



Addendum to Remote Learning Policy during National Lockdown

The provision of high quality teaching and learning is at the core of everything we do at HUYTON WITH ROBY school. This addendum seeks to ensure that this remains to be the case in the event of whole school closure in the National Lockdown due to Covid-19.

Critical workers

Parents whose work is critical to the coronavirus (COVID-19) including those who work in health and social care and in other key sectors. Children with at least one parent or carer who is a critical worker can go to school if required.

Vulnerable Children

The definition of vulnerable children and young people includes children who have a social worker, an education, health and care plan (EHCP) or who may be vulnerable for another reason at local discretion (“otherwise vulnerable”).

We would strongly encourage our vulnerable to attend school.

Remote Learning

The temporary continuity direction makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). The Direction requires schools to have regard to this guidance. Ofsted inspection will consider the quality of schools’ remote education in accordance with the expectations set out in this guidance.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

Accessing remote education

How will my child access any online remote education you are providing?

We will be using class dojo to communicate with parents and children. Zoom will be the platform for delivering live chat with the children and Google classrooms will be used to upload and set activities. Details will be shared with parents via Class Dojo.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

If you do not have access to a device or Wi-Fi that will allow you to access online learning then we will support children with a laptop/dongle, if we have one available if not then a place will be allocated in school or hard copies sent home if preferred. Work can be completed electronically and uploaded to Google Classrooms.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Some examples of remote teaching approaches:

- live teaching (online lessons) via Zoom
- recorded teaching (e.g. Oak National Academy lessons, BBC education materials, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home and access to ebooks from the Library service.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- expectations for pupils' engagement with remote education
 - Children who are not in school will be expected to engage daily in remote learning, complete any tasks/work set by the teacher and upload work to Google Classrooms if applicable.

- expectations of parental support, for example, setting routines to support your child's education
 - see code of conduct and expectations.



Huyton with Roby
Parents and Pupils Gu

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- how, and how often, you will check pupils' engagement with remote education
 - Staff will check engagement daily and communicated this through Class Dojo, email and/or a phone call.
- what action you take where engagement is a concern, including how you will inform parents and carers
 - If children are not engaging then this will be treated as an absence by school. Class teachers will monitor non-engagement and communicate this with parents with Designated Safeguarding Lead and Senior Leadership Team.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows

- the methods you will use to assess and feedback on pupils' work
 - Class teachers will monitor children's work throughout the week and communicate this with children to support them with their ongoing learning.
- how often pupils will receive feedback on their work
 - this will depend on the activity set but staff will monitor work uploaded by the children and respond either individually or by group if it's a common misconception the next day.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- how you work with families to deliver remote education for pupils with SEND
 - We will encourage our SEND children to attend school if this isn't possible then staff together with the SEND lead, will monitor the provision.
- how will we work with families to deliver remote education for younger pupils, for example those in reception and year 1
 - Reception and Year 1 teachers are providing remote learning activities for children based on the school's curriculum. This may take the form of play based activities based on the school's curriculum, recorded stories by the class teacher, daily Phonic inputs either by the class teacher or utilising commercially available websites to support the teaching of phonics, including video clips or sequences.
 - Staff will communicate to parents through Class Dojo.

An Example Timetable for KS2 (Class Teachers may share one designed specifically for their class)

Remote Timetable KS2		
Time	Lesson	Details
9.00am	Teacher to zoom a Maths input for year group children 15 to 20 min.	Allow time for questions and set up independent task
9.30 – 10.30am	Maths Independent follow up task	Up load work to Class Dojo
Break		
11.00am	Teacher to zoom an English input for year group children 15 to 20 min.	Allow time for questions and set up independent task
11.30 – 12.30pm	English Independent follow up task	Children to upload work onto Class Dojo by 12.30pm
Lunchtime		
1.30 – 1.45pm	E-Reading using Library	
1.45	Teacher to set a Science/foundation subject for year group children	Allow time for questions and set up independent task

2.15 – 3.00pm	Well being session	Uploaded on to Class Dojo and to be submitted by 3.30pm
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An Example Timetable for KS1 (Class Teachers may share one designed specifically for their class)

Remote Timetable KS1		
Time	Lesson	Details
9.00am	Teacher to set a Maths input for year group children 15 to 20 min.	Allow time for questions and set up independent task
9.30 – 10.30am	Maths Independent follow up task	Up load work to Class Dojo
Break		
11.00am	Teacher to set a Literacy input for year group children 15 to 20 min.	Allow time for questions and set up independent task
11.30 – 12.30pm	English Independent follow up task including a teacher led story session.	Children to upload work onto Class Dojo by 12.30pm
Lunchtime		
1.30 – 2.00pm	Daily Phonics	
2.00 – 2.15pm	Teacher to set a Foundation/Science task	Allow time for questions and set up independent task
2.15 – 3.00pm	Well-being sessions	Uploaded on to Class Dojo and to be submitted by 3.30pm