



Remote Learning – School and Parent Partnership strategy

Academic Year 2020 – 2021

During these unprecedented times, we place the same importance on remote learning as we do to class learning. We appreciate that for remote learning to work there must continue to be a strong partnership between the school and parents. This strategy has been written to support that partnership during periods of self-isolation and class or school closure.

This strategy is in line with our Remote Learning Policy and with DfE Guidance which states;

“Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education”.

Aims

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who are not in school
 - Ensure continuity of education and provision during pupil self-isolation, class or school closure
 - Set out expectations for all members of the school community with regards to remote learning
 - Support effective communication between the school and families and support attendance

NOTE: when individual children are self-isolating please be aware that their class is still in attendance at school with the class teacher teaching during the school day.

	Categories	Parents will:	School will:
1	Safeguarding of children	<ul style="list-style-type: none"> ➤ Notify school's safeguarding lead (Mrs Semper) or Deputy Safeguarding Lead (Mr Thomas) immediately of any concerns regarding pupil safeguarding and child protection (see policies on school website) ➤ Inform school via phone call, Edmodo or email if a child is absent and for what reason. ➤ Inform school if their child is ill and, as a result, is unable to complete remote learning at any time. ➤ Ensure their child maintains a regular online presence and communication with their teacher 	<ul style="list-style-type: none"> ➤ Record daily online and class attendance ➤ Provide regular attendance updates to GLT and Bracknell Forest LA ➤ Continue to record any concerns and report to appropriate bodies if necessary ➤ Make regular contact with any families where there may be a concern e.g. lack of engagement with remote learning ➤ Set up a communication plan for children who are disadvantaged or vulnerable
2	Pupil Absence	<ul style="list-style-type: none"> ➤ Follow the reporting arrangements for pupil absence. Phone call to the school office stating reason for absence (Illness or self-isolating). ➤ Call or email the office each day of your child's absence ➤ If your child is self-isolating and is well, support them to complete all remote learning. If your child is unwell, they are not expected to complete remote learning ➤ Inform school of any Covid tests undertaken and the results 	<ul style="list-style-type: none"> ➤ Make contact with parents whose child is not in school if parents do not communicate this ➤ Provide home learning for children who are self-isolating the day after the school is informed ➤ If a positive test is communicated, school will inform PHE and respond appropriately
3	Starting remote learning	<ul style="list-style-type: none"> ➤ Set up a routine/ working timetable for the children to follow that works with the whole family ➤ Set up work space for your child if possible ➤ Plan in breaks and opportunities for exercise ➤ Separate home life from school life as much as possible 	<p>For individual who is ill</p> <ul style="list-style-type: none"> ➤ Not provide home learning in this instance <p>For individual isolating</p> <ul style="list-style-type: none"> ➤ Provide remote learning on Edmodo for the child the day after the school is informed of self-isolation

			<ul style="list-style-type: none"> ➤ Provide remote learning on Edmodo each day until the pupil returns to school <p>For whole class or school closure</p> <ul style="list-style-type: none"> ➤ Provide remote learning for the year group in Edmodo by 9.00am of the first closure day ➤ Provide remote learning each school day of the closure
4	Children's access and engagement with remote learning	<ul style="list-style-type: none"> ➤ Encourage their child to complete the learning set each day by the teacher. ➤ Inform the school of any difficulties with access to the learning ➤ Communicate with the teacher about any concerns or celebrations with their child's learning via Edmodo or class email. ➤ Provide opportunities for children to engage in daily exercise 	<p>Setting work</p> <ul style="list-style-type: none"> ➤ Use the school's Edmodo Learning Platform for uploading lessons and work which is differentiated to individual needs ➤ Ensure that the child/children can receive as full an education as possible, accessing the full curriculum, within the limitations of home learning. ➤ Provide work for their class so that their children can access teacher input, including any videos/ recordings/ Smartboard/PowerPoint presentations or other electronic content used for the whole class, together with worksheets or activities ➤ Where necessary, have printed packs available ➤ Set work following the usual timetable for the class had they been in school, wherever possible ➤ Upload work weekly/daily by 9.00am of that morning ➤ Signpost children to other resources recommended by the DFE <p>Providing feedback</p> <ul style="list-style-type: none"> ➤ Respond within their working hours of 8:00am - 5:00pm to reading, writing and mathematics work (whether for individual pupil, class or full school closure) within 24 hours. ➤ Ask or answer questions, provide constructive feedback, record verbal response or a teacher

			<p>modelled response, giving further explanation or simply give the piece of work a 'thumbs up', as appropriate.</p> <ul style="list-style-type: none"> ➤ Provide feedback to other curriculum tasks where appropriate ➤ Continue to award certificates at the end of the week in 'Celebration assemblies'.
5	<p>Face to face virtual sessions</p>	<ul style="list-style-type: none"> ➤ Ensure permission forms are completed in a timely manner ➤ Ensure that the link for the virtual session is not shared with anyone else ➤ Ensure children are ready to participate at the set time ➤ Ensure children have a shared, quiet space to participate away from distractions ➤ Ensure that children are dressed appropriately for the session ➤ Ensure the children have resources to use e.g. pencil and paper. 	<ul style="list-style-type: none"> ➤ Ensure all technology is working ➤ Access the meeting 5 minutes early ➤ Take a register of who is present ➤ Plan activities that are interactive for the children to participate in. ➤ Ensure there is another adult present during the sessions (in the room or access remotely) ➤ Record the meetings to safeguard both the children and themselves ➤ Monitor behaviour and engagement of rules during the session and remove children who do not follow them
6	<p>Staff well-being and workload</p> <p><i>Providing education in both a class environment and via remote learning has additional workload implications</i></p>	<ul style="list-style-type: none"> ➤ Continue to be understanding and show patience where necessary ➤ Communicate with staff in a respectful manner 	<ul style="list-style-type: none"> ➤ Sign off from emails and Edmodo at 5pm each day ➤ Continue to evaluate remote-learning processes so that it is manageable and effective
7	<p>Teacher absence due to illness</p>	<ul style="list-style-type: none"> ➤ Be patient while alternative arrangements are made 	<ul style="list-style-type: none"> ➤ Have alternative arrangements for providing remote learning ➤ Inform PHE and respond appropriately, if a positive test is communicated, school will inform PHE and respond appropriately.