

Remote Learning Policy

Beech Hyde Primary School and Nursery



Date: October 2020
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Remote Learning Policy

AIMS

- To outline Beech Hyde Primary School and Nursery's approach for pupils whom are not at school, as a result of Government guidance or in the position of any form of national or localised lockdown put in place.
- To outline Beech Hyde Primary School and Nursery's expectations for staff as a result of Government guidance or in the position of any form of national or localised lockdown or quarantine put in place.
- To ensure consistency in the approach to remote learning for pupils who are not in school
- To ensure that the effectiveness of remote teaching contains many of the same factors that determine the effectiveness of live classroom teaching in: ensuring pupils receive clear explanations; supporting growth in confidence with new material through scaffolded practice; application of new knowledge or skills and in enabling pupils to receive feedback on how to progress (Education Endowment Foundation).

WHO IS THE POLICY APPLICABLE TO?

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°C
- 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

Therefore, this policy is applicable to:

- A child (and their siblings if they also attend Beech Hyde Primary School and Nursery) who is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- The child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- A whole school closure due to national lockdown.

Remote learning will be shared with families, when they are absent due to Covid related reasons, (and not able to be taught with the whole class) at the start of their absence.

REMOTE LEARNING

Beech Hyde Primary School and Nursery will provide remote learning (online) for pupils that are not able to attend school so that no-one need fall behind in learning. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents. Beech Hyde Primary School and Nursery are fully aware of the current climate and unprecedented times and would like to make it clear that the completion of work is not compulsory and that this document seeks to inform and guide families and not impose expectations. Each family is unique and because of this, should approach home learning in a way which suits their individual needs.

RESOURCES

We have undertaken a thorough survey to identify the capability of pupils' remote learning. We received a 72% return in regards to the survey which identified that 100% of pupils whose survey was returned have internet access and identified only 7 pupils who do not have access to a laptop.

Examples of some of the tools to deliver our curriculum may include, but are not limited by:

- Details of the planning, downloadable printable documents and curriculum resources on the Beech Hyde Website
- Use of recorded or live video for registration times, instructional videos, feedback sessions and some assemblies
- Printed learning packs
- Physical materials such as story books and/or writing tools
- Use of BBC Bitesize, Oak Academy and specific You Tube sessions
- Future possible use of Google Classroom
- Tapestry (EYFS only)
- Times Tables Rockstars
- Phone calls home

HOME AND SCHOOL PARTNERSHIP

- Beech Hyde Primary School and Nursery is committed to working in close partnership with families and recognises each family is unique. To suit the individual needs of our families, remote learning may not always look the same for all of the children in the class.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Beech Hyde Primary School and Nursery would recommend that each 'school day' maintains structure.
- Each week, on Monday, work for the week, in English, Maths and topic will be posted on the school website, on the relevant classes page of the school website. Families should view this together, and then make appropriate plans to complete the work.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the school email address; admin@beechhyde.herts.sch.uk
- Work that children complete at home should be kept safe, ideally in their homework book, and can be brought back to school when safe to do so.
- To attempt to make use of the resources shared with them i.e. printing sheets, using relevant mathematical methods etc.
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with their learning encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

ROLES AND RESPONSIBILITIES

TEACHER EXPECTATIONS

NB: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced if fewer children are isolating and the majority of the class are in school.

In addition to teachers 'in-school' work and their work with current year groups, teachers from Beech Hyde will continue to support children that are unable to attend.

- Teachers should plan lessons that are relevant to the curriculum focus for that year group and endeavour to replicate this through video clips and tasks for home learners.

- Teachers should aim to guide parents through supportive interaction via email if requested.. Teachers will advise parents as to what the aims of learning are and to support the teaching and learning taking place at home.
- Learning should be differentiated for the needs of the pupils especially when considering pupils with SEND. This may include scaffolding models, recording work in a variety of ways and specific targets relevant to children's levels. Work for a minority of SEND pupils may need to be adapted and accessed differently.
- Teachers may create videos - if possible - for key teaching points in English, Maths and Topic and have these ready to share.
- Once Google Classroom has been set up, teachers will begin the week by hosting a teaching lesson by way of introducing the main Learning Objectives to be covered in the first 5 days of isolation. A second lesson will be taught as a marking and feedback session at the end of the first 5 days. This will equate to two lessons per school week being taught via video.
- Any resources used, including websites and worksheets should, where possible, be shared with home learners. Staff will do this electronically and it will be the responsibility of families to print/use these resources at home.
- To respond, within reason, promptly to requests for support from families at home. This should be done via email or by adding further video guidance for families. Staff and parents should communicate via the admin email address
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.
- If there is a concern around the level of engagement of a pupil, parents should be contacted to assess whether school intervention can assist engagement.

REMOTE TEACHING FOR STAFF WHO ARE SELF-ISOLATING

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- Following contact with school, the Office Manager, may set up a referral to Occupational Health to support that individual. School also suggest, that if needed, staff can contact the Hertfordshire County Council Covid Support. Details of this can be obtained from the school office.
- School will ask staff about their intention to get tested. Should a staff member be tested, it is expected, as per National guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating, and if able to do so, teachers must be available to the pupils between 8.45am and 3.20pm (except for Nursery which will be 08.30am and 11.30am). Teachers will take their normal break times and responses will not necessarily be instantaneous. Part time staff members will work their normal allocated days. PPA can be taken at the usual timetabled time.
- Some teaching staff may be given an individual project to work on which is in line with whole school improvement priorities. These projects will be communicated by the Senior Leadership Team and will be allocated on a case-by-case basis. Staff may also be asked to support the online learning provision for a class.

TEACHING ASSISTANTS

- Teaching assistants must be available between their normal working hours for cover in school or working from home.
- If they are unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure.
- During the school day, teaching assistants must complete tasks as directed by a member of the SLT. This may include marking and feedback to pupils, telephone calls/emails to pupils, Correspondence with parents/carers. They will also be expected to cover bubbles in school as part of a rota system.

SENIOR LEADERS

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement, via contact with teaching and support staff.
- Monitoring the effectiveness of remote learning, through regular meetings with teachers and subject leaders, reviewing work set and collecting feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

DESIGNATED SAFEGUARDING LEAD

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

THE SENCO

- Liaising with appropriate parties that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made, where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and Support Plans.
- To ensure all work set is appropriate and consistent in regards to the needs of identified pupils
- Identifying the level of support needed for individual pupils

COMPUTING LEAD

The Computing Lead will liaise and help to co-ordinate:

- Fixing issues with systems used to set work
- Helping staff with any technical issues they may experience
- Reviewing the security of remote learning system and flagging any data protection breaches to the DPO
- Assisting pupils and parents with accessing the internet or devices

PUPILS AND PARENTS/CARERS

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help from teachers if they need it
- 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 complaints or queries known to staff

GOVERNING BOARD

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

LINKS WITH OTHER POLICIES:

This policy is linked to our:

Safeguarding Policy

Behaviour policy

Child protection policy

Data protection policy and privacy notices

Online safety Policy

THIS POLICY IS WRITTEN IN CONSULTATION WITH:

'Remote Education good practice' at www.gov.uk

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

Remote education provision in primary and secondary school at www.gov.uk

Guidance for full opening of school at www.gov.uk

Written by Kate Harvey October 2020