Remote Learning Plan

for staff and families

Introduction

The information provided in this booklet sets out our approach to remote learning in the event of different forms of children being isolated at home.

This allows for both school based and home based learning to work hand in hand. We have listened to feedback from parents from the previous national lockdown and have included essential feedback and frequent contact with school staff as a significant part of our approach.

Included also is a hybrid approach, to ensure families who have restricted or no access to devices are fully included in this.

We also need to ensure the safety and wellbeing of all within this plan, especially workload for staff and the ability of parents to provide support to children during the school day, if they are working from home themselves.

Roles and responsibilities

Governors-

- Will monitor the school's approach to ensure that educational quality remains as high as possible in the circumstances
- Will ensure that safeguarding of children and staff remains the highest priority whilst remote learning takes place

Senior leaders-

- Will coordinate the remote learning plan and monitor daily engagement levels
- Monitor the effectiveness of remote learning
- Ensure the safety of children and staff during remote learning

Designated Safeguarding Lead & Children's mentor

- Will manage and deal with all safeguarding concerns. They can be contacted through the school safeguarding email address. Further information can be found in the school Child Protection Policy
- Will support teachers and families in supporting the welfare of individual children

The SENCO-

- Will ensure that those with specific needs are able to access remote learning in some form
- Will ensure that learning is appropriately adapted to these needs
- Will identify and manage any specific support individual children may require

Teachers-

- Will ensure, in all scenarios, the highest quality learning provision is planned and delivered to children
- Will provide feedback to children on how they can improve in their learning
- Will keep in touch with children who aren't in school and their families
- Relay any concerns around children's engagement in remote learning to senior leaders after the first 3 days
- Share any concerns or complaints from parents to senior leaders. All safeguarding concerns should be shared directly with the Safeguarding lead and recorded on the safeguarding system (CPOMS)

Learning support staff-

- Will assist teachers in the delivery of learning, in all scenarios
- Be available for remote training themselves, as directed by senior leaders, in the event of a bubble or school closure

Remote Learning Scenarios

There are 3 main scenarios we have planned for:

1: School is open. Homework, in line with the school homework policy continues to be set. As remote learning platforms (Google Classrooms/ Microsoft Teams) develop, teachers will begin using these to ensure staff and families are familiar with them.
2. Children who are well but are isolating and their absence is COVID related *Children who are unwell are not expected to complete home learning tasks*
3. A larger group of children and staff (bubble or whole school) are isolating. Children and staff are well.

Learning at home

We recognise that many families may have additional pressures at home and may not be able to support their child during regular school hours, in their learning activities. Therefore we will not be using 'live learning' via video links. However, teachers will utilise a range of resources, possibly including learning videos compiled themselves. We will use a variety of providers such as Oak Academy, Read Write Inc, TT Rockstars, White Rose Maths and others to provide children with clear guidance in their learning. Teachers will provide children with tasks to complete and provide feedback on these as and when appropriate.

Teachers will be available via Teams/ Classrooms via the messenger tab, to support children during school hours, 9am - 3pm. Families should not expect immediate responses to any queries. Teachers may have childcare needs of their own whilst at home.

For families who have no access to the internet, packs of learning will be posted to homes. These will be returned with the child on their return to school. Teachers will assess their progress upon return. During their time at home, teachers will be in contact at least twice per week to check on progress and support in their wellbeing.

As school and families address the challenges this pandemic is laying before us, we ask families to work with us for the benefit of our children collectively. School will continue to reflect upon and where possible, adapt practices to suit the needs of our children. Each family will have their own expectations and opinions on how to best address home learning, within their own needs. All decisions made will be within the resources school has to hand at that time, within a reasonable time period and the information school has to hand. We ask that families continue to work with us in the ethos of our school family. Unreasonable expectations or unfair comparisons can damage the efforts we are making, however we are always open to constructive suggestions to aid our improvement and we welcome harmonious work between our families, staff and children.

The following page outlines our school's approach to remote learning.

In this plan, we recognise that both families and schools will be working in a new way and therefore this plan will develop and adapt over time as our staff and families become more proficient in the use of online learning.

School will attempt to support families who have limited access to online learning through provision of hardware through government grants, where possible. This will be on a needs basis, providing first those in most need of support.

	School will:	Parents will:	Children will:
School is open	-Provide home learning in line with home learning policy. -Use online platforms to support children in learning Early Years staff will use 'Evidence me' to record observations and respond to Parent Postcards Use the online learning platform only to contact pupils and families regarding learning and welfare	Ensure children engage and complete home learning Inform school if you DO NOT have access to online platforms -Communicate with school concerns at an early stage Early Years parents are asked to send Parent Postcards to our staff about your child's achievements Use the online learning platform only to contact teachers regarding learning and welfare	Complete home learning to the best of their ability Take responsibility for doing this Be proud of their work and their achievements Use the online learning platform only to contact teachers regarding learning and welfare
COVID related absence for individual children	Using either: - Printed home learning pack or; - Learning provided via the school website class page or; -Learning provided via remote learning platform • Daily Phonics and/or reading lesson • Daily writing lesson • Daily mathematics lesson • Daily topic input with a task completed by the end of the week, or a daily session, at the teachers' discretion Weekly PE and/ or PSHE activities posted on Twitter Contact the family at least twice per week to check on progress, engagement and welfare We will match home learning to the needs of the child Use the online learning platform only to contact pupils and families regarding learning and welfare	Inform school if you DO NOT have access to online platforms Ensure your child completes their home learning, in a time frame to suit the family. Engage with school positively when we contact you. Communicate your concerns as soon as possible to the class teacher or senior staff. Adhere to isolation guidelines to ensure the safety of the community from the spread of COVID19. Use the online learning platform only to contact teachers regarding learning and welfare	Complete home learning to the best of their ability Take responsibility for doing this Be proud of their work and their achievements Use the online learning platform only to contact teachers regarding learning and welfare
. A larger group of children and staff (bubble or whole school) are isolating. Children and staff are well.	As above, however: Teachers will use the online platform each day to set learning activities Teachers will be available via the platform chat option between 9am and 3pm daily. Feedback on learning completed will be provided if posted on the online platform. Use the online learning platform only to contact pupils and families regarding learning and welfare	Inform school if you DO NOT have access to online platforms Ensure your child completes their learning tasks daily Early Years parents should continue to post Parent Postcards via 'Evidence me' Use the online learning platform only to contact teachers regarding learning and welfare	Complete home learning to the best of their ability Take responsibility for doing this Be proud of their work and their achievements Use the online learning platform only to contact teachers regarding learning and welfare

Safeguarding

This policy links to:

- Safeguarding policy
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- End User Agreement for Google Classroom

Children and their families are asked to use these platforms strictly for learning and contact purposes only between pupils and staff. Inappropriate contact between families, children or others may result in the suspension of use of the platform for that individual or larger group.

Data protection

Accessing personal data

When accessing personal data, all staff members will:

- Use a school device if provided, rather than a personal device.
- Where personal devices are to be used, ensure it is through a secure wired or wireless network.
- Remote access to be used only through agreement with HT

Sharing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

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

- Keeping the device password-protected
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Government Guidance

Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- 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

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
- 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
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- 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
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development 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.