



Hermitage Primary School

Focused on Excellence; Surrounded by Care

Remote Learning Protocol

Rationale

Rationale in the event of a school closure; the school is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home. This protocol does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence.

Remote learning may also be appropriate in situations when learners, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to learners who absent themselves from school, authorised or not, 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 guidance, in the event of an outbreak of infectious disease.

Preparing for Remote Learning

- Staff have access to Google Classroom and Dojo and know how to use these applications
- Staff have access to the online applications used in school e.g. MyMaths, LetterJoin, Curriculum Visions, Purple Mash, PIXL etc.
- Staff plan using reputable resources, which follow our school schemes of learning. Maths should be planned using the White Rose Maths remote learning package that includes videos with accompanying worksheets.
- Pupils have access to school applications
- Staff and pupils are aware of the main functions of the applications being used
- Pupils will have their logins for any applications being used
- Pupils in Y4-6 will receive Google Classroom (GC) refresher sessions in Computing lessons in Autumn term 1; Pupils in Y3 will be taught how to use GC
- Parents and pupils are made aware in advance of the arrangements in place for the continuity of education

SLT will ensure that staff are supported in the development of the above framework by:

- Using staff meetings or setting aside professional development time
- Ensuring that staff have access to a suitable device in their classroom or, in the event of closure, that staff have suitable at home and if not, supply them with a device during the closure period.

Staff should ensure that they:

- Have received appropriate training
- That their computer-based teaching resources are accessible from home
- That they have access to key resources not available online at home e.g. key textbooks

Continuity of Education in Event of a Closure

- Pupils will have access to work that allows them to continue progress while at home
- There is no expectation to provide 'live' lessons. An alternative is to post supporting videos that may explain certain concepts e.g. White rose maths videos, especially with regards to new learning

Maths and English will be posted every day. In addition, staff will post activities that cover other subjects. Teachers will make themselves available for teaching during their normal working hours and will communicate with the Headteacher if this is not possible.

Student protocol

1. Pupils should complete the work set each day. When they have finished the work, it should be submitted via Google Classroom or Dojo.
2. If a pupil needs support, the parent should contact the teacher via dojo.
3. All communication with teachers must be polite and respectful.

Staff Protocol

EYFS

For children self-isolating during term time:

- At the start of the week, before 9am, teachers will post a list on Class Dojo of practical activities, songs, websites and challenges children can access during the week for Maths, English and Phonics.
- Parents will be informed that the list is for the week and every activity does not have to be completed, but parents will be encouraged to share their children's learning.
- Activities will relate and link to areas of learning covered in the classroom, as well as consolidation activities.
- On completion of an activity, parents will be encouraged to send pictures to the child's teacher using Class Dojo. The teacher will reply with a comment and suggest an additional challenge to complete if needed.
- If a child is not submitting work, the phase leader will be informed.
- Every Friday, a mindfulness task will be posted on Class Dojo for the children to try at home. For example, a breathing technique, yoga or a thinking question.

In the event of a school closure:

- Teachers will post a daily Phonics, Maths and English activity before 9am on Class Dojo. These will be practical activities, a song, a website or a challenge for the child to complete.
- For example, can you find 10 objects and put them in order from shortest to longest, design your own dinosaur and label 5 parts of it.
- Activities will relate and link to areas of learning covered in the classroom, as well as consolidation activities.
- On completion of an activity, parents will be encouraged to send pictures to the child's teacher using Class Dojo. The teacher will reply with a comment and suggest an additional challenge to complete if needed.
- If a child is not submitting work, the phase leader will be informed.
- Twice a week (Wednesday and Friday), a mindfulness or thinking question will be posted on Class Dojo for the children to try at home. For example, a breathing technique, yoga or a thinking question.

Lower School

- Work will be posted via Class Dojo on a daily basis before 9am
- On completion of an activity, parents will be encouraged to send pictures to the child's teacher using Class Dojo. The teacher will reply to the majority of messages with either a comment or a suggestion of an additional challenge to complete.
- If a child is not submitting work or the parents are not in regular contact with the teacher, the phase leader will be informed.

- Teachers will check in regularly with each parent either via individual message or the class page. Parents are required to ensure they communicate effectively to ensure we are providing adequate, effective support.

The following work will be set daily:

- Writing
- Maths
- Grammar or punctuation
- Topic (History/Geography/Science/Art)
- Reading (15 minutes minimum)

The following will be set weekly tasks:

- Spelling or phonics
- Times Tables

Upper School

- Work will be posted via Google Classroom Mon-Fri before 9am.
- Where possible (e.g. Maths, GPS), answers will be uploaded the following day for the children to self-mark.
- On completion of an activity, parents will be encouraged to send pictures / upload Word / Google Document / PDF to the child's teacher using Google Classroom. The teacher will reply to the majority of messages with either a comment or a suggestion of an additional challenge to complete.
- If a child is not submitting work, the teacher will contact the parents via Dojo. If no contact can be established, the teacher will inform the phase leader.

The following work will be set daily:

- Writing
- Reading
- GPS
- Maths

The following will be set weekly:

- History/Geography
- Science
- Art/DT

SEND Pupils

- Teachers will tailor work for SEND pupils
- Sheets/books may be utilised if the child cannot access online learning

Parents Protocol

1. Parents will ensure their children are accessing the work and doing it to the best of their ability
2. Parents will message the teacher if there are any issues
3. If possible, parents will support children at home with learning

Students without Device or Internet Access

- Students without access (or find access difficult e.g. SEND pupils) will be provided with CGP books or printed sheets.