Shadsworth Infant School

Remote Learning Policy

Created: January 2021

Review: Easter 2021

Rationale

Shadsworth Infant School is committed to providing continuity of education for all our children through our high-quality curriculum in the event of a full or partial closure of the school or the short-term absence of an individual child due to COVID-19 self-isolation guidance. This will be achieved through an asynchronous approach that includes blended learning through the use of online platforms with live explanations and the use of work packs and CGP workbooks. We believe that this approach allows our children to access learning at a time that best suits them and their families, taking into account multiple siblings using the same device or needing access to live calls at the same time. (see specific letters in appendices 1-3) The use of extensive remote learning and workbooks would apply particularly in a situation in which the school is fully or partially closed for an extended period of time – and assumes that the child/ren and teachers are healthy and able to work as normal from home. If a child is asked to self-isolate for an extended period of time then work packs will be used for individual children. This policy does not normally apply in the event of short-term school closures e.g. as a result of inclement weather or a short-term student absence due to illness. Remote learning and the use of work packs may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming students are able to complete school work at home.

This policy does not apply during weekends or normal school holidays.

Aims

This remote learning policy 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

Remote learning arrangements for individual students

Assuming the child's absence falls within the COVID-19 guidance for self-isolation, and the child in question is confirmed by the parent as healthy enough to work, the school will provide work to be completed at home. If this occurs for an individual child, the collation of work and communication with the parent will be initially coordinated by a member of SLT and then regular communication will be led by the child's class teacher. The work in this instance will be not be in the form of live lessons, but work set through printed work packs and tasks set on Letters & Sounds at home and school, Phonics Play, Oxford Owls, Education City and Purple Mash. In the event of an individual child self-isolating, work must be available from the child's second day of absence. Under these circumstances, home learning provision for each stage of learning is as follows;

EYFS: Nursery & Reception

Online learning platforms: Letters & Sounds at home and school, Phonics Play, Oxford Owls, Education City and Purple Mash. All parents and children have user accounts for these platforms.

1. Children are being provided with a work pack consisting of a range of worksheets that are appropriate for their year group.

2. They should share a book for at least 15 minutes each day from their school reading book. Please record this in the reading record book.

3. They should spend 10 minutes each day learning the key words that have been allocated (these can be found in the reading record book)

4. They should spend 15 minutes per day on Numbots.

5. Children should visit Purple Mash for online learning tasks that the teacher will set.

6. The class teacher will aim to telephone the family for a welfare check at least once a week during their isolation. This will be recorded on CPOMS.

Year 1 & 2

Online learning platforms: Letters & Sounds at home and school, Phonics Play, Oxford Owls, Education City and Purple Mash. All pupils have user accounts on this platform.

1. Children are being provided with a work pack consisting of a range of worksheets that are appropriate for their year group.

2. They should read for at least 20 minutes each day from their school reading book. Please record this in the reading record book.

3. They should spend 20 minutes each day learning the spellings that have been allocated (these can be found in the home learning pack.)

4. They should spend 20 minutes per day on maths work.

5. They should spend 20 minutes per day working in their workpacks

6. They should read through the knowledge organisers and learn some of the facts. These are available in the home learning pack.

7. They should also visit Purple Mash for tasks set by the teacher.

Children who have an EHCP will have a separate work pack that has work linked to the objectives on their individual EHCP targets.

Enrichment learning

Additionally, there is a home learning grid posted on each class webpage with relevant activities and links to online learning that children can access. Remember the more you do the better you will become. These activities are suggestions for extra things you could be doing whilst you are at home.

 The class teacher will aim to telephone the family for a welfare check at least once per week during their isolation. This will be recorded on CPOMS.

Providing feedback on work completed:

 • Children will return their completed work packs to their class teacher on the first day that they return to school.

• Feedback on work needs to have been given within a week of it being submitted.

Remote learning arrangements in the event of extended school closure

In this event, we aim to deliver a remote curriculum that is as closely aligned to the in-school curriculum as possible. It will be carefully sequenced and move learning on one step at a time as we would do in the normal classroom environment. We will be directing children to access a range of tasks some of which will include accessing Zoom for daily instructions on the tasks to be completed, use of our online learning platforms for twice daily Zoom meetings with the class teacher or member of staff from the class, videos explaining specific tasks, work from work books and use of online lessons.

If the class teacher is ill and unable to set work a member of SLT will set tasks for that class until the teacher is able to return to work.

EYFS: Nursery & Reception

• Each afternoon the class teacher will email you a timetable for the next day. The links on the timeable are live and will take you straight to the set activities or a video link.

The timetable will contain a minimum of 3 activities that the class is being allocated for that day. This must include a literacy/ phonics activity every day and then a numeracy activity, alongside another curriculum activity e.g. topic, creative, PE.

 Additionally;

• Each child has access to Purple Mash which is accessible through the School website. Activities will be set for the children to complete. Log in details and passwords for Purple Mash are in each child's reading diary.

• Every child also has access to Numbots, to develop number recognition and counting skills. Again, parents have log in details and passwords for Numbots.

 • It is expected that each child should spend 15 minutes per day reading a story. Share a story with your child and ensure they listen carefully so they are able to answer questions about the story. For example, Who is happy? Why is the bear happy? Where did the bear go? Can you tell me what happened next in the story? Can the children retell a simple version of the story, talking about what happened at the beginning, middle and end of the story?

Communication

• Parents and children are able to communicate with the class teacher through the class email address.

•The child's teacher will be accessible on Zoom at 9.15am and 12.15am each day, to answer any queries and generally check in with children and parents.

• The class teacher will respond to comments on email, zoom and by telephone throughout the day, during working hours.

• Across the week, each child will also receive a personal phone call from the class teacher. This will be recorded on CPOMS if there are any causes for concern.

Providing feedback on work completed:

• Feedback can be given individually through the class email.

Feedback may consist of:

• A specific reply to a child who has emailed requiring help or sharing the work that they have completed.

• A comment that identifies next steps for the child to extend their learning further if appropriate. For example on Education City or Purple Mash tasks.

Year 1 & 2

• Each afternoon the class teacher will email you a timetable for the next day. The links on the timetable are live and will take you straight to the set activities or a video link.

The timetable will contain a minimum of 3 activities that the class is being allocated for that day. This must include a literacy/ phonics activity every day and then a numeracy activity and will be carefully sequenced in order to allow links to be made to prior learning.

• These may be in the form of an online lesson to watch, a video clip explaining and teaching a skill or using the paper copies of the books children have been provided with. These books are to be written in. The class teacher will direct the children to which activities are required on which day using zoom.

• Worked examples may be shared which will support children in understanding and accessing the day's tasks.

• The remaining activities will include a mixture of other subject areas linked to the current learning in class such as science, RE, topic and PE. The tasks could include links to lessons on Oak Academy or BBC Bitesize. This will also be outlined by the class teacher so that children can hear the teacher explain the task.

• These activities may also be accessed via purple mash. This will be made clear in the zoom.

• Year 1 children must have a phonics and or reading activity every day.

• Tasks may be split into smaller chunks as it is often harder for children to concentrate on line than in class.

• In addition, children are expected to read for at least 20 minutes each day from their school reading book. This needs to be recorded in the reading record book.

• Children should spend 20 minutes each day learning the spellings that have been allocated

• They should spend 20 minutes each day learning the spellings that have been allocated (these can be found in the home learning pack.)

•They should spend 20 minutes per day on maths work.
•They should spend 20 minutes per day working in their workpacks
•They should read through the knowledge organisers and learn some of the facts. These are available in the home learning pack.
•They should also visit Purple Mash for tasks set by the teacher.
Children who have an EHCP will have a separate work pack that has work linked to the objectives on their individual EHCP targets.

Enrichment learning

Additionally, there is a home learning grid posted on each class blog with relevant activities and links to online learning that children can access. Remember the more you do the better you will become. These activities are suggestions for extra things you could be doing whilst you are at home

Communication

• The class teacher will be accessible on Zoom at 9.15am and 12.30pm. The purpose of these meetings may vary including wellbeing checks and time for the children to see their friends, teaching an aspect of the day's task, explaining the tasks or to work through completed tasks and assess children's understanding. This is also an opportunity to answer any queries and generally check in with parents and children.

• The teacher will respond to comments on the email throughout the day, during working hours.

• Across the week, each child will also receive a personal phone call from the class teacher. This will be recorded on CPOMS if there are any causes for concern.

Providing feedback on work completed:

• Feedback can be given individually through a variety of channels. Firstly, the class email where daily work is posted which may be best for general queries. Secondly, each child has a reading zoom where they can interact with the class teacher. Finally, there is also the option to drop work off at school to be discussed over the phone.

• Feedback may consist of: A specific reply to a child who has posted on email/zoom requiring help or sharing the work that they have completed.

•A comment that identifies next steps for the child to extend their learning further if appropriate. For example on Purple Mash tasks or if an answer sheet has been provided, there is no expectation for staff to mark or comment on this work.

•Staff will be available on Zoom at 9.30am and 12.30pm where further feedback can be given.

• Feedback on work will be provided within a week of it being submitted.

Other opportunities

Assemblies will be introduced starting with Good News assembly every Friday;

Weekly picture news assembly for Y1-Y2 may be introduced.

Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between the hours of 8:30am – 3.30pm

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.

Teachers will provide remote learning in the following circumstances:

- When an individual child is isolating
- When a class bubble closes
- When the whole school is subject to closure because of national Covid 19 restrictions

Remote Learning Monitoring

- Whenever a child is unable to attend school due to implications from Covid-19, teachers and/or teaching assistants must complete the Google Sheets Document each day.
- If a child has not completed any work, contact will be made with parents/carers by the teacher or a member of SLT. This will be recorded with any relevant notes on the log
- The log is monitored daily by the Head teacher and Pupil Wellbeing Co-coordinator
- If a child continues to partially complete their remote learning, contact will be made with parents/carers by either a teacher or a member of SLT. This will be recorded with any relevant notes on the log. A garden visit will be also organised to see and speak to the family in person.
- The remote log is an essential tool that will provide a daily overview of engagement levels of children that can be scrutinised and actioned to ensure high levels of participation.
- The remote learning spreadsheet will be used to inform the data collection sheet required by the Local Authority.

Communication

- Teachers should only use the messaging service during the agreed hours 8.30am-5pm
- Communication through any form of online media must be strictly academically based. If parents wish to discuss anything else, they must contact the class teacher by email or phone the school office to arrange a meeting with the class teacher.
- If a Safeguarding concern is raised through our communications with families, this must be updated on CPOMS immediately.
- Parents/Carers have signed an IT Home/School Agreement when they collected a school device – this form also covers the safety aspects of using online platforms. If teachers find this has been broken, it must be reported to SLT. A senior leader will then follow this up.

Attending virtual meetings with staff, parents and pupils

- Teachers must follow the school's dress code when representing the school.
- Virtual meetings should take place on the school premises, if this is not possible, a quiet room with a neutral background should be chosen. Any calls made out of school has to be agreed by the Head teacher prior to the call being made.
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Teaching Assistants

- When assisting with remote learning, teaching assistants must be available during their contracted hours.
- If a teaching assistant is 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
- If a teaching assistant is in isolation, work can be agreed with the Head teacher to be carried out at home.

Supporting SEND pupils who aren't in school with learning remotely

- 1:1 support will continue wherever possible. SSAs will be available by phone / email to assist a pupil with their work
- The SENCO will liaise with families to ensure their child can access the work and make progress over time. Teachers will also offer support through zoom meetings and phone calls and ensure the work set is suitably differentiated.

Attending virtual meetings with teachers, parents and pupils

- Teaching Assistants must follow the school's dress code when representing the school.
- Virtual meetings should take place on the school premises, if this is not possible, a quiet room with a neutral background should be chosen.

Subject Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely.

Senior Leadership Team

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.

- Monitoring the effectiveness of remote learning – regular meetings with teachers and subject leaders, reviewing work set.
- Feedback from pupils and parents as appropriate.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated safeguarding lead

The DSL is responsible for:

- Ensuring all safeguarding concerns involving remote learning are investigated and the appropriate action taken. Further details of our Safeguarding addendum during the Covid-19 pandemic are listed below under point 5 Safeguarding.

IT support

IT support are responsible for:

- Creating class email address
- Helping staff and parents with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Assisting pupils and parents with accessing the internet or devices.

Pupils and parents

Staff can expect pupils learning remotely to:

- 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.

Staff can expect parents with children learning remotely to:

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

Governing Body

The governing board is responsible for:

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

Who to contact

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

- Issues in setting work – talk to the relevant KS lead, subject lead or SENCO.

- Issues with behaviour – Senior Leadership Team
- Issues with IT – talk to IT support using staff shared
- Issues with their own workload or wellbeing – talk to SLT
- Concerns about data protection – talk to the data protection officer (GC)
- Concerns about safeguarding – talk to the DSL

Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:
- Ensure they use a school based device.
- Close down all programmes that contain sensitive information when not in use.
- Never leave a laptop or iPad unattended.

Processing Personal Data, GDPR

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, 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 – 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).
- 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.
- 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.

Safeguarding

DSLs are acutely aware of the heightened safeguarding needs of our pupils during the pandemic. However, it is a joint staff responsibility to ensure all colleagues remain vigilant to safeguarding at all times. In light of our revised approach to remote learning, staff have been briefed on procedures and protocols to follow if any disclosures or concerns arise whilst children are engaging in learning remotely online.

COVID – 19 Addendum (additional information)

The DfE has published updated guidance on the full return to schools from September 2020 and can be accessed at:https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#contents

This guidance outlines that as schools return to full operation, the following needs to be considered in relation to the safeguarding of pupils:

School leaders should provide more time to safeguarding leads and deputies to help support staff and pupils;

It is anticipated that during lockdown there may have been unseen and unknown safeguarding issues, and resources maybe required to meet any additional demand;

Communication with school nurses and public health officials should be robust to allow rapid and effective information sharing, response and support.

Government guidance updated January 2021 on Restricting Attendance during the National Lockdown

https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19?utm_source=25%20January%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19b

Monitoring arrangements

This policy will be reviewed on a three monthly basis by the Deputy Headteacher. At every review, it will be approved by Chair of the Governing Body.

Links with other policies

This policy is linked to our:

- Behaviour policy.
- Child protection policy and coronavirus addendum to our child protection policy.
- Data protection policy and privacy notices.
- Home-school agreement.
- ICT and internet acceptable use policy.
- Online safety policy.

Devices

If a child is having difficulty accessing their remote learning, school will endeavour to provide them with a suitable device if one is not available to them at home.

Paper Copies

In extenuating circumstances paper copies will be provided for children. This will be taken on a case by case basis and reviewed regularly

Year 2 Home Learning Timetable

Group 1 – 13.01.21

9:15-9:30	**Zoom Call with class teacher to register and set up the morning** **Meeting ID:** 297 786 3935 **Passcode:** 2Pshad
Task 1	**Phonics/SPAG** **Read:** https://bam.files.bbci.co.uk/bam/live/content/zkgv382/pdf **Activity:** Complete KS1 Grammar, Punctuation and Spelling **page 12**
Task 2	**English** **Watch 5 minutes of:** https://www.youtube.com/watch?v=pehWNzZdjz8 (10 Hours of a Bonfire Burning) **Activity:** Imagine you wake up on Pudding Lane as the fire is starting. Use adjectives to write down what you can hear, see and smell. You could also write down how you feel!
Task 3	**Maths** **Watch:** https://www.bbc.co.uk/bitesize/clips/zfm34wx (Fractions – quarters and halves) **Activity:** Complete KS1 Maths SAT Buster **pages 20 & 22**

12:30-12:45	**Zoom Call with class teacher to register and set up the afternoon** **Meeting ID:** 297 786 3935 **Passcode:** 2Pshad
Task 4	**Reading** **Activity:** KS1 English Comprehension Year 2 Targeted Question Book **Page 6**
Task 5	**Topic** **Watch and learn:** https://www.youtube.com/watch?v=5Atpbo3wOts (London's Burning) **Play:** http://www.fireoflondon.org.uk/game/ (The Great Fire of London Game)
2:30-2:45	**Story time on Zoom Call with class teacher** **Meeting ID:** 297 786 3935 **Passcode:** 2Pshad