



Barton, Ravensworth, East Cowton and Kirkby Fleetham CE Schools

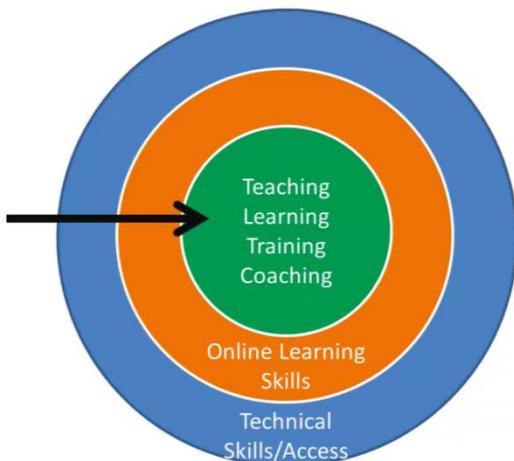
Remote Learning Policy

September 2020 Updated January 2021, updated February 2021

Aims

We aim to provide the best education for all at Barton, Ravensworth, East Cowton and Kirkby Fleetham Church of England Primary Schools. The ethos of our school clearly reflects our commitment to fully including, respecting and supporting all members of our school community whatever their cultural background, belief, gender, race or disability.

In the event of any form of isolation or need to work at home caused by COVID-19, it is expected that pupils will engage in the remote learning programme, which will be available and accessible to all. Remote education will not be necessary for pupils who are ill until they are well enough to resume their learning.



We recognise that pupils will need to master a number of skills before high quality remote learning can take place and we have adjusted our curriculum to ensure that we teach the necessary skills to be able to access the lessons on offer. The aim is that there will be a smooth transition from school to home- based learning.

Remote education will consist of good-quality, sequential teaching and learning, with work set on Teams and Class Dojo, so that knowledge and skills are built incrementally, with clarity about what is intended to be taught and practised in each subject. It will allow for regular interaction between adults and children, which provides effective learning, assessment and feedback. Each child has an individual login to Teams and to Class Dojo.

Our curriculum will cover a broad and balanced range of subjects. Our programme of remote learning will be of equivalent length to the core teaching pupils would receive in school and include regular contact with the class teacher. Tasks will provide both support and challenge as appropriate, to meet the needs of all children. Some pupils may not be able to access remote education without adult support, for example SEND pupils or disadvantaged pupils, so we will adapt teaching and learning materials accordingly.

For pupils with an EHCP, remote learning will be individualised to meet the targets and strategies as set out in their plan. Pupils will have an action plan which details reasonable endeavours to be able to meet the Special Educational Provision in Section F. The school will continue its statutory duty to ensure that provision takes place.

Remote Learning will be put into place for:

- Pupils having to isolate at home, symptomatic but well enough to learn (short term if waiting for a test result or longer if confirmed case)
- Pupils having to isolate at home due to symptomatic household (short term if waiting for a test result or longer if confirmed case)
- Groups of students isolating due to bubble closure (class or year group)
- Staff having to isolate at home due to symptomatic household
- Staff isolating due to class or bubble closure
- Local / national lockdown

In the event of a whole school or local lockdown, we may need to stay open for children of key workers depending on the context and severity of the situation in the school. There will be a rota for staff who are available in order to supervise children of key workers and children classed as vulnerable. Staff at home and at school will facilitate the distance learning for these children, using the remote learning resources.

Preparing for Remote learning:

We will ensure that the curriculum prepares all pupils with the necessary skills to be able to learn remotely

- Each child will have an email address and be invited to join a class team; they and their parents will have access to Class Dojo
- Children will be taught how to use teams and expected behaviour whilst working online will be set by the class teacher
- Learning online requires a different level of independence and resilience to classroom lessons and these skills will be taught in school. Class teachers will factor in these barriers to high quality learning when they are planning.

Remote Education for pupils isolating because someone in their household is symptomatic or tests positive

In this situation, a single child, siblings or a group of children may be isolating because someone in their household is displaying symptoms or they are awaiting test results.

- The class teacher will upload learning resources on at least a weekly basis. This will be accessed via email, class dojo or the school website. The teacher will decide which resources are most appropriate for the individual child.
- We will supply printed resources and workbooks for pupils who do not have suitable online access or for pupils who require different and additional resources, these can be collected from school office at a suitable time. Parents should notify school if they wish to have paper-based resources provided.
- Staff will monitor pupil engagement, and families will be contacted for additional support if required.
- The Head Teacher and/or SENDCo will check in with vulnerable families weekly.

- Work can be uploaded to Class Dojo, teams or emailed to the class teacher and they will provide regular feedback. This will not be immediate as the teacher will continue to teach the rest of the class within school through their full-time teaching commitment.

Remote education for whole school/local lockdown or whole class/bubble isolating because of an outbreak

This is if the whole school is closed or a whole class/bubble is isolating, including staff.

- Using a combination of Microsoft Teams, the school website and Class Dojo, teachers will upload learning resources and deliver online learning on a daily basis. The teacher will decide which resources are most appropriate for each child.
- We will deliver a broad and balanced wider curriculum.
- In terms of academic learning, priority will be given to reading, phonics, writing and maths development for pupils alongside a broader blended learning offer.
- We will encourage physical activity and provide links to useful websites and resources.
- In line with the Trust's remote and blended learning protocol, we will prioritise pupils' mental health and wellbeing. PSHE will be core to our curriculum and promote positive mental health and wellbeing. We will ensure that there is regular, direct teaching of PSHE with opportunities to follow the planned curriculum and in response to the social and emotional needs of children.
- We will support children's positive mental health and wellbeing with other activities such as online stories and videos and face to face online discussions, where possible, to children from staff.
- We will gauge how well pupils are progressing through questioning, quizzes and feedback.
- We will supply printed resources and workbooks for pupils who do not have suitable online access or for pupils who require different and additional resources, these can be collected from the school office.
- Staff will monitor pupil engagement, and families will be contacted for additional support if required.
- The Head Teacher and/or SENDCo will check in with vulnerable families weekly.
- In the event that a class teacher is unable to plan and deliver remote education due to illness, parents will be directed to Oak National Academy, home learning provided by the class teachers in the same year group (who may have a full-time teaching commitment in school) or teaching assistants who work in the class and other useful websites for daily learning activities.

- Teachers' PPA (Planning, Preparation and Assessment) will be done remotely.
- Staff meetings will take place remotely.

Subject and Age Specific Information

Early Years Foundation Stage (Nursery and Reception) who will not be attending school as a result of government guidance or the closure of a phase bubble will receive:

- Activities that support all seven areas of learning for the duration of their absence. These can be accessed through the school's website and Class Dojo. In the event of no internet access, paper copies will be provided.
- Access to daily adult interaction in the form of live lessons or pre-recorded videos.
- Teachers will prepare activities that are updated throughout the week.
- Access to live phonics sessions (at least twice per week) and supplemented with activities linked to letters and sounds.
- A range of stories and songs to share with their families. These can be accessed on Class Dojo or through links provided to parents. In the event of no internet access, paper copies will be provided.
- A list of helpful links and websites will be available.
- Parents can share their child's home learning on Class Dojo, Microsoft teams or email, these will be checked and responded to on a daily basis by class teachers or TAs.

Every Year 1 to Year 6 child who will not be attending school as a result of government guidance or the closure of a phase bubble will receive:

- A range of high-quality core and foundation subject activities that build on current learning for the duration of their absence that will support the development of pupils' independence, resilience and social and emotional intelligence. These can be accessed through the use of class Dojo and Teams. In the event of no internet access, paper copies will be provided.
- Access to daily adult interaction in the form of Class Dojo, email and daily online lessons from a member of staff.

Teachers will prepare a set of activities that will be updated and contain learning for the week/day. These will be shared with parents and carers via class dojo, teams or email.

Learning activities will include:

- Learning Activities for Maths, Reading, Phonics (Year 1, 2 and KS2 pupils who require further phonics work), Writing, Spelling and Grammar.
- Specific weekly activities for Physical Education, Science, Personal Social Health and Economic Education and Religious Education.
- Topic activities for current topics (History / Geography / Design and Technology / Art and Design / Languages).
- Useful links and additional learning resources.

Teachers will provide daily communication to all pupils in the case of a school bubble or whole school isolation.

Teachers will provide pre-recorded and live lessons via teams, to support teaching and learning activities and resources identified on weekly timetables of learning.

If families struggle with access to technology, paper copies will be provided. If families cannot collect learning, the teacher will arrange for someone to safely deliver the paper copies.

Teachers will provide work for the year groups they are responsible for.

The learning sent home will be of a high quality.

Work will be differentiated to meet the needs of all children.

Work will be available daily.

Providing Feedback and assessment of Work

- Adults in the classroom will give feedback to children in class. Adults working remotely will give feedback via Class Dojo, teams or email as necessary. Remote feedback can be typed, dictated or videoed.
- Teachers or teaching assistants are responsible for providing feedback and responding to children's home learning - this includes work uploaded to Class Dojo, emailed or paper copies returned to school.
- Where children are working remotely, the class teacher can delegate an adult to respond to work using Class Dojo.
- Marking of any written work in books should match the school's marking and feedback policy.
- Teachers will monitor children's understanding and progress for example through the use of a quiz on Kahoot or teams.

Keeping in touch with pupils who aren't in school and their parents

- School adults will correspond through Class Dojo and email during school hours (9.00-3.30 each day during term time).
- If families have technology and internet access, adults will communicate with them regularly via Class Dojo and email.
- If a pupil has to self-isolate, parents/carers will be given information on procedures and expectations for completing and submitting work through the school website or messages for parents and pupils.
- Pupils who are ill are not expected to complete remote learning.
- During the period of isolation, parents/carers may be contacted via telephone by the class teacher or teaching assistant to maintain regular contact with the pupil if they are not able to via Class Dojo or email. This contact will also address any concerns such as failing to complete work and providing additional guidance and support for pupils and parents.

- Staff are not expected to answer correspondence from parents outside of school hours.
- Staff are not expected to respond to learning outside of school hours.
- Any concerns raised by parents or pupils in isolation will be dealt with following the school's safeguarding policy and recorded on CPOMS.
- Complaints or concerns shared by parents and pupils should refer to the school's complaints policy.

Roles and Responsibilities

Teachers

- If a teacher is at home due to illness, then a partner teacher/teaching assistant will be assigned to support the teaching input to the year groups.
- If a teacher is at home due to isolation, they will continue to be responsible for providing remote learning for their class.
- When providing remote learning, teachers must be available between 9.00am – 3.30pm and be available to attend staff meetings, parent and carer consultations and planned CPD around this.
- If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. However, where possible, staff will be available to work outside of normal working hours, if sharing the caring responsibilities with other members of their family.
- All technical IT issues should be directed to OneIT helpdesk by email or by contacting 01642 635570.

Teaching assistants

- If a teaching assistant is at home due to illness, they will not be required to support the class teacher with home learning.
- If a teaching assistant is at home due to isolation, they will continue to be responsible for supporting the class teacher in providing remote learning for their class, including any interventions they are responsible for.
- When supporting remote learning, teaching assistants must be available between their usual contracted working hours and be available to attend planned CPD around this.
- If teaching assistants are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. However, if caring for a dependent, the member of staff, must try where possible to share caring responsibility so that they can continue to support the classroom teacher.

- If a teaching assistant is working 1:1 with a child in a live lesson, they must ensure another adult is present.

If a teaching assistant is required to isolate without sickness at home, teaching assistants can:

- Respond and feedback to children's work through Class Dojo and email.
- Contribute to online posts/chat/messages and/or support a group of children.
- Complete administration tasks to support the class teacher/SLT
- Deliver interventions they usually run

When assisting with remote learning, teaching assistants are responsible for:

- Monitoring pupils' work and providing feedback.
- Collating and / or preparing resources for physical resource packs.
- Attending virtual meetings, if necessary, with teachers, parents and pupils.

Senior leaders

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Ensuring that staff have access to appropriate technology to provide remote learning.
- Monitoring the effectiveness of remote learning through meetings, discussions and gathering feedback from staff, pupils and parents and carers and making adaptations to ensure that remote learning is effective.
- Supporting staff mental health and well-being and be proactive to reduce staff workload.
- Working with the Online Safety Leader to monitor the security of remote learning systems, including GDPR and safeguarding considerations.
- Communicating with parents to check on progress for individual pupils.

Safeguarding

The Designated Safeguarding Leads (DSLs) within school are responsible for upholding the safeguarding policy.

To ensure safeguarding, an adult must be with a child when receiving live contact from a school, including video calls, and the sound must be set to 'speaker'.

Pupils, parents and carers

We expect that pupils and parents work towards the following when working remotely:

- Be contactable during the school day.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work or need support.

In addition, we expect parents and pupils to:

- conduct themselves in an appropriate manner including, verbal/written behaviour and conduct

- consider their home environment (for example in a communal area of the house)
- not share or record virtual meetings/videos/resources to protect the identity of all parties
- be dressed respectfully

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is unwell or otherwise can't complete work.
- Seek help from the school if they need it.
- Be courteous and respectful when making any complaints or concerns known to staff.

This policy is linked to the following policies and protocols:

- Dales Academies Trust Blended Learning Protocol
- Child protection including Safeguarding Children
- Behaviour
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct for Phone calls, Video conferencing and recorded video