/Tasks set will closely mirror the leaning already planned for the class. HLPs will set learning tasks from across the NC following the medium-term planning cycle.</p>
<p>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.</p>	<p>Teachers will continue to follow their own planning and provide sessions following the same sequence in each HLP, supported by additional learning platforms and websites.</p>
<p>Provide frequent, clear explanations of new learning, Teachers will offer a mix of pre-recorded video and content, delivered by a teacher in the school or through high-quality curriculum resources or videos.</p>	<p>Teachers will offer a mix of pre-recorded third-party videos and feedback via Seesaw/Tapestry/MyMaths. Teacher Assistants will also provide feedback through the above sites.</p>
<p>Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, setting a clear expectation on how regularly teachers will check work.</p>	<p>Teachers will make assessments and give feedback on the work submitted via Seesaw & Tapestry or ask@. Staff will text/message/call parents where children are not engaging with remote learning. If appropriate, teachers may communicate with parents (via email or phone) to support and feedback.</p>
<p>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.</p>	<p>Teachers will analyse submitted work and make appropriate adjustments to work/tasks.</p>
<p>Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.</p>	<p>A daily suggested timetable has been devised ensuring pupils receive daily English and Maths input tasks. HLPs contain:</p> <ul style="list-style-type: none"> • English – Reading & Writing • Spellings/Phonics • Grammar • Maths - including arithmetic and reasoning • Science –science theme being covered • Art/DT– based on topic cycle • Geography/History – depending on topic cycle • Computing • RE/PSHE • PE <p>Pupils will also be given tasks from across the NC including E-safety and wellbeing.</p>