

Remote Learning Policy



Lisburne's aim is to provide quality inclusive education for all pupils and access to the full range of National Curriculum subjects in a safe, caring environment where all achievements are valued and celebrated.

Lisburne School is committed to Safeguarding, promoting the welfare of all its pupils and to protecting them from the risks of harm. The Governors expect all staff, students and volunteers to share this commitment by demonstrating their understanding of how each individual adult working on behalf of the school has an active part to play in protecting children from harm and promoting their welfare.

As part of Lisburne's commitment to safeguarding and child protection we fully support the government's Prevent Strategy.

We aim to fulfill the Prevent Duty by protecting our pupils from harm and to ensure they are taught in a way that is consistent with the law and British Values. We aim to: raise awareness, enable learners to make a positive contribution and safeguard the wellbeing of our children.

Policy agreed by GB on	07 th December 2020
Policy shared with staff on	08 th December 2020
Reviewed	February 2021

Remote Learning at Lisburne 2020-2021

Introduction

As 'bubbles' close through this academic year, 2020-2021, Lisburne will provide education and support to all the children using remote learning. Learning will be conducted by Tapestry or Dojo as well as by the school website, physical learning packs and/or Google Classrooms.

This will allow staff to keep in daily contact with their class through their time at home. Teaching and learning can be tailored to our class needs and updated daily. Learning will be uploaded by 9am each day. With all of our communication, we will endeavour to prioritise the wellbeing of our children, making sure that they are happy, healthy and safe.

We realise that the circumstances that may cause bubbles to close will inevitably affect our families in many different ways. We are aware that:

- Parents may be working from home so technology may be limited.
- Parents may have several children needing to conduct their home learning so priorities will be made
- Systems may not always work as they should.

As in our remote learning contingency plan:

The Headteacher & Senior Leaders will:

- Ensure the home learning tasks set are to a high standard in line with class expectations
- Monitor the engagement of pupils learning
- Monitor the phone logs to ensure families are called regularly and any issues are followed up
- Ensure those families entitled to Free School Meals will be provided with food or vouchers
- Monitor CPOMS (Software for safeguarding, pastoral and wellbeing issues) regularly
- Communicate regularly with families through Tapestry, Dojo, our school website, phone calls & newsletters.
- Meet regularly with staff to address any positives and next steps (this could be in person or through virtual media)
- Respond to parents queries and concerns along with the Family Liaison Coordinators (FLCs)
- Ensure the day to day running of 'remote' education and the learning and safety of anyone on site.

Class Teachers will:

- Follow their usual differentiated planning for all subjects
- They will be able to be contacted from 9am-3pm each day
- Follow their usual timetable of learning each day, through a virtual platform – including assemblies where possible.

- Use Google Meet or Zoom to hold a daily, interactive, virtual session
- Provide recorded remote lessons or learning tasks from suitable learning environments
- Feedback to pupils on their uploaded learning
- Provide additional support for children/parents through phone calls, email Dojo/Tapestry or explanations via video messages
- Speak with all parents on a weekly basis, either through phone calls or via FLC.
- Monitor the daily engagement of pupils and contact the families of those not engaging to offer support
- Log any phone calls/communication on CPOMS and liaise with a member of the Senior Leadership Team (SLT).
- Fill in the Remote learning tracking sheets and liaise with FLCs if any concerns.

Teaching Assistants will:

- Support the learning of pupils they usually work with at Lisburne School
- Support the class teacher they usually work with
- They will be able to be contacted from 9am-3pm each day
- Record sessions from suitable learning environments
- Keep in touch with their class teacher
- Be available to attend school for any key worker or vulnerable children that may need to attend on site.

Family Liaison Team will:

- Call identified families regularly to offer support and check on children's well-being
- Monitor CPOMS on a daily basis and follow up any concerns promptly
- Liaise with outside agencies as appropriate to need
- Take part in remote meetings as appropriate to need
- Conduct home visits to families that teachers are unable to contact or who are causing concern





Pupils will:



- Access the recorded video sessions each morning & tasks each day.
- Watch all of the learning videos
- Complete the learning set by their teacher each day and their parent/carers can upload their learning as requested by the teacher – photographs/videos
- Watch their live session each day, where possible
- Receive a certificate at the end of their home learning period.

Parents & Carers will:

- Read all communications that are sent from Lisburne to ensure they are fully aware and up to date with news.
- Support their children to complete all of the learning set
- Liaise with school staff and seek support on behalf of their child when needed, with class teacher via email/Dojo or Tapestry.
- Provide access to the learning offered for their children
- Support their children by emailing the teacher pictures of completed work for assessment and feedback (by Tapestry/Dojo/Email)
- If parents do not engage, a follow up letter will be sent from the SLT.

Examples of whole class remote learning being set:

Classes	Daily differentiated practise to include Maths & English	Units of learning linked to foundation subjects	Resources
Silver Birch, Hazel and Willow	Fine motor and handwriting Counting Reading Phonics	Lessons set by the class teacher 	Whiteboard pens Laminated activity sheets Writing tools Number fact sheets
Maple, Oak, Beech and Cherry	Fine motor and handwriting Counting Reading Phonics		Whiteboard pens Laminated activity sheets Writing tools Number fact sheets
Pine and Ash	Fine motor and handwriting Counting Reading Phonics		Writing tools Paper tasks Phonics sound mat
Bay and Elm	Counting Gross and fine motor skills Reading with an adult Familiar number songs and rhymes Phonics		Whiteboard pens Laminated activity sheets Writing tools

Apple	<p>Gross and fine motor skills</p> <p>Reading with an adult</p> <p>Familiar number songs and rhymes</p> <p>Learning letters and sounds</p>		Resource bags to match learning
Holly, Lime & Chestnut	<p>Fine motor skills</p> <p>Dough Disco</p> <p>Reading with an adult</p> <p>Nursery rhymes/familiar songs</p> <p>Learning letters and sounds</p>		Resource bags to match learning

Individual pupil isolation

Where an individual pupil is self isolating short term, staff will contact parents to monitor progress and upload relevant work to Dojo/Tapestry. Children will receive a home learning pack if necessary.

Individuals pupils will take part in core learning (English and Maths) each day.

Guidance taken from [DfE's Remote Learning Good Practice](#)

Updated 30.11.2020