John Emmerson Batty Primary School

Remote Learning Policy

Autumn 2020

1. Rationale

As from 22nd October 2020, schools have a legal duty to provide immediate remote Learning for state-funded, school-age children unable to attend school due to coronavirus *(Department for Education, temporary continuity direction under the coronavirus act 2020).*

If a class, group or small number of pupils need to self-isolate, or there is a local lockdown the school, has considered its expectations in relation to the pupils' age, stage of development and special educational needs. The Trust has also taken into consideration, the significant demands this may place upon parents and families.

2. The Offer

The remote learning programme The Trust will offer, will include the core subjects: reading, writing and maths, as well as work from other curriculum subjects.

2.1 Online learning

To support online learning, the school will employ the Microsoft TEAMs application, Office 365 email accounts, the parentmail application along with other platforms and learning resources that are already in use across schools. It is important that we have a consistent approach to ensure staff and pupils can support each other with this new way of working.

The online resources the school has chosen to use, are high quality secure applications that will enable the staff to deliver regular face to face contact with the children they teach, along with enabling children, parents and carers to electronically share the outcomes of the learning with class teachers. They will allow teachers to deliver a

curriculum sequence, appropriate to the year group and enable interaction and feedback. As TEAMS and secure emails, which can only be used within the Trust

, will be at the heart of communication between school and home, we can ensure that these are being used appropriately and safely. Children's communications will be able to be easily monitored by school staff. To ensure children's online environments are safe, parents/carers will be encouraged to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

Online resources school will be using (not exhaustive):

Microsoft Office 365 Outlook	Microsoft Office TEAMs	Oak National Academy
Prodigy Maths	Read Write Inc. Videos	BBC Bight Size
BBC Super Movers	Read Theory (UKS2)	Epic Phonics
Scratch	Spelling Frame	Hit the Button
Times Tables Rockstars	Redcar and Cleveland School Sports Partnership You Tube Channels	Twinkle Resources
JEB Teacher Produced Resources.	Accelerated Reading	

2.2 Supporting Children with Limited Internet Connectivity and No Suitable Device

For pupils who cannot access online learning, school may be able to loan laptops or iPad's, however availability is limited. In the event, where pupils only way of accessing learning at home is via printed resources, school will provide a weekly work pack.

Work packs will follow the same sequence of learning as the work planned online, and be of equal quantity and quality. The weekly timetable (Appendix 1) detailing the daily schedule, will be included in the work pack.

3.   Contacting Parents

At the start of each remote learning period, an email / text message will be sent to parents informing them of how to access the resources for home learning. The school will hold a database containing the details of children who will require paper based and those with the ability to access web-based materials. Activities in the paper-based work pack will relate to the weekly timetable mentioned in 2.2. Families will be contacted to collect work packs from school. However, if this is not possible, due to whole household isolation, teaching assistants/ administration staff will be asked to deliver work packs in a safe way.

4.   Maintaining contact

Engaging with pupils who are self-isolating is absolutely crucial in order, not only to safeguard those children we do not see on a daily basis, but also to value their efforts and offer encouragement whilst they are away from school.

At the beginning of the isolation period, immediate contact will be made with all families, by the class teacher, teaching assistant, or a member of the leadership team. Contact will be maintained throughout the isolation period. For our more vulnerable families and children, contact will be more frequent.

When communicating with parents and pupils' online, school will:

- communicate within school hours as much as possible
- use school devices over personal devices, wherever possible
- use the specific email accounts set up for each year group
- teachers will not share any personal information

Source: Department for Education, Safeguarding and remote education during coronavirus (COVID-19).

At the onset of self-isolation, continuity of learning will be our priority.

5.   Monitoring and Feedback

5.1 Online learners

Teachers will monitor pupils' progress daily, through the online applications provided, providing feedback which will inform the next steps in learning through where appropriate the sending of emails and weekly telephone calls to pupils /parents. As a minimum teachers will call the children/parents/carers once a week.

Secure office 365 email accounts will allow a positive two-way dialogue. Calls will be made and emails will be answered up to 4:30p.m. – during the school week.

5.2 Monitoring work packs

Work packs must be returned to school for marking, at agreed intervals, or after the isolation or lockdown period ends. Regular contact from the children's teachers will ensure that those using this paper based method of learning will be supported.

Guidance for Teachers

1.   Planning for Remote Learning

Managing unknowns are the greatest challenge during this period. Taking measures and anticipating when a period of self-isolation will affect learning, is crucial to our preparedness. Information about a self-isolation period could occur at the weekend. Therefore, it is essential that every teacher has at least on day's learning planned in advance, in order to provide continuity. It may never be required, but we cannot leave our children, during a time of worry and anxiety, with no continuity of learning and positive link to school.

This will mean that the first day cover may be standalone materials and specific activities saved for a home learning project. When the full extent of the isolation and numbers affected are known, the teacher will be able to plan in accordance with the timetable example in Appendix 1.

2.   Scenario one: individuals or small groups isolating, teacher still working as normal in school

The teacher, supported by teaching assistants will prepare a pack of work which draws on the learning resources which were/are to be used in the classroom. This will be emailed or sent as a hard copy to the child with an indication of when each piece of work/activity is expected to be completed. Where resources that were being used in the classroom are not suitable for home learning – additional activities will be provided or suggested. In these circumstances there will be no expectation for regular video contact to occur, however the teacher should phone the child at least once a weekly basis to provide support and feedback. It is expected that work completed at home is returned to school electronically and/or if in hard copy quarantined before being marked.

3.   Scenario two: large group isolating including the teacher

Assuming the teacher is well enough, working from home, the teacher and teaching assistant will ensure that materials are uploaded/prepared in line with school expectations. Provision to children, parents and carers will be as per the school expectations highlighted in Appendix 1.

Work prepared at home will be sent to school for the paper based packs and arrangements will be made at school for the distribution.

4.   Quality of Learning

All planned learning must follow a sequence and mirror the learning that would have taken place in school. Work must be pitched at a level that a pupil can complete unaided, with any new concepts that are introduced being supported with explanation material – either streaming or recorded video explanations. Tasks should be tailored to pupils' individual needs and provide additional work to help close any gaps, due to lost learning.

If pupils are accessing work online, the timetable (Appendix 1) will be emailed to them using the schools dedicated email for each year group.

5.   Review period

After the first lockdown event, the school will review the provision for remote learning. The guidance will be adapted in line with the findings of the review.

Useful links

https://www.thenational.academy/ Oak National Academy

https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19 - support for accessing additional technology

Policy Written By: Martin Kitchen   / Signed on behalf of governors:

Date Policy Approved by LSB: 2nd December 2020

6.   Appendix 1 – School Expectations

Sample timetable

John Emmerson Batty Primary School Remote Learning Timetable		
Class:	Week Beginning:	Teacher:
Suggested days/times for activities to be completed.		
Day	Morning	Afternoon
Monday	Time of live call or learning Video: **Maths -** **English -**	**Other subjects**
Tuesday	Time of live call or learning Video: **Maths -** **English -**	**Other subjects**
Wednesday	Time of live call or learning Video: **Maths -** **English -**	**Other subjects**
Thursday	Time of live call or learning Video: **Maths -** **English -**	**Other subjects**
Friday	Time of live call or learning Video: **Maths -** **English -**	**Other subjects**

This timetable is available to staff on teams.

Staff will share weekly timetables for those isolating for a week or over using office 365 email accounts.

Examples of expectations for the delivery of the curriculum are:

- Staff to Ensure the following quantity of learning activities are shared with parents each week:

English	5 Activities/ Assignments (KS2 Balance – 2 reading – 2 writing – 1 GPS) (KS1 Balance – 2 Phonics/Word – 3 reading or writing) (FS Balance – 3 Phonics/word - 1 reading – 1 writing)
Maths	5 Activities / Assignments
Science	1 Activity / Assignments
History / Geography	1 Activity/ Assignments
Art	1 Activity / Assignments
PE	1 Suggested Activity
RE	1 Activity / Assignments
PSHCE	1 Suggested Activity

(Headings for foundation stage will be different)

Feedback and further guidance on next steps of learning are to be given to all children (as a minimum) on a weekly basis. A record of outcomes of feedback and guidance are to be kept by the teacher.

Use of Video where Bubbles are Isolating

All direct video streaming from teachers to children will only be via school TEAMS accounts.

- Staff are expected to make contact via video at least twice a week. Staff must provide video lesson content –live or pre-recorded on a daily basis, apart from Friday. Friday is to be used to ensure time available for feedback to pupils on their learning.
  Times for video contact for each class are to be as follows:

FOUNDATION STAGE	9.00am (45 Mins Max)
Y1/2	9.50 am (45 Mins Max)
Y3/4	10.40 am (45 Mins Max)
Y5/6	11.25 am (45 Mins Max)
Friday	(No video contact – Staff to call children to provide feedback on learning)

- Staff to decide upon priority for the content of video contact, but must include frequent explanations of new content and ensure that both literacy and mathematics content is delivered in a balanced way.

- Video contact can be recorded but there is an expectation that on Monday and Wednesday there is some live video contact at the times above.

- Any recorded video content should be made available at (or shortly after if a live call is being made first on Monday or Wednesday) the times above.

- Staff can prepare/use recorded video lessons on Monday and Wednesday but would also be expected to have a short live session to 'touch base' with the class.

- Use of any other recorded video must be vetted in full by the teacher prior to sharing.

Appendix2

Remote Learning Expectations for different stakeholders:

Expectations of Children

At John Emmerson Batty Primary the following expectations are in place for children:

- I will use the equipment and application safely and appropriately at all times.
- I will report any issues of concerns directly to my parent, teacher and school.
- I will be available for my log in and lesson between the hours given in the weekly timetable.
- I will be dressed appropriately.
- I will turn my web camera on and my microphone on to mute. (As per school decision)
- I will not record the session or cause it to be recorded.
- I will seek help from the teacher where needed through email.
- I will not have any other person present during the session, except for a parent/carer who is responsible for my supervision in the family home.
- I will not use the email address or the TEAMs app to contact any other children or adults (by email or video call), unless I have direct permission to do so by my teacher.
- I understand that all use of the applications is monitored by the school.

Expectations of Parents/Carer

At John Emmerson Batty Primary the following expectations are in place for children:

- I will support my child in using the equipment and application safely and appropriately at all times.
- I will be available for the supervision of my child and not for observation of the lesson.
- I will not record the session or cause it to be recorded.
- I will not distract, sabotage or detract from my child's learning during the session.
- I will not use the school equipment for any other purpose other than for my child's learning.
- I understand that the email address and TEAMs account must not be used other than to receive and send emails to and from the class teacher.
- I understand that the email and teams account can be and is monitored by the school and or the wider Trust.
- I understand that it would be fraudulent to attempt to use the email address in any online transaction.
- I understand that the school will take action if they have any concerns regarding mine or my child's behaviour or inappropriate use of the equipment. This may result in a removal of the account.

Expectations of Staff

At John Emmerson Batty Primary the following expectations are in place for staff:

- I will use the equipment and application safely and appropriately at all times.
- I will follow the expectations of our school's staff behaviour policy at all times.
- I will be appropriately dressed and in a non-identifiable teaching space throughout the session.
- I will provide online learning at the times communicated to parents and carers.
- I will not record live session or if there is a reason too I will notify all parents and pupils of this, the purpose and where the recording or any data will be stored.
- I will adhere to GDPR guidelines to maintain the data protection of all information regarding the children I am educating.
- I will report any concerns directly to the Head Teacher/Designated Safeguarding Lead.
- I agree to comply with the school's acceptable use policy.