



# Remote Learning Protocol

To cover self-isolation, bubble or wider school closure

Staff at Livingstone Primary School will continue to provide the best possible education and support to our children who may not be able to attend school due to Covid-19 self-isolation, bubble closure or in the event of wider school closure. We will continue to use remote learning strategies that we have developed and successfully used during lockdown. The wellbeing of our pupils and their families is the priority and therefore we will always promote the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.

We realise that the current circumstances, with the potential for short notice school closures, will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility. Some families may have limited access to technology, parents may be working from home or have several family members trying to access technology for different reasons.

We also acknowledge that each situation of self-isolation, bubble or wider school closure will be different. For example, the remote learning that will be able to be set for one child self-isolating will be different if the teacher is still teaching the rest of the class in school. In the event of a bubble closure and all children and staff in that bubble being sent home to isolate, remote learning will be able to look different as teachers will be working from home. This situation also has the potential to be affected should the teacher themselves fall ill. Below, we have outlined what work will be set by class teachers in three different situations and what children and parents can expect from school staff during each situation. We have also outlined what we expect of children and parents in all three situations.

As a school, it is our responsibility to provide children with an experience that is as close as possible to what they would receive in school. Therefore, it is our expectation that all tasks set are completed and shared with the teacher via Seesaw.

## **In the case of individuals self-isolating because they / members of their household have symptoms and are awaiting the result of a test (ie: a possibly short absence of 2-3 days), teaching staff will:**

- Upload a 2-day 'Isolation Pack' onto SeeSaw which can be accessed whenever children are off and waiting for test results.
- This will include:
  - 2 maths lessons linked broadly to your maths this half term eg place value, fractions etc;
  - 2 English activities – SPAG / spelling / phonics
  - 2 topic activities that broadly link to your current topic.
- These isolation packs should be uploaded to all children's see saw and children can then be directed to them if they want them and are well enough to complete it.
- The isolation pack will need to be replaced each half term to ensure that it remains linked to current class work.
- If children are isolating in your class please check Seesaw once a day and respond to any work completed.

## **In the case of a positive test for a member of their household and the child will be isolating for 14 days or in the case of a child quarantining following a holiday, teaching staff will:**

- Set work that matches as closely as possible the work other children are completing in school from, at the latest, the second day of absence on the Seesaw learning platform. This may need some adaptations to make it

accessible. If it is possible to set work sooner, we will do so (if we only find out at the start of the school day, teachers will be busy with their classes).

- Work will be set for the rest of the week / a week in advance.
- Days should build on previous days so activities should be clearly marked as to the order in which to complete them.
- Work will be set in at least Maths, English and a topic lesson every day. Younger children might also have phonics videos and games.
- Up to 3 reading books on Oxford Owl will be selected every week and listed on Seesaw.
- Work should be a mixture of worksheets, video lessons, games and online and offline activities
- New content should be explained via video links. As teachers are still teaching the rest of the class, this will be through selected videos from Oak Academy, White Rose Maths, Mr Thorne does Phonics and BBC Bitesize etc.
- For children who have no devices, we will provide printed versions of the worksheets for collection if there is a member of the household who can collect as they are not self-isolating. If not, we will deliver the pack once a week to cover a week at a time.
- If this is the case, teachers may be asked to print off a pack and pass to the office for collection / delivery.
- Teachers will check submitted work once per day and respond to pupils with feedback or tips / help where they have misunderstood.
- For children who have SEND, work will be appropriate to their stage in learning.
- Class teachers must monitor participation / engagement and get in touch with families who are not accessing learning via the office.

**In the case of a school bubble being sent home to self-isolate due to a member of the bubble having tested positive, teaching staff will:**

This assumes that the class teacher is well. If the class teacher is unwell, some work will be set as in individual self-isolation above until the class teacher is well enough to resume the actions below.

- Work will be set on the first full day of absence on the Seesaw learning platform.
- Work should follow the normal planned sequence of learning for English, Maths and follow the topic learning the class was supposed to be following.
- For English and Maths this needs to follow the teaching sequence as was planned to be taught in class.
- For topic, some flexibility can be used to select activities that are more accessible at home as long as the content is planned in a way that makes sense.
- Work will be set in at least Maths, English and a topic lesson every day.
- Children will also have up to 3 reading books selected on Oxford Owl per week which will be listed on SeeSaw.
- Younger children may also have phonics videos and games.
- Days should build on previous days so activities should be clearly marked as to the order in which to complete them.
- Work should be a mixture of worksheets, video lessons, games, online and offline activities.
- New content should be explained via video links. This may be through selected videos from Oak Academy, White Rose Maths, Mr Thorne does Phonics and BBC Bitesize etc
- Staff should record 1 - 2 video clips themselves directly onto Seesaw each day to allow children direct contact with their teachers. This could be an introduction to a lesson, an explanation of phonics or a SPAG rule etc. These videos should remain on Seesaw for safeguarding purposes.
- For children who have no devices, we will provide printed versions of the worksheets for collection if there is a member of the household who can collect as they are not self-isolating. If not, we will deliver the pack once a week to cover a week at a time.
- For children who have SEND, work will be appropriate to their stage in learning.

- Teachers will check work twice per day between the hours of 8.30am and 4.30pm and respond to pupils with feedback or tips / help where they have misunderstood. This may involve setting follow up work / quick video explanation eg. a second sheet practising the same calculation where children have struggled or a video recapping on how to do something.
- Class teachers must monitor participation / engagement and get in touch with families who are not accessing learning via the office

**In all situations requiring remote learning, Children will:**

- Read daily, either independently or with an adult
- Spend some time on TT Rockstars every day.
- Complete daily English, Maths and Foundation Subject tasks
- Share their learning via Seesaw
- Use some of this time to be creative - you could learn a new skill (paint, bake, do some gardening), follow your own interests to discover more about the world around us
- Remember to stay safe online and use online resources respectfully. Talk to an adult if you are worried.

**In all situations requiring remote learning, Parents will:**

- Support their child's learning to the best of their ability
- Encourage their child to follow a predictable routine eg. getting dressed and ready for the start of the school day
- Encourage their child to access and engage with the activities shared on Seesaw
- Continue to contact their class teacher via Seesaw if they require support of any kind
- Understand that teachers may not be instantly available, particularly after the working day.
- Support their child to send their work to their teacher
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax
- Set age-appropriate parental controls on any devices your child uses and supervise their use of websites and apps
- Talk to their child about online safety
- Break up screen time by getting your child to use books, write by hand, be active and get away from the screen regularly
- Encourage children to stop using digital devices at least an hour before bed

Useful resources:

<http://www.iseemaths.com/home-lessons/>

<https://whiterosemaths.com/homelearning/>

<https://www.oxfordowl.co.uk/>

<https://www.bbc.co.uk/bitesize>

<https://trockstars.com/>

<https://www.thenational.academy/>

**Online Safety**

Livingstone Primary School recognises the importance of a safe online environment and encourages parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on. The following resources have been shared to support parents and carers to keep their children safe online:

1. **Thinkuknow** provides advice from the National Crime Agency (NCA) on staying safe online:

<https://www.thinkuknow.co.uk/>

2. **Parent Info** is a collaboration between Parent Zone and the NCA providing support and guidance for parents from leading experts and organisations:  
<https://parentinfo.org/>
3. **Childnet** offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support:  
<https://www.childnet.com/>
4. **Internet Matters** provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world:  
<https://www.internetmatters.org/>
5. **London Grid for Learning** provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online:  
<https://www.lgfl.net/default.aspx>
6. **Net Aware** offers support for parents and carers from the NSPCC, including a guide to social networks, apps and games:  
<https://www.net-aware.org.uk/>
7. **UK Safer Internet Centre** gives tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services:  
<https://www.saferinternet.org.uk/>