# BUTTERCUP PRIMARY SCHOOL

# TEACHING AND

**LEARNING POLICY**

## Addendum RE COVID-19 –

**Remote Learning**

**COVID-19 school closure arrangements for Teaching and Learning at Buttercup Primary school**

1. **Context**

From 20 March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response together with those children deemed vulnerable – and of these, only those who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of Buttercup Primary School Teaching and Learning Policy contains details of our arrangements for remote learning.

### Expectations of Pupils and Parents:

* + Pupils should retain structure to their working day. This should include learning between the hours of 8:45am and 3:15pm with suitable breaks.
  + Parents should support their child with their learning by support calls in the morning and afternoon.
  + Parents and pupils should attempt and complete work provided by the teacher. They should try and include at least:
* One piece of English work (including handwriting, phonics or SPaG)
* One piece of maths work
* One piece of work from Islamic studies.
  + Parents are not required to print work, they should support their child to do the work on a exercise book or paper clearly writing the question number and writing the answer next to it.
  + Pupils can email the work in to the school email by writing some text about what they did, taking a photograph, making a video or drawing a picture. Parents can support with this.
  + Pupils may wish to share learning they have done that a teacher has not set. This is encouraged although teachers may not be able to respond to work that has not been set.

### Expectations of Teachers:

* Check in with their Line Manager at the start of each day.
* Check emails at 8:30am, 12pm and 3:30pm for any updates.
* Upload appropriate materials and lessons to portal on a weekly basis.
* Set lessons in line with a ‘normal’ day with some adaptation for the circumstances.
* Be flexible. Understand that some parents are not able to print or access the work easily. Support parents with this by offering alternative ideas.
* Respond to work that is handed in with appropriate feedback in line with the school Feedback Policy.
* Reward pupils to help incentivise and motivate them.
* Communicate with parents for work related queries within normal school hours.
* Upload videos, photos, competitions and other materials to support pupils’ learning and maintain teacher/pupil relationships.

### Expectations of Teaching Assistants:

* Check in with their Line Manager at the start of each day.
* Check emails at 8:30am, 12pm and 3:30pm for any updates.
* Support teachers with the management of work on Class Dojos.
* Respond to work that is handed in with appropriate feedback in line with the school Feedback Policy.
* Reward pupils to help incentivise and motivate them.
* Communicate with parents via the app for work related queries within normal school hours. This is especially important for parents of pupils with SEN who you work closely with.
* Upload videos, photos and other materials to support pupils’ learning and maintain teacher/pupil relationships.

### Expectations of Leaders:

* Check in with the staff you line manage daily.
* Regularly check in with your team to ensure that staff are consistent in their approach and pick up on any concerns.
* Provide support to colleagues to ensure that work is provided as required.

**Safeguarding**

This guidance document is supported by Safeguarding Policy at Buttercup Primary School and

Addendum dated 31 March 2020.