

# RUSHEN PRIMARY SCHOOL

## Covid-19 Distance Learning Protocol



### **Aim**

To communicate to all stakeholders the protocol that Rushen Primary School will use in supporting children who are learning from home in the event of a school closure due to Covid-19 in line with DESC guidelines for distance learning provision.

### **What is distance learning?**

Distance learning in this document refers to distance learning when the child is not able to attend school, due to school closure.

### **Context**

This document is based upon current government guidance for Distance Learning when full school closure (except for school hubs and school units), has been introduced.

This document sets out Rushen Primary School's best endeavours to support distance learning, however, the school's response will be contingent upon the good health of staff, workload implications and consideration for the hub and the reliability of technology.

### Distance learning

The school will produce distance learning plans linked to the school curriculum for each year group. The learning plans provided by the teachers will be comprehensive and progressive. It is deliberate that the information provided is succinct, has a clear focus on learning, will enable pupils to make progress and as such, our distance learning packs will include:

- Learning challenges for English, Mathematics and Science
- Each subject's objective is taken from the specific year group skills / knowledge / understanding age-related expectation
- Other important 'Learning to Learn' skills are also embedded/highlighted (6Rs, Learning Muscles, growth mindset) so that the children may continue to develop these life-long skills
- Where possible and appropriate, additional supportive material is sourced and provided, with particular reference to White Rose (Maths Mastery) and Oak National Academy (virtual school with pre-recorded video lessons)

### Access to Learning

Every child will have access to the learning packs via the school website/learning platform. Guidance will be issued from the DESC regarding the loaning of devices for home use during the lockdown period.

Learning activities for children in Derbyhaven (Ace Base) will be planned according to their individual needs and sent home.

A menu of activities will be provided on the first day of school closure, within 24 hours, for the remainder of the week. The class teacher will then provide distance learning opportunities as described in this document, which will be shared on the school website for the week or as soon as possible (pending staffing availability, e.g. illness).

Further details and instructions regarding the learning platform will be forwarded to parents.

## **Role of teachers**

Teachers will communicate with pupils about their learning during school hours.

The teacher will post messages online for the pupils to 'like' 👍 which will act as daily pastoral contact and to enable registration. Any pupil not replying within one week will be contacted directly.

## Feedback

Assignments will be set in English and Maths each week for feedback. Feedback may be to the group or individual as appropriate.

## Contact and Wellbeing

Parents should be aware that staff participation could be affected as they may be unwell, working from home, home schooling their own children or looking after vulnerable family members.

School will continue as previously during lockdown, and will contact vulnerable families, e.g. Safeguarding, Child Protection, Looked After Pupils, etc.

In terms of monitoring distance learning engagement, failure to receive contact from any pupil for more than one week may result in intervention from DESC education services/liaison officers.

Instructions and expectations for using 'Teams' (online learning platform) will be sent to families including details about what, when and how to submit the learning requiring feedback.

## **Role of Parents**

Parents should try to facilitate:

- Daily encouragement to engage with learning
- Parents should try to facilitate reading with your child every day
- A quiet, dedicated space for focussed learning
- A programme relevant to the child's age for when to study/learn, play, exercise, relax, etc. Focussed study periods should be little and often (suggestions for how to plan can be found [here](#)).
- Monitor screen-time (including both leisure and learning activities)
- Offer alternative activities that require independence, concentration, challenge (E.g. jigsaws, board/family games)
- Encourage and provide opportunities for children to contact friends, other family members, etc., so as to promote positive social engagement opportunities
- Monitor children's well-being, e.g. refer to numerous links for advice, well-being and mental health support on the school website, as required.

## **Video Lessons**

To some, it may seem that live lessons are a preferred option, as they are perceived to more closely replicate the school day structure, however, there are some key considerations to be noted. Some children find live lessons extremely difficult and there are safeguarding implications with live lessons for children and staff. At RPS the focus is on 'distance learning' rather than 'home schooling'. This more replicates the core values and vision of our school, where children

are recognised as learners in an environment that is conducive of, and facilitates learning. Links to pre-recorded or pre-set activities on our weekly planning sheets, allow pupils to pause, rewind, re-read and revisit explanations and content that they may have struggled with.

Some of the issues around 'home schooling' via live video lessons:

1. Accessibility of equipment - In many homes, there will not be sufficient availability of devices for all children to access lessons at the same time. One laptop cannot serve three children who all have live lessons simultaneously.
2. Bandwidth - There can also be a problem with the amount of bandwidth that streaming multiple live lessons requires, and this often becomes an issue when children are trying to join live lessons at the same time that parents are trying to have virtual meetings while working from home.
3. Quality lessons – By using links to prerecording lessons (e.g. Oak National Academy, BBC, White Rose, etc.) our teachers can choose more carefully the best quality of explanation that most suit the children in their class. Also, the pre-recorded lessons include graphics, follow up activities, video clips and other animations that help to bring the explanation to life.
4. Learning and behaviour management - Teachers attention may to be drawn to managing some children's concentration and behaviour. Within the classroom environment, teachers are able to direct a pupil's wavering attention, can pose questions with ease and purpose, can judge how work is progressing and when there is a need for a change to the pace. However, a virtual classroom is a very poor proxy for this space, and one in which you cannot as easily interpret the atmosphere, climate and environment in the same way.

There is still very little evidence to suggest that moving lessons to live delivery is any more impactful to learning than utilising pre-recorded lessons or setting activities on an online portal. A report from the Education Endowment Foundation notes that the method of delivery is much less important than the quality of that delivery.

### **Ongoing school closures**

If school is closed for a period in excess of two weeks, the school will endeavour to provide the same distance learning as set out above, within a reasonable timeframe, however, an ongoing review will need to take place considering the wider impact of any lockdown.

**In the event of a class isolation/lockdown** then a distance learning plan will be provided the week after the class isolates. This will be based on the learning that the class would normally undertake in school. In the interim period (immediately), families will be able to access the resources and weekly plans already posted on the school website. 5 weeks of learning is available, which was provided during the 5 weeks when children attended school in the summer term, 2020. Parents can use distance learning packs from any of the year groups in order to differentiate or if they have completed any of the plans.

**If a child is isolating and not ill or has travelled against advice from the IOM Government,** then distance learning will not be provided.

This document complies with DESC/Government guidance for distance learning in the primary phase.