

# TYWYN PRIMARY SCHOOL

## Remote Learning Policy

January 14<sup>th</sup> 2021

## **Remote Learning**

Remote Learning is necessary when pupils and teachers are not able to have face to face contact in the usual school environment. There are many scenarios in which the continuity of learning will be required, but recently the impact of COVID-19 on normal school lessons means that remote learning is now more important than ever.

Remote learning may be activated in response to the absence of pupils, staff or both.

Typical situations may be:

- Pupils unable to attend school due to COVID-19 lockdowns
- Pupils or staff self-isolating due to a positive COVID-19 case at school
- Other authorised pupil absences e.g. shielding

Remote learning will **not** be undertaken where pupils or staff are absent from school due to illness or where a pupil's absence is recorded as unauthorised.

No member of staff will be expected to engage in remote learning during any period that they would not normally be expected to work.

## **Staff Responsibilities**

### **Senior Management Team:**

- Inform staff of periods when Remote Learning is necessary for whole year groups or classes
- Ensure regular training during INSET / ADDs for staff to access the latest technologies and provide opportunities to develop and share pedagogical practices
- Ensure help, advice and support is available for pupils, parents and staff to ensure engagement and the full benefits of remote learning are realised
- Monitor, review and support engagement in remote learning by pupils and feed back to staff
- Regularly review practice and policy to reflect changing advice, pedagogy and technological change
- Ensure resources including a Learning Platform are available to pupils, parents and staff to use for remote learning
- Inform staff of periods when Remote Learning is necessary for individual pupils (i.e. periods of self-isolation)
- Set aside times when pupils are in school to advise and support engagement with the HWB Learning Platform

## **IT Support**

- Ensure the provision of usernames and passwords for the HWB learning platform are shared safely

- Respond to queries including resetting passwords for pupils and staff
- Support staff training during INSET and ADDs
- Provide help sheets / video clips for pupils and staff with latest advice and guidance
- Configure school devices for identified pupils to use at home
- Provide links for Remote Learning activities in Foundation Phase to be accessed via a range of means e.g. School Website, Teachers2Parents

### **Teachers**

- Prepare and set work for pupils through the HWB Learning Platform
- Collect work remotely, mark work and provide feedback to pupils
- Use the dialogue (speech bubble) facility on J2E to communicate with pupils and parents
- Record outcomes where appropriate and provide feedback on pupil engagement to SMT

### **Our Learning Platform**

All remote learning will be set and accessed through the HWB platform. This platform allows staff to publish a range of resources or links to other resources available in school. Work may be in the form of:

- Simple instructions which are based on work already started
- PDF resources and worksheets which can be added as attachments
- Links to tutorial videos and / or websites
- Pre-recorded video clips and voice-overs for specific lessons

### **Expectations for staff**

Where whole year groups or classes require remote learning, staff are expected to use the time that they would otherwise be teaching to engage in remote learning activities, including setting work, marking, feeding back to pupils, or engaging in interactive sessions through electronic comments.

Lessons are expected to be adapted to best suit remote learning. This means that all resources should be accessible and provided in PDF or an online format that does not require additional software. Staff should consider the limitations presented by the different technologies that pupils will have access to.

Where individual pupils are remote learning, the increased workload should be minimised by providing the same resources as have already been prepared for the rest of the class, whilst ensuring an accessible format.

Where pupils are normally provided with materials which are specially adapted, this should continue during periods of remote learning.

Work should be set in small, manageable quantities on a regular basis so that pupils receive a reasonable amount of work for each day. Staff can use PPA time to set work and can schedule work to be published on the day of their lesson.

There is **no** expectation on staff that they will engage with live lessons.

Teachers will contact parents and pupils where it is deemed necessary.

### **Expectations for pupils**

Pupils are expected to download and install the learning platform on personal mobile devices or regularly access the online version of the learning platform from home.

Pupils / parents should contact the school or their child's teacher if they need support in accessing the activities or if they are experiencing difficulties using the learning platform. They can discuss via the 'speech bubble' tool with their teachers in J2E.

Incidents of misuse must be reported immediately to the Head teacher or Deputy Head teacher.

Staff must remember their legal duty to report safeguarding concerns to the Designated Safeguarding Person or one of the four Deputy Safeguarding Persons. If for any reason you cannot contact the Designated Senior Person for Child Protection for your school, contact the Local Authority Children's Services Team and report your concerns. If you think a child or young person is in immediate danger then contact the police on 999.

### **Live Streaming / Recording Videos**

Approaches such as live video streaming may be practical and appropriate in some settings / circumstances, however, in Tywyn we will provide regular pre-recorded videos for pupils. This will enable pupils to receive explanations / instructions as many times as they wish. It will also allow for working parents and those who are working from home, to access the home learning with their child, at any time during the day should their child require support.

Consider carefully what is in view of the camera when recording videos, i.e. check that the background is professional and does not contain images or information that should not be shared or that could be deemed inappropriate.

Do you need to show your face, or would you be more comfortable with a voice over or PowerPoint?

Prepare any materials you may use in advance and make sure all resources are 'at hand' before you start

### **When presenting recorded video clips to your pupils:**

- Remember to smile and be cheerful!
- Ensure your voice is loud and clear, with use of appropriate intonation
- Face forwards and focus on something whilst you are speaking
- Be animated – in particular for younger pupils
- If you are giving an explanation / instruction – remember to pause often so that you give time for pupils to ‘have a go’ or respond to what you have said
- Put on a performance – just like you would do in class!

School will deliver a mix of learning opportunities which will include, where relevant recorded clips for lessons, a range of digital communication and sign-posting to learning resources. School will contact parents or pupils individually where it is deemed necessary to discuss difficulties / progress in learning. School will plan for the continuity of learning in each of these scenarios so that all learners have equitable learning whatever their circumstance. There is no ‘one size fits all’ strategy for these different scenarios. Our plans are suitable to the context of our school and have due regard for Welsh Government expectations and priorities.

Whatever method of delivery is used, teaching and learning activities must have a clear purpose and planned outcome. When planning for learning in both the short and longer term, we need to be aware that circumstances can change rapidly and could be required to transition to distance learning for one, many or all learners at any point. The needs of individual learners who are at home should be known, understood and met. If practitioners are able to integrate the use of technology into their classroom practice, it will be easier for learners to engage in this at home. Learners need to be taught the independent learning skills to access HWB, across the school.

### **Supporting pupils with Additional Learning Needs (ALN)**

Tywyn will work with parents /carers, learners and, where appropriate other agencies, to explore and agree any contingency arrangements which need to be put in place to support pupils with ALN. We will ensure that the work set and support provided meets the needs of all learners. All learning materials will be appropriate to the needs of learners, making special adaptations where necessary. We will use our in-depth knowledge of individual learners to provide high-quality, differentiated learning activities and experiences for all learners. Careful consideration will be given to the appropriateness of remote learning activities. Additional support will be provided to enable access to learning for all pupils. Parents will be informed of any grant funding which may become available to them during this period, to support them with resources and / or technology for their children.

Teaching and learning activities provided for learners in school and at home could be different – equitable is not necessarily identical. An agreed timetable for learners may be shared, if required, but is not essential. This may mirror the school timetable or be different.

Learning and teaching should include a blend of on-screen and off-screen activities. Provision of hard copies of learning activities may be considered for some learners.

This policy will be reviewed as and when it is felt necessary and if further guidance is received from Welsh Government.

**When discussing Remote Learning the following terminology may be used:**

<b>Synchronous learning:</b>	Synchronous learning: teaching where the teacher is present at the same time as the learner(s). This can take place face to- face or online.
<b>Asynchronous learning:</b>	Asynchronous learning: where teaching materials are provided and learners work through them in their own time. This could include a variety of media, including audio and video clips. WG have provided guidance on the use of live streaming.
<b>Blended learning:</b>	Blended learning: an approach to learning that combines face-to-face, distance, digital and online learning experiences. The face-to-face learning that takes place should complement the other aspects by using the strengths of each mode of delivery.
<b>Distance learning:</b>	Distance learning: allows learning experiences to happen from just about anywhere and may or may not involve a digital device and internet connection. This supports the well-being of all learners, including a choice of learning opportunities for social, physical, emotional development and tasks to promote their resilience. It allows individuals to learn when and where it is more convenient for them. Equitable distance learning does not have to mirror learning as it normally does in school.
<b>Online learning:</b>	Online learning: education that takes place over the internet. It is often referred to as e- learning among other terms. However, online learning is just one type of “distance learning”.
<b>Digital learning:</b>	Digital learning: any instructional practice that effectively uses technology to strengthen a learner’s learning experience. Additionally, digital learning can be used for professional learning opportunities for teachers and to provide personalised learning experiences for learners.