

Old Fletton Primary School Remote Learning Protocols

Children and Learning at the heart of our CARE-ing community

Statement Of Intent

Remote learning is where we are leading the education of pupils who will not be attending school, as a result of government guidance; the closure of a bubble or the need to self isolate – whether for an individual pupil or for many.

At our school we understand the need to continually deliver high quality education, including during periods of remote learning. Whilst also recognising that it is impossible to be exactly the same learning experience, the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed. We are fully committed to meeting the requirements set out by the DFE (<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>)

*****We must ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning in-line with our values of CARE.*****

We reserve the right not to provide online provision for parents or students who do not follow the protocols and roles outlined below. Instead, those families will be provided with paper-based activities that will need to be collected and returned weekly to allow for feedback. (In exceptional circumstances we will organise delivery and return postage.)

This protocol aims to:

1. Summarise the expectations of the offer at each year group level (more detail can be found in the Remote Learning Offer document)
2. The role of children
3. The role of the teacher
4. The role of support staff
5. The role of parents
6. The role of the Deputy Headteacher and Headteacher
7. The role of Governors

1. Remote Learning Offer

	Method of Curriculum Delivery	Communication	Feedback
Reception and Year 1	2Build-a-profile Specific tasks set and appropriate links to websites and resources e.g. Phonics	1. Messages on 2Build to parents 2. 1 x weekly catch up with staff 3. Office email if needed	1. Via messages on 2Build 2. 1 x weekly catch up with staff 3. Additional as needed
Years 2 - 6	TEAMS, with resources sent home Live learning (identified best practice from EEF research) that replicates as much as possible the typical school day (Y2 will have a shortened pm)	1. Direct with students on-line 2. Telephone calls from school support staff at least weekly- (acts as liaison with class teacher) 3. Office email if needed	1. Immediate through questioning 2. Quizzes set that allow instant feedback to the child 3. Resources like Lexia & Mathletics provide instant feedback to child and teacher

2. The role of children (particularly referring to Years 2-6)

- * To participate in the activities set by the teacher to the best of their ability
- * Listen when adults are speaking

- * Only use the hand-up function to ask questions where they do not understand - not to interrupt the flow or delivery of the lesson
- * To limit the use of the "chat function" to positive comments only (we recognise remote learning is possibly lonely and so some chat will help maintain connections)
- * Not start their own meetings on TEAMS or mute other children

3. The role of the teacher

- * To invite pupils to lessons in good time to allow all to access
- * To try and involve remote pupils in the learning experience as much as is possible
- * To deliver the planned curriculum wherever practical and relevant and to adjust accordingly
- * To assess and change the learning offer as required
- * To structure lessons in line with school expectations and policy
- * To record the attendance on TEAMS to enable Headteacher and Deputy Headteacher to carry out their roles
- * To listen to feedback received via office/support staff communication lines from children and families and seek to resolve concerns

4. The role of support staff

- * To ensure in-school children are accessing the delivery by the class teacher; enabling the class teacher to spend at least some time with remote learners
- * To liaise with parents with regular phone calls to check on child's learning and any barriers they are experiencing to being successful
- * Office staff to support with passwords and log in details as required
- * Office staff to raise identified queries or concerns with the right member of staff e.g. ClassTeacher, Mr Dickson

5. The role of parents

- * To ensure children access the remote learning offer - assist with the activities directly or ensure children are logged on and ready to learn
- * To collect any resources from school
- * To raise queries or concerns through the office email (office@oldfletton.peterborough.sch.uk) or call 01733 554457 or wait for a support staff phone call if not urgent
- * To not make contact with the teacher or any child through TEAMS, this is a distraction at an already challenging time
- * To be considerate that a teacher is a professional doing their very best in challenging and difficult circumstances

6. The role of Deputy Headteacher and Headteacher

- * To ensure that remote learning plans meet the requirements set out by the DFE - at least 3hrs/4hrs per day
- * Deputy Headteacher support with technology issues where he can - there is no guarantee of 100% success
- * Headteacher and Deputy Headteacher to 'Drop In' on lessons in a similar fashion to normal opening to monitor the quality of provision
- * To respond to and resolve queries where possible
- * To monitor the attendance of remote learning as rigorously as they do in school attendance
- * To ensure that the dual expectation of in-class and remote learning does not negatively impact on teachers well-being and workload.

7. The role of Governors

- * To support the Headteacher and Deputy Headteacher in ensuring there are enough resources to deliver the online/remote offer
- * To monitor, through Full Governing Body meetings, the implementation of the remote learning and of these protocols
- * To handle any complaints that are made which have gone through the correct complaint procedures