

Staples Road Primary School

REMOTE LEARNING POLICY

STRIVE, RESPECT, SUCCEED



Approved by:	Local Governing Body	Date: May 2022
Last reviewed on:	May 2022	
Next review due by:	May 2023	

Introduction

Our home learning provision from March 2020 was well-received by parents with the subsequent parent survey (Summer 2020) overwhelmingly positive.

The school's response to the Covid-19 crisis has been ... 94% positive

The home learning resources have been ... 93% positive

Communication with the school has been effective ... 94% positive

Support and guidance from the school has kept my child safe online during the school closure...95% positive

There were four common areas where parents thought there was room for improvement:

- Regular live video sessions to enable social interaction and support mental well-being
- Work set at the appropriate level for the child (including SEN), with clear instructions, examples and support for them to complete mostly independently, using good quality resources (not screen shots/ photos of resources which are not clear and don't print out well)
- Consistency in feedback/more detailed feedback on work to help the child know if they were completing work to the required standard. Dojo points used to reward and motivate home learning
- Having activities available in advance of the day or all the week's activities at the start of the week, to enable printing/gathering of resources beforehand, particularly for those parents juggling working full time from home whilst supporting home learning for their children.

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

In the event of full or partial closure of the school, a year group or a class.

Roles and Responsibilities

Teachers

When providing remote learning, teachers must be available between 8.50 am – 3.15pm.

If unable to work for any reason during this time, for example due to sickness or caring for a dependent, teachers should report this using the normal absence procedure.

When providing remote learning, teachers' key responsibilities are:

- Setting work as detailed in the overview
- Providing feedback on work
- Keeping in touch with pupils who aren't in school and their parents
- Attending virtual meetings with staff, parents and pupils

Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 8.50 am - 3.15pm (dependent on working hours).

If unable to work for any reason during this time, for example due to sickness or caring for a dependent, teaching assistants should report this using the normal absence procedure.

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

- o Supporting pupils who aren't in school with learning remotely, under the direction of the class teacher
- o Attending virtual meetings with teachers, parents and pupils

Subject Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- o Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- o Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- o Working with teachers, other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent
- o Alerting teachers to resources they can use to teach their subject remotely

Inclusion Lead

Alongside any teaching responsibilities, the SENDCo is responsible for:

- o Ensuring all children with an EHCP or identified additional needs has appropriate provision for remote learning
- o Liaising with parents of SEND children to ensure they are supported in remote learning
- o Supporting teachers to ensure SEND children have appropriate learning opportunities during remote learning

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- o Co-ordinating the remote learning approach across the school
- o Monitoring the effectiveness of remote learning e.g. reviewing work set or reaching out for feedback from pupils and parents
- o Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Leads

In line with normal school policy, for any safeguarding issues please refer concerns to Jane Harvey (DSL) or Claire Dempsey (DDSL).

<https://staples-road-primary-school.secure-primariesite.net/policies/>

Governing Body

The governing board is responsible for:

- o Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- o Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Remote Learning Overview

1. We will continue to use ClassDojo to communicate with parents.
2. We will continue to use Seesaw as our learning platform for remote learning, with children logging on with home learning codes, and a book being sent home for children to do written work in.
3. We will use Zoom for a weekly well-being/social check in session with each class.

1. ClassDojo

Communication between parents and the class teacher will take place through ClassDojo during normal school hours 8.50am - 3.15pm. If a teacher hasn't had any contact (Dojo message/ work on Seesaw/attendance at Zoom meeting) for over a week then inform a member of the senior leadership team.

2. Seesaw

Each year group will post the activities for the week on Seesaw in two tranches: Monday morning by 9am and Thursday morning by 9am. (Apart from in the first week of a lockdown or self-isolation period when they must be posted daily by 9am) Each week at least 1 teacher video message to the class (posted as an announcement).

All lesson activities to include an embedded video of the teacher input – this could just be giving the instructions but will often include some teacher modelling/demonstrating.

Any written instructions should be voice recorded.

If adding an image or template to an activity this must be a good, (printable) high quality image, not a photo of a resource or webpage.

There needs to be a balance between activities that can be completed on the device and those which need to be done offline (and a photo added later to Seesaw) to ensure a break from screen time and for those children sharing a device/only able to get online for a limited time.

Continue to make use of Espresso, Kahoot, Times Table Rockstars, www.ictgames.com and other online resources.

English

EYFS & KS1 (2 discreet activities or 1 with combination of reading and writing work)

- Daily reading activity – phonics, word awareness/spelling or early VIPERS work if appropriate.
- Daily writing activity – handwriting, sentence work or longer pieces of independent writing if appropriate. Activities should be properly sequenced to allow for consolidation and progression.

KS2 (2 discreet activities or 1 with combination of reading and writing work)

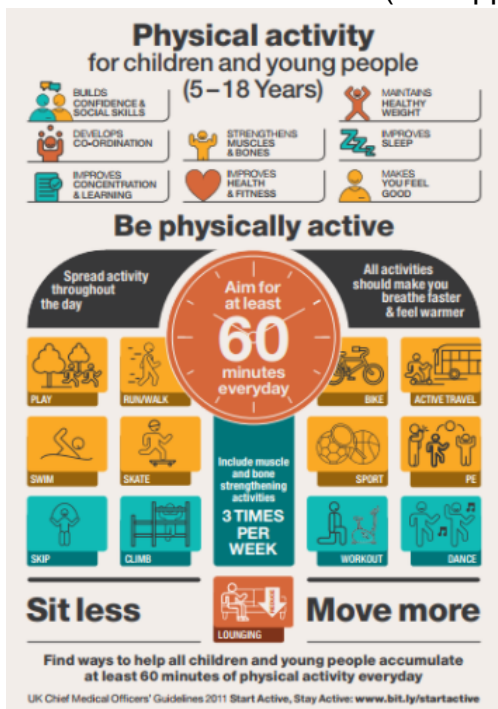
- Daily reading activity – reading response work and comprehension skills (VIPERS) based on a range of texts (or extracts if a class novel is being used).
- Daily writing activity – where possible, activities should follow a clear sequence (IPEELL or Talk 4 Writing) to allow children to develop and consolidate writing skills needed for longer pieces of age-appropriate independent writing.

Maths

- Daily maths activity - follow the White Rose Maths (daily lessons) assign videos and tasks.
- Daily number fluency task or Reception and KS1 Numbots (once set up) / KS2 Times Table Rockstars

Topic

One activity per day of a topic/foundation subject (one a week must be Science) following the medium term plan. Include a mixture of subjects over the week to ensure a broad curriculum (see appendix 1).



PE

Encourage children to be active at home by providing activities linked to the curriculum (see whole school plan). Remind children what they would be learning in school and send links to enhance their skills, knowledge of the rules and tactics of the game. Watching videos of sportspeople is a good way to motivate. Select an appropriate Go Noodle, Super mover activity each week and encourage the continuation of the Daily Mile.

Set up a PE announcement page per week that children can easily access for ideas. Add a 'Home PE challenges' folder in Seesaw to encourage children to upload pictures, videos or a diary of keeping active at home. Post links to this folder rather than setting an activity so children and parents can select how and

when they stay active. If you want children to complete a particular skill/virtual event etc. set as an activity and review as normal.

Useful links:

PPP Home PE: <https://primarypeplanning.com/home-pe/>

The Daily Mile weekly page: <https://thedailymile.co.uk/>

Supermovers: <https://www.bbc.co.uk/teach/supermovers>

Go Noodle: www.gonoodle.com

YouTube has a wide selection of skills videos.

Remember to use the safe link at <https://video.link/>



Assemblies

At least 1 assembly per week from HT/DHT uploaded to the Seesaw School Activity Library for teachers to assign to their class as an activity.

1 class celebration/sharing assembly with examples of good work and dojo champion/ reading vipers of the week.

Feedback

Short individual written or verbal feedback for one piece of work a day. We want to show the children that we value what they are doing at home. Use dojo points to reward and motivate. For a task where a child has produced something that they clearly spent a long time on, a short verbal or written comment is more appropriate than a like or emoji.

SEND

Where a child normally has differentiated maths, English or topic learning resources or tasks, this should be provided as far as possible. It may not be necessary to adapt all learning, for example, where tasks are left very open-ended (differentiation by outcome).

Where a child has adapted resources (e.g. enlarged font text) this should be provided. Some LSA support for this can be arranged where all text needs to be adapted to support the class teacher with the resource preparation.

SENCO to lead on / class teachers to share a copy of a speech and language therapist plan or occupational therapist plan (parents are sent these directly by the specialists but we can provide an additional copy if needed) with associated resources for parents to try at home. For example, posture packs from the OT were shared with parents during the last lockdown.

LSAs are not to run provisions virtually for any child but where a child has dedicated LSA support it should be possible for that LSA to be on Seesaw to respond to them. Teachers will need to invite LSAs to join Seesaw.

If any parents raise any questions, requests or concerns via class dojo, they are to be forwarded to the SENCO to respond to.

If teachers have any questions, requests or concerns about any SEN children during the closure, please contact the SENCO.

Whilst we are reduced in our capacity to fully meet 'Learner Profiles' and all their associated provisions, where it is at all possible to share a resource or activity that relates to / supports the progress being sought in the profile outcomes, this can be enabled. For example, Twinkl provide a range of Blanks questioning resources which could be easily shared for early reading comprehension.

Whilst some SEN dates and timescales can be extended or made more flexible during a school closure, there is still a requirement for statutory (annual) reviews to be completed for children with EHCPs. SENCO to let teachers and learning support assistants know if / when reviews need to be finalised and what they need to complete as part of this. It may be that involvement could be through MS Teams meetings.

Essex require 'Reasonable Endeavours' Plans to be developed for all children with EHCPs to outline what is in place. In order to complete these, the SENCO will contact parents and teachers to draft and confirm before submitting to Essex.

3. Zoom

Aim: To enable social interaction between all members of the class and to support mental well-being.

We will use Zoom for a weekly class session for social interaction and well-being but not for teaching lessons. There will be a fixed timetable (if more than 1 class is at home) to ensure no clashes between timings where there are siblings in different classes. It is optional for the children to join.

Each Zoom session will have 2 members of staff present; the class teacher and an LSA. LSAs will be assigned to the same class for each weekly session.

Each session will last for up to 30 minutes. Only staff Zoom accounts may be used, not personal ones. See appendix 2 for Zoom procedures, code of conduct and further guidance.

Things you could do in the weekly class Zoom session

Circle time
Show and tell
Scavenger hunt
Read a story

Keeping Devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- o Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- o Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- o Making sure the device locks if left inactive for a period of time
- o Not sharing the device among family or friends
- o Installing antivirus and anti-spyware software

- o Keeping operating systems up to date – always install the latest updates

Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- o Issues in setting work – talk to the relevant subject lead or SENCO
- o Issues with behaviour – talk to the relevant head of phase or SLT member
- o Issues with IT – Computing lead or School Bursar
- o Issues with their own workload or wellbeing – talk to headteacher
- o Concerns about data protection – talk to the data protection officer
- o Concerns about safeguarding – talk to the DSL/DDSL

Monitoring arrangements

This policy will be reviewed by the senior leadership team on a termly basis. At every review, it will be approved by the Governing body.

Links with other policies

- o Behaviour policy with coronavirus addendum
- o Child protection policy and coronavirus addendum
- o Data protection policy and privacy notices
- o Home-school agreement
- o ICT and internet acceptable use policy
- o Online safety policy

Appendix 1



Guidance

Guidance for full opening: schools

Updated 30 December 2020

The key principles that underpin our advice on curriculum planning are:

- education is not optional: all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- the curriculum remains broad and ambitious: all pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Schools need to ... Develop remote education so that it is integrated into school curriculum planning: Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

Remote education expectations

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. All pupils not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next

school day. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong offer in place for remote education provision.

DfE understands that, thanks to the dedication of teachers and school leaders, the vast majority of schools are already delivering remote education when it is needed and continually improving their provision in line with expectations and emerging best practice. Schools should be aware that any DfE and Ofsted engagement concerning remote provision will always **take into account** the circumstances of the school and its pupils, including staff absences related to coronavirus (COVID-19).

Note that the expectations set out in this guidance are for schools rather than for individual teachers.

In developing their remote education, we expect schools to:

- **teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject**
- **use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations**
- **give access to high quality remote education resources**
- **select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use**
- **provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access**
- **recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs**
- **publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an [optional template](#) is available to support schools with this expectation**

When teaching pupils remotely, we expect schools to:

- **set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects**

- **set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:**
 - **primary: 3 hours a day, on average, across the school cohort**
 - **secondary: 4 hours a day, with more for pupils working towards formal qualifications this year**
- **provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos**
- **have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern**
- **gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate**
- **enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding**

We expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

We have now published a [temporary continuity direction](#) which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This came into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance.

Schools can find help and support in the [remote education good practice guide](#) and school-led webinars.

Special educational needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use

their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

Appendix 2

THE CORONAVIRUS ACT 2020

PROVISION OF REMOTE EDUCATION (ENGLAND) TEMPORARY CONTINUITY DIRECTION

In place from 22nd October 2020

The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction – Explanatory Note

It makes clear that schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). The Department for Education is providing further support for schools so that they are able to do so.

The Direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published in July 2020.

The Direction was issued by the Secretary of State for Education on 30 September 2020 and will come into force on 22 October 2020.

Appendix 3

REMOTE LEARNING PLAN - GUIDE FOR PARENTS OCTOBER 2020



Dear Parents,

This year, your child may need to stay at home for one of the following reasons. This guide aims to explain what will be provided in various circumstances.

<i>Reason</i>	<i>Remote Learning Plan</i>	<i>What action you need to take</i>
<i>Your child is generally unwell.</i>	No home learning will be set.	On the first day of absence, inform the office using the absence line or absence form on the website. Include the reason for absence.
<i>Your child has had one of the key Covid 19 symptoms and feels unwell.</i>	No home learning will be set.	Obtain a Covid 19 test. Use the NHS111 Covid- 19 tool if you are unsure. On the first day of absence, inform the office using the absence line or absence form on the website. Include the reason for absence.
<i>Your child has had one of the key Covid 19 symptoms and you are still awaiting a test appointment or results. They now feel better.</i> or <i>Someone else in your household has Covid 19 symptoms, so your child needs to isolate. They are well.</i> or <i>Test & Trace advises your child to isolate. They are well.</i>	Home learning work for individual children can be accessed.	<ol style="list-style-type: none"> 1. Use the following link to access Oak Academy. https://classroom.thenational.academy/schedule-by-year 2. Select your child's year group. Start on the Monday lessons for that week, regardless of the actual day of the week. 3. Use the lesson resources to complete the English, Maths and Foundation subject work for each day. 4. Your child can share the work they complete with their class teacher on Seesaw, who will give feedback when they are able to. <p>See Announcements in your child's Seesaw class for skills-based tasks and websites to use e.g. Espresso for all subjects, White Rose Maths, TTRS, ictgames.com, phonics play etc.</p> <p>The school office must be informed of the correct reasons for absence.</p>

<p><i>You and your child have returned from a country that has been added to the list of destinations requiring a 14-day quarantine on return.</i></p>	<p>Home learning work for individual children can be accessed.</p>	<p>As above.</p>
<p><i>A child in our school tests positive for Covid 19 AND The Department for Education's Public Health Team advise that close contacts need to isolate at home for 14 days.</i></p> <p><i>They may tell us the 'close contacts' are:</i> <i>-Only those who have been in close proximity or</i> <i>-The class and staff working in it or</i> <i>-The year group</i></p>	<p>If the class teacher is well, daily remote learning will be provided on Seesaw.</p> <p>There will be provision for:</p> <ul style="list-style-type: none"> ● daily contact with children via Seesaw ● feedback from the teacher via Seesaw ● an opportunity for children to 'see' their teacher (weekly video message in announcements on Seesaw from class teacher) ● celebration of children's work ● an optional weekly live social/wellbeing class session on Zoom ● support for parents available via ClassDojo or the school office. <p>If the class teacher is unwell, parents should use Oak Academy (see above steps) to access learning.</p> <p>The school will contact parents via Parentmail to keep you updated.</p>	<p>Contact the class teacher via ClassDojo or contact the office at an early stage if you have any difficulties with any aspect of the home learning, including technology access or if you have any concerns about your child or you need support.</p>
<p><i>The school is required to partially close, remaining open only to vulnerable children and children of key workers</i></p>	<p>If any of the teachers within the year group are well, daily remote learning will be provided on Seesaw.</p> <p>There will be provision for:</p> <ul style="list-style-type: none"> ● daily contact with children via Seesaw ● feedback from the teacher via Seesaw ● an opportunity for children to 'see' their teacher (weekly video message in announcements on Seesaw from class teacher) ● celebration of children's work ● an optional weekly live social/wellbeing class session on Zoom ● support for parents available via ClassDojo or the school office. <p>If staffing levels meant that daily contact was unsustainable, parents should use Oak Academy (see above steps) to access learning.</p>	<p>Contact the class teacher via ClassDojo or contact the office at an early stage if you have any difficulties with any aspect of the home learning, including technology access or if you have any concerns about your child or you need support.</p>

	<p>The school will contact parents via Parentmail to keep you updated.</p>	
<p><i>Your child's class teacher tests positive AND The Department for Education's Public Health Team advise that close contacts need to isolate at home for 14 days. This is usually the class and other staff who have recently worked in that class.</i></p> <p><i>Other class groups will not necessarily be affected and may continue to attend school as normal.</i></p> <p><i>Please note: Other members of the close contacts do not need to isolate, unless the close contact develops symptoms themselves.</i></p>	<p>If the class teacher is well, daily remote learning will be provided on Seesaw. The situations of individual teachers at home (young children isolating alongside them, for instance) may have an influence on the pattern of working hours. It will be made clear in each individual case what can be expected.</p> <p>There will be provision for:</p> <ul style="list-style-type: none"> ● daily contact with children via Seesaw ● feedback from the teacher via Seesaw ● an opportunity for children to 'see' their teacher (weekly video message in announcements on Seesaw from class teacher) ● celebration of children's work ● an optional weekly live social/wellbeing class session on Zoom ● support for parents available via ClassDojo or the school office. <p>If the class teacher is unwell, parents should use Oak Academy (see above steps) to access learning.</p> <p>The school will contact parents via Parentmail to keep you updated.</p> <p>Parents will have access to an alternative member of staff for support, where staffing levels allow.</p>	<p>Contact the class teacher via ClassDojo or contact the office at an early stage if you have any difficulties with any aspect of the home learning, including technology access or if you have any concerns about your child or you need support.</p>
<p><i>Your child's class teacher is required to isolate for 10 or 14 days, in accordance with Government health regulations.</i></p> <p><i>As long as the teacher does not have Covid 19 symptoms, the remainder of the 'bubble' does not need to isolate.</i></p>	<p>The class will be covered by another adult. This may be a teacher or an experienced LSA supported by a teacher, or a supply teacher.</p> <p>In the case of very extreme staff shortages, the class may be required to work at home. If this is the case then daily remote learning will be provided on Seesaw. The situation of individual teachers at home (young children isolating alongside them, for instance) may have an influence on the pattern of working hours. It will be made clear in each individual case what can be expected.</p>	<p>Monitor Parentmail for updates from the school.</p>