



# Abbey Road Primary School

## Remote Learning Policy

Abbey Road Primary School is committed to providing continuity of education to its learners in the event of school closure or a requirement for pupils to self-isolate. In times of disruption to a child's education, we will work with parents to support on-going academic progress.

In these new and uncertain times, we understand that a situation may occur in which the school, a year group or an individual may need to be distanced from school for an extended period. Under current Covid-19 guidance, three circumstances may arise that would require a child to be absent but would mean that they are able to work at home with parental support. This would include:

- 1) A child being required to isolate for a period of 14 days due to a member of the household testing positive for coronavirus, or in response to government advice following travel abroad. This presumes that the child remains fit and well.
- 2) A school 'bubble' or group being required to isolate due to a confirmed case in school.
- 3) The school being instructed to close due to a local or national lockdown.

There is no obligation for the school to provide continuity of education to learners who absent themselves from school in contravention to school or government guidance. This may apply, for example, if parents choose to take learners on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their children from school 'as a precaution', against official covid-19 guidance.

### **Remote learning for a period of individual absence**

Where individuals are absent due to following self-isolation or quarantine guidance and the child in question is healthy enough to work from home, they can be supported to access learning while they are unable to attend school via the 'Learning from Home' page on our school website:

<https://www.abbeyroadprimary.co.uk/parents/helping-your-child-at-home/>

Activities listed are year group specific and linked to learning that is taking place in school. This page will be kept updated throughout the year so that learning remains relevant to current year group topics.

Once we receive confirmation that a period of individual absence will extend to longer than five days, class teachers will make contact with you and will communicate with an absent member of their class on a twice-weekly basis. In this instance, they will use email to keep in touch, to offer support and to provide feedback.

### **Remote learning in the event of extended bubble/school closure**

If a class group or whole bubble of children is required to self-isolate as a result of a positive test at Abbey Road, class teachers will set a full timetable of home learning, which will commence from the first full day of absence from school.

In this event, the school will provide continuity of education in the following ways:

- a) Regular direct instruction from working teachers.
- b) The setting of work from a range of primary curriculum subjects.
- c) Direction to relevant online resources to support learning.

We will encourage our families to:

- a) Support their child's learning and return completed work for feedback.
- b) Understand that early childhood education includes play, outdoor exploration, music, exercise, painting, strategy games, investigating simple science, cookery, listening and a huge amount of reading. (A ream of completed worksheets is often not an indication of sound learning!)

The range of methods used to provide remote learning tasks, feedback and interaction will be based on the particular circumstances of any closure and what is deemed most appropriate for each age group.

### **Assessment**

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide contact and feedback to learners on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally marked by teachers and this would continue to be the case should the school employ remote learning.

Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided. Possible methods may include:

- a) Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research.
- b) Sending short direct responses to learners with specific comment.

### **Expectations of learners and their parents/carers**

Assuming that a child is healthy and well enough to work, they will be encouraged to participate as fully as possible in any remote learning. Parents and carers also have a responsibility to be proactive and engage with the school on a regular basis during this time.

Teachers will work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have in school. We will also be mindful of the fact that parents may have working commitments and will not overburden children with complex tasks.

Whilst additional online resources might accompany tasks, we understand that internet, devices, and printing may not always be available for a child's use in the home. We are also conscious of children working safely online with adult oversight, in accordance with our policy.

We ask that parents contact school if they require any support with home learning and/or if there is any issue regarding access to technology.

### **Expectations of Teachers**

Presuming that a member of the teaching staff is fit and well, they will be responsible for delivering an agreed timetable of lessons to the children in their care. Learning will be communicated to pupils/parents at regular intervals. When work is returned, teachers are responsible for providing constructive feedback to their learners in a timely manner.

In the event of a teacher being unwell during a period of remote learning, it becomes the responsibility of the year group partner class teacher, supported by the headteacher or deputy head teacher, to ensure work is set and submitted for feedback.

Teachers will be available to contact parents, if needed, by email or phone. Please be aware that phone calls will be displayed as 'unknown' as a result of teachers needing to call from personal devices when self-isolating at home.

### **Pastoral care during a school closure**

In event of a school closure, the primary responsibility for the pastoral care of a learner rests with their parents and carers. However, teachers will check in regularly to monitor both academic progress and general wellbeing. For some pupils, contact may also be made by our School SENCO (Special Educational Needs Co-ordinator), ELSA (Emotional Literacy Support Assistant) or by a Senior Leader.

Teachers will be expected to share information with Senior Leaders, particularly if there are concerns about a child's wellbeing.

### **A final word**

With our shared vigilance and care, we sincerely hope that the Abbey Road community will continue to be a healthy school environment. School closure will only occur if it is deemed a necessary step in the interests of everyone's health and safety and if we are guided to do so by Public Health England or the government.

Like all homework, we understand that the best home learning will not come as a 'one size fits all' solution. We will do our best to tailor and adapt our provision and trust that you will take a positive and proactive approach to what is a difficult situation.

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