Heald Place Primary School

Every Child a
Confident Learner

Remote Learning Policy

January 2021

Statement of Intent

At Heald Place Primary School, we recognise that since March 2020, there has been much disruption to children's education, therefore, we are committed to ensuring that all our pupils continue to receive a quality education.

In the uncertain times that we are currently living in, it is important that as a school, we are fully prepared for the possibility that we may have to have a full or partial closure of school depending on the local Covid-19 situation. There will also be instances where individual children will be self-isolating due to coming into contact with a positive case of Covid19.

Our aim is to provide remote learning so that pupils can continue to make progress, however we appreciate that each family is unique and because of this, will approach remote learning in a way which is flexible enough to suits their needs. In line with our school mission statement, we want to empower all pupils to become, "independent learners". We will offer support for parents and carers to ensure that they feel able to facilitate home learning.

We are a Rights Respecting School. All children have the right to a high-quality education (article 28).
"Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this."
This policy sets out our school plans for pupils to have access to a high-quality remote learning curriculum at home, should the need arise.

DfE Expectations

Where a class, group or small number of pupils need to self-isolate, or there is a national/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/ tasks 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.

Guidance Full Opening: Schools DFE, 28 August 2020
https://www.gov.uk/government/publications/actions-for-schoolsduring-the-coronavirus-outbreak/guidance-for-full-opening-schools

Aims and Objectives

The aims of this remote learning policy are 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 and child protection (see *Links with other policies* below).
- Provide continuity of learning and ensure provision is available for all members of the school community.

The objectives of this remote learning policy are to:

- Develop an effective remote education policy that is aligned with in-school provision and our agreed curriculum.
- Recognising how remote education fits into school policies and legislative frameworks.
- Cultivating a whole school approach to remote education.
- Recognising the importance of effective communication and consideration for wellbeing.

Who is the remote learning plan applicable to?

Every child is expected to attend school from September 1st 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:
- A continuous, dry cough
- A high temperature above 37.8℃
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

Timescale

This policy will come into immediate effect in the event of:
- a full lockdown involving the whole school
- a partial lockdown involving either a whole bubble or part of a bubble
- individual children being affected

Roles and Responsibilities

The role of Teaching and Learning Support (TLS)

During a full lockdown, TLS will use TEAMS to deliver 1:1 or small group sessions with a focus on facilitating progress in Reading. In the EYFS, TLS will share stories, songs, rhymes and poems with props. In KS1 and KS2, TLS will use Oxford Owls to deliver guided reading. The sessions will be live and interactive, with TLS modelling book behaviours, engagement with a text, reading strategies and responses to a text.

The role of teachers in providing remote learning online:

- See also, "Heald Place Contingency Planning: Online learning/pod provision".
- Each class has an Office 365 school managed account, which they can use to access their Microsoft Teams class/Class Dojo/ Class Craft. All class teachers in KS2 know how to set work for their pupils using Microsoft Teams/Class Dojo/ Class Craft and all pupils have been taught how to complete and hand in assignments that have been set for them.
- Each class from Nursery-Y5 has a class page set up for them within Class Dojo. Each class in Y6 has a class page set up for them within Class Craft. All class teachers know how to set work for their pupils using Class Dojo or Class Craft. All pupils have been taught how to complete and hand in their work using these platforms.
- Pupils will be encouraged to complete any assignments set within Microsoft Teams/ Class Craft and photograph / upload and work they complete to Class Dojo. The class teacher will provide feedback on this in the same time frame they would in school.
- Provide support for parents and carers so that they are empowered to facilitate home learning, including instructional videos/ guidance for parents and carers to introduce teaching strategies.
- 'Welfare check' – each child will be offered a weekly communication with the Teacher during the self-isolation period. (During lockdown daily communication through Class Craft/ Class Dojo). This will be to check in and see if everyone is ok with the remote learning and offer support if/where needed.
- Responding to messages from pupils/parents on a daily basis during normal working hours.

The role of Subject Leads

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 delivering their subject remotely to make sure all work set is appropriate and consistent.
- Monitoring the remote work set by teachers in their subject.
- Alerting teachers to resources they can use to teach their subject remotely.

The role of Phase Leaders

Phase leaders will monitor the quality of remote learning:

- Quality-assure the 1:1 reading led by TLS.
- Quality-assure online learning, including pitch and expectations, differentiation, instructional videos, modelling and feedback.
- Give constructive feedback to staff and monitor speedy responses to feedback given.
- Add notes to appraisal documents to gather evidence towards successful completion of the appraisal cycle.
- Provide pupil-facing support for well-being including weekly assemblies.
- Ensure full engagement of the phase with either online learning or on-site provision.

The role of the Designated Safeguarding Lead

The Designated Safeguarding Lead will monitor CPOMS and respond to any welfare concerns raised by informing all relevant services. The Designated Safeguarding Lead is available during the school day. The Designated Safeguarding Lead is responsible for:

- Ensuring all children identified as vulnerable (eg. Child Protection Plan, social work involvement, Child in Need, Early Help, Looked After Children) have appropriate provision for remote learning or access to provision on site.
- Liaising with parents and carers of vulnerable children to ensure they are supported in remote learning or provision on site.
- Supporting staff to ensure vulnerable children have appropriate learning opportunities during remote learning or provision on site.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

The role of the SENDCo/ Inclusion Lead

Alongside any teaching responsibilities, the SENDCo is responsible for:
- Ensuring all children with an EHCP or identified additional needs have appropriate provision for remote learning or access to provision on site.
- Ensuring parents and carers understand that it may not be possible for all the provisions in the EHCP to be delivered if their child does not attend school during periods of school closure.
- Liaising with parents and carers of SEND children to ensure they are supported in remote learning.
- Supporting teachers to ensure SEND children have appropriate learning opportunities during remote learning.
- Liaising with parents and carers of International New Arrivals (INA) and pupils with early acquisition of English to ensure they are supported in remote learning or to have access to provision onsite.
- Ensuring staff provide appropriate learning opportunities during remote learning or onsite provision for INA and children with early acquisition of English.

The role of the Computing Lead

Alongside any teaching responsibilities, the Computing Leader is responsible for:
- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning – by having access to each individual class Teams page (KS2), Class Dojo classes (EYFS/KS1/KS2) and Class Craft.
- Reflecting on feedback from families and staff.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

The role of the 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.

The role of Pupils is to:

- Participate in remote learning activities provided by their teacher.
- Submit work completed at the end of each day for marking and feedback.
- Act on any feedback given by class teachers.
- Seek help, if they need it, from their teacher.
- Alert their teacher if they're not able to complete work.

The role of Parents / Carers is to:

- Respond promptly to all communication from school.
- Ensure your child is in a strong routine while working remotely.
- Encourage their child to access remote learning and any other associated activities.
- 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 raising any concerns/ issues to staff.

Wellbeing

At Heald Place Primary School we recognise that everyone's wellbeing is important. Learning remotely, at home, can be very intense – for parents / carers as well as children. We very much appreciate whatever support parents and carers can provide. As a school we will endeavour to ensure that work which is set, encourages our pupils to work independently, without the specific support of an adult at home, however we appreciate that this may not always be possible. Counselling is provided for identified pupils either on site or remotely by Beacon Counselling.
Advice on how parents / carers can support their pupils as well as looking after their own wellbeing, can be found on our website: https://www.healdplace.com/parents-zone/health-and-wellbeing

Curriculum
At Heald Place Primary School, we acknowledge that there has been much disruption to children's education, therefore, we are committed to ensuring that all children continue to receive a quality education should the need for remote learning arise.

Our approach includes a blend of paper resources, online learning including resources available through online learning platforms such as:
- Microsoft Teams, Class Dojo, Class Craft
- Oak National Academy, BBC Bitesize, White Rose Maths
- Phonics Play, Reading Eggs, Spelling Shed
- Maths Shed, Maths Seeds, Times Tables RockStars

The remote learning set for children will be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the main aspects of the curriculum plan; this includes Relationship and Health Education.

The remote learning set by the teachers will follow the long-term curriculum plan for their year group so that children can continue to access the relevant curriculum for their year and progress. Teachers will provide adapted learning resources for children with additional learning needs, eg. SEND or where children are at the early stages of English language acquisition.

At Heald Place Primary School, we are fully aware that these are exceptional times and each family is unique, because of this we will always try to approach remote learning in a way which suits their individual needs.

Support for staff (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 subject lead, phase leader or SENDCo.
- Issues with behaviour – talk to the relevant head of year or phase leader.
- Issues with IT – talk to IT staff/ One Education.
- Issues with their own workload or wellbeing – talk to their line manager.
- Concerns about data protection – talk to the Data Protection Officer.
- Concerns about safeguarding/welfare – talk to the Designated Safeguarding Lead.

Support for Parents and Carers (who to contact)

If parents / carers have any questions or concerns about remote learning, they should contact the following individuals:
- Issues with set work – talk to the year group team, phase leader or Inclusion Lead
- Issues with behaviour – talk to the year group team, phase leader or the Inclusion Lead.
- Issues with learning platforms – talk to year group team.
- Issues with their own workload or wellbeing – talk to the Designated Safeguarding Lead.
- Concerns about data protection – talk to the Data Protection Officer.
- Concerns about safeguarding/welfare – talk to the Designated Safeguarding Lead.

Access to technology at home

Pupils, parents and carers are surveyed regularly about their access to technology at home. This is used to help inform school as to any children that may need their remote learning provision altering to suit their access to technology or to look at which children may be eligible for new technology that is made available by the Department for Education via our Laptop Loan Scheme/Internet Access Scheme. The loan agreement must be signed by parents and children and handed into the school office prior to school lending a pupil a laptop for the purpose of completing remote learning activities during the period of self-isolation.

Data Protection

When accessing personal data for remote learning purposes, all staff members will be able to access parent contact details via SIMS. They will also have access to CPOMS to record any concerns about children, this is accessed via a secure user name and password. School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils. Please refer to our separate Data Protection and Online-Safety policies for further guidance.

Safeguarding

Safeguarding remains key throughout this time and particularly in this new area of remote learning for our school. This policy should be read in conjunction with our Child Protection and Safeguarding policies for further guidance.

Links with other policies/documents

This Remote Learning policy should be read in conjunction with the following policies/documents:

- Behaviour Policy
- Child Protection Policy
- Safeguarding Policy
- Data protection Policy
- Online Safety Policy
- Home-School Agreement
- Acceptable Use Policy
- Remote Learning Plan
- Expectations of Roles and Responsibilities

Monitoring and Review

This policy will be reviewed at appropriate intervals in response to the pandemic by the Head teacher, SLT and Computing Lead. This policy will also be reviewed whenever updated guidance to remote learning is provided by the DfE. The Computing Lead will liaise regularly with staff, to monitor the effectiveness of the policy. At every review, it will be approved by the governing body.

Date set: 20th January 2021

Review Date: January 2022

Signed: Headteacher   _____

Signed: Chair of Governors _____