Mortimer Primary School Remote Learning Plan
September 2021

Policy Review September 2022

To be accompanied alongside: -
Remote Learning Policy
Acceptable Use Policy

1. Evaluation of prior learning
2. Systems in place
3. Staff Preparation
4. Pupil Preparation
5. Documentation and policies in place
6. Curriculum and content
- *Appendix A* Remote learning checklist in the event of a year group closure for a short period.
- *Appendix B* Adaptable remote learning advice sheet and digital passport for parents. (Year 1 to Year 6)
  - ○

1. **Evaluation of prior remote learning**

   During Covid-19 Mortimer Primary School delivered remote learning to children across all key stages. Staff were able to adapt already established learning tools to continue to provide education to children in their own homes using digital devices.

   Children were also delivered work packs which contained worksheets and learning resources to help continue their learning in their home environment.

   <u>Positives</u>
      - Families in Early Years were familiar with Class Dojo and Tapestry. They felt that their link was maintained. Teachers were able to have daily contact and provide feedback with family pictures and messages. Tasks were set and communication was maintained. Parents praised this.
      - Key Stage Two pupils were familiar with using Google Classroom for learning within school. In the days leading up to national lock down teachers quickly provided help sheets, passwords and usernames for Google Classroom, RM Easimaths, TT Rockstars and reading apps.
      - Across the school teachers produced information sheets with free login access to websites for parents to use to support learning at home.
      - Some families did struggle to initially sign on to some of the digital learning platforms. Support was given from members of staff at school and those that asked for it did receive support over the phone.
      - Initial uptake of the Google Classroom was quick.
      - Year group teachers worked well as teams to produce work that was uniformed across the year group classes.
      - Teachers were quick to take the opportunities provided for training and staff attendance of online courses was very high during the summer months. Staff confidence increased. Good practise was both praised and shared.
      - Cross-curricular units of work in KS2, which had links across many subjects, received lots of praise from parents and there was a higher completion rate.
      - Excellent use of learning videos and a wide plethora of resources were utilised for remote learning. Many were adapted and used as additions to bespoke Mortimer planning. Moving into Autumn term, many teachers are using these resources within their teaching still.
      - Digital equipment was provided for pupils who requested support.
      - Teachers monitored access to the digital platforms and in cases where children were not in contact, teachers and teaching assistants made

contact. Support to access work was offered and paper copies provided where asked.

- Work packs were delivered to all children across the whole school on a number of occasions. This was welcomed by most parents and allowed teachers to have face to face contact with families. Parents were informed by social media and website updates when their teachers may be spotted. Socially distanced visits were enjoyed by both pupils and staff.
- Work packs were differentiated and support materials, such as hundred squares, word banks and number lines were provided for those who the teacher believed needed them.
- SEND children, who were isolating and unable to access the classroom, received phone calls and support. Where needed video conferencing support was available.
- Our SEND-CO had frequent contact with parents of SEND children and offered advice where appropriate. This was found to be very beneficial to the children with ASD who were out of their normal routine.
- The website and social media was also used as a portal to external agencies and help points for those families who were perhaps in crisis. Links to foodbanks, NHS support, internet safety and domestic violence support were a few of the links.

Lessons learned:
- Classes in year groups needed to provide the same content to pupils across a year group. Year group classes should have the same task with differentiated levels.
- Not all parents were able to provide access to digital devices for tasks to be complete. Pen and paper tasks were also received well.
- Providing more platforms to access work was encouraged.
- Providing work in bulk at the start of the week allowed parents to plan ahead and print worksheets ready for home learning.
- Some parents requested a daily timetable but others preferred a non-prescript strict daily schedule. It was agreed that providing parents with the learning opportunities so that they could decide when and how to complete the work was better suited for Mortimer parents as many were working parents who still needed to work from home themselves.

2. **Systems in place to deliver content**
   2.1 Mortimer Primary provides education across three key stages. The teaching platform must be age appropriate and meet the needs of the child, the parent and the teacher.

2.2 Nursery Provision

Class Dojo is used as a means of contact with parents on a normal day-to-day basis. This will continue for remote learning. Communication between parents and staff will continue and tasks may be shared for children.

Staff may feel the need to also provide paper tasks and printed materials. Copies of these will also be available for parents to print out from the school website.

2.3 Reception Provision

Tapestry is used by staff as a means of communication between parents and as a tool to complete Early Learning Profiles. During a time of remote learning teachers would continue to use this for communication and would post tasks and challenges for children.

Other learning tasks may be placed on the school website in the tab labelled under remote learning and a hard copy of all worksheets would also be available on request.

2.4 Key Stage One and Two Provision

Children across Key Stage One and Two have been allocated usernames for Google Classroom. Children from year two upwards use their logins as part of their computing education throughout the school.

There are a number of digital platforms used to enrich learning throughout the school. It is imperative that a record of all user names is kept up to date and a digital copy should be passed from teacher to teacher to aid the transition of year groups and so that in the event of a period of time that a child needs to work from home, access is possible and teaching could be initiated quickly.

Remote work tasks and opportunities will be mirrored on a number of platforms to allow accessibility for as many students as possible. Work will be posted on the Google Classroom, on the school website and a hard copy of the work may be provided where possible for children without access.

All tasks will where possible have a range of teaching resources which may include fact sheets, supporting videos, website links and online tutorials.

The year group will provide a daily message for children, this may be from their teacher or another teacher in the year group when their class teacher is

not available. This does not need to be a video or voice clip from a member of staff.

Teachers may post work as a year group with differentiated levels/goals. Children should expect to see the name of any teacher from their year group setting work, not just their class teacher. Direction from the teacher will always be provided as to which work to complete when there are multiple sets.

All children from year one to year six will also have access to RM Easimaths. Access and appropriate levels will be monitored by year groups teachers.

All children from year two to year six will have password access to Times Table Rockstars. Teachers can interact with children using this app and set challenges when they feel fit to engage classes and pupils. Information about challenges will be shared on the Google Classroom.

Key Stage Two children will be able to continue Reading Plus and Spelling Shed assignments, which the teacher will be able to monitor remotely.

2.5 All provision, from Early Years to Year Six, will be delivered in line with the Remote Learning Policy.

2.6 If a member of staff is poorly and unable to provide remote learning for their class, their year group team will post the work supported by Computing Lead. It will not be marked and a member of the Senior Leadership Team or a member of the year group affected will post a message to the class each day in the digital classroom or on the platform the child has access to.

3. **Staff preparation**
   All staff at the start of an academic year will make sure that home contact using either Class Dojo, Tapestry or Google Classroom has been established and that families can access and respond to teacher posts.

   Teachers in Key Stage One and Two will try, where possible, to use Google Classroom in their classroom settings for computing tasks and may use it as a tool for homework to reinforce children becoming confident in using Google Classroom.

   Teachers will have a safe store of usernames and passwords for pupils.

   Teachers will be provided with opportunities to attend courses to upskill on the delivery and preparation of remote learning resources and teaching.

4. Pupil preparation

Parents will receive letters explaining how to access online provisions in Early Years and Year One. These will be shared at the start of the new academic year.

Pupils in years two to six will use Google Classroom, RM Easimaths and TT Rockstars as a part of their regular learning in school. They will also take home their username and password with a clear explanation of how to gain access at home.

Teachers will use Google Classroom for small tasks, such as to provide copies of weekly spellings online to build familiarisation of Google Classroom for families.

In the instance where a parent is experiencing technical difficulties, teachers will try to offer support and where necessary gain additional support from the Head of Computing. Members of staff are not permitted to touch or alter the settings of a pupil/parent's device.

In the event of a period of time when remote learning must be initiated parents will receive notification through the school social media, website update and/or a letter that remote learning will be delivered through these platforms.

Hard copies of learning resources will only be provided on request.

5. Documentation and policy in place
- Acceptable Use Policy
- Remote Learning Policy

6. Curriculum and content
- Where possible remote learning curriculum content will mirror school curriculum.
- A wide and varied curriculum should be delivered.
- Learning objectives from the specific year group should be followed.
- Subject coordinators should help to provide support and monitor the content and delivery of their subjects.
- All tasks, where possible, should also be able to be completed using pen and paper methods for those without access to digital devices and/or printers. Alternative tasks may have to be provided at times.

Appendix A

On the implementation of a short term period of remote learning please complete this checklist. **For school use only.**

Date:		Year Group:	
Names of class(es)/pupils affected:			
First day of isolation period:		Expected date for return to school:	
Digital platform:			
Staff roles during isolation period			
Teacher in isolation:			
Teacher one:			
Teacher two:			
SLT:			
Teacher(s) digital content release time:			
SLT Assembly Date: SLT lead:			
Agreed date to schedule work on platform:			
Work placed in year group folder for the website:		Yes/No	
Emergency pack distributed:		Yes/No	
LA laptops distributed:		Yes/No	
Children highlighted who may require printed packs of work? *This work must mirror the work on the digital platform as closely as possible.*		Yes/No	
Printed packs created:		Yes/No	
Follow up phone calls to be placed by ▮▮▮▮▮▮▮▮ on day four of remote learning to any child who has not made contact via the digital platform or requested a work pack.			

Appendix B

<u>Digital Passport and Google Classroom Login Information</u>

In the event of a school/year group/classroom closure it will be necessary for your child to be able to access remote learning.

All children from year one through to year six will have access to remote learning through a platform called Google Classroom. Work will also be available on the school website and for those that request it, a hard copy will be provided by the school.

You will find on the last page of this document important login information for learning apps to support your child's learning **throughout the year** at home.

Your child will be used to using Google Classroom at school to create work in many different areas of the curriculum. We will also use this for homework tasks throughout the normal academic year so that you and your child can become familiar with this and in the event of remote learning are already confident with the platform. (For those without access at home, a hard print out of the task will also be provided with instructions where possible.)

Google Classroom is a safe forum that is controlled by your class teacher and a senior administrator from the school. It is not to be used or shared with people outside of our school.

Your child has access to only their class. To access the class they simple login through the school website, www.mortimerprimary.co.uk (where possible we advise children to use Google Chrome although it will work on other browsers.) Your child's login details are mentioned later in this letter.

They then select the Google Classroom icon at the top of the homepage.

This will bring your child to a screen like the one below.
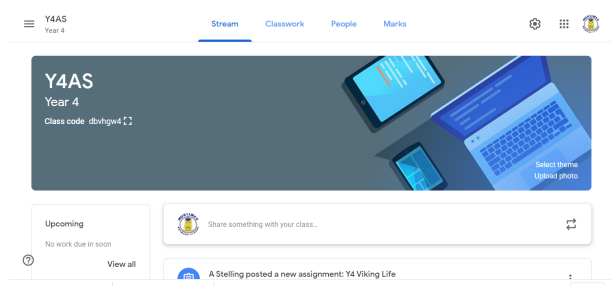
On their first use from a new device, Google likes to sometimes ask verification questions, simply enter your child's e-mail address or user name and their password again.

Their e-mail address is first name and initial such as BobF@mortimerprimary.co.uk, these email accounts are unable to receive external emails to protect your child. Children are aware that emails are monitored for misuse.

We encourage children not to use the "Stream facility" for general chat, this is a way for the teacher to post a message to the whole class or ask a question.

The teacher will set work on the Classroom wall. This is where a task will be set and any additional websites, documents to complete will be placed. You do not need to access Microsoft Word, PowerPoint etc as it will have an online version attached called Google Doc, Google Slide, Google Form etc.

This is an example of how an assignment could look:

All work is saved automatically and the teacher will receive it straight to their Google Classroom account. They sometimes give feedback on line but other times will give feedback in class.

<u>Acceptable Use:</u>
- We encourage and enforce a positive use policy with Google Classroom.
- Pupils and parents must not contact teachers directly through email, no teacher will reply to your message using Google Classroom.
- If you have a question either, ask at school or use the class stream.
- **No inappropriate use will be tolerated** and any misuse will be forwarded to the Senior Leadership Team and could result in an account being frozen.
- Please respect others in the classroom, this includes both pupils and the class teacher.

We understand that not all children will have access to the Google Classroom but would ask you to give it a try on either a laptop, PC, tablet or smart phone at home.

We have found that those who access Google Classroom on a tablet or phone can access more features by downloading the app, available on both Apple and Android devices. **This is free to download.** You may also wish to download Google Suite apps; Google Docs and Google Slides, which is also free to download.

Your child will bring home a copy of their username and password. Can we please ask that at this time password are NOT changed.

Handy hint: **If you have a Google account yourself you will need to sign out of your own account in the browser.**

Technical issues:
We ask that you do not email any teacher direct. If you are experiencing issues please message office@mortimerprimaryschool.co.uk and a member of staff will be in touch.

Your child uses these applications regularly at school.

Google Classroom - All work will be set using this app. We set homework challenges and share spellings here. Can be downloaded as an app and/or accessed using the school website and your child's login.	
User Name:	**Password:**
RM Maths - Problem solving for maths Web based There have been issues that it is no longer downloadable from the app store but RM are working on this. Accessible through RM website.	
User Name: **@mortimer19**	**Password:**
TT Rockstars - Multiplication and division practice ESSENTIAL FOR YEAR 4! Web based but downloaded app available; play for 5 to 15 minutes every day. Results will be seen quickly!	
User Name:	**Password:**
Reading Plus: Our school is using Reading Plus program to help our students become better readers. New assignments are assigned at 12:00am every Monday. Encourage your child to complete the weekly assignments and they may do extra if they finish.	
User Name: **Site:** rpmorti2	**Password:**
Spelling Shed:	