

# HOLSWORTHY C of E PRIMARY SCHOOL

## Remote Learning Policy

Working together, growing together, all to flourish



**Policy:**

This remote learning policy has been written as guidance for staff and parents during the COVID-19 Pandemic. It sets out the systems and technology that staff will use to keep the learning experience going for children, and details how they can be used effectively and safely, while allowing for the differing needs of families.

The school's usual Online Safety Policy and Acceptable Use Agreements still apply at this time but this policy is an addendum in these unprecedented circumstances. The staff remote learning leads are Timothy Salvadori, Anthony Pope and Vikki Moore. Any concerns, questions or feedback can be communicated with them through the usual methods.

If you are unable to access the internet or do not have enough devices then please get in touch, we may be able to help.

A flexible approach: Keeping regular learning going during the period that schools are closed is of great importance to reduce the impact on children's education, however we understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge. As a school our guiding principle is to help facilitate remote learning wherever and whenever we can to try to overcome some of the aforementioned barriers.

Primarily we will utilise a Blended learning approach: a mix of face-to-face and remote methods. This will be facilitated through a combination of Oak National Academy, synchronous and asynchronous education techniques (Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date).

As a school, we will continuously aim to develop our consistency and quality of approach in order to deliver a broad and balanced curriculum offer and minimise the effect of the Covid outbreak on children's learning as much as possible. We will give daily guidance and direction to help facilitate our Remote Educational Provision.

**Remote Educational Provision for Individuals Who Are Self-Isolating or Shielding**

In the event that individual pupils are confirmed to be self-isolating or shielding due to COVID, Class Teachers will provide access to a weekly timetable of remote learning activities. This will be shared through Seesaw. This timetable will, as much as possible, link to our long-term curriculum plans and the learning those in school will be doing, while remaining manageable for staff to prepare on top of their usual weekly workload. To do this, we will make use of a number of ready prepared high quality online materials (drawing heavily on units from the national Oak Academy that fit with our school curriculum) and supplement these with our existing subscription packages which children are familiar with.

We appreciate that some families won't be able to engage with the full timetable, and in this case suggest they focus on key learning priorities to try to reduce the impact on children's core Maths and English skills. Staff will endeavour to view and feedback on as much of student's work as they are able, while balancing their workload inside of school. Students at home should receive feedback at least twice a week.

### **Remote Educational Provision For Whole Classes In the event that a whole class, Key Stage or whole school have to self-isolate**

Class Teachers and designated staff will post daily timetables on Seesaw for their class. This will outline a range of learning activities across the curriculum and contain tasks and links to follow (in any order and at a time that suits across the day).

Weekly planning and planning in advance will be available upon request where parents face challenge in facilitating the suggested timetable. We understand that parents may have differing work or supervision patterns or need time to interact with the materials before supporting children. However, daily attendance at the zoom is strongly recommended and any non-attendance will result in a follow up from a member of staff to offer support.

### **Opportunities for live teaching/collective worship and celebration events**

Across the term we will offer opportunities for live events (eg: TT Rockstar battles and live phonics sessions) and collaboration with staff. These will take place via zoom and staff will inform parents and seek agreement for attendance before-hand. A whole school celebration event will happen every Friday via zoom facilitated by Mr Salvadori and will offer the incentives mentioned in the below sections. Intervention and small group work will be offered to parents where children are finding aspects of work challenging. This will also be offered on a case by case basis to children with SEND in liaison with the SENDCO and class teachers where targets are set on MYPLans for the period of closure/isolation.

Other optional events and enrichment activity ideas will be spread throughout the half term to help keep the children engaged and enthusiastic, as well as supporting their social interaction and physical and emotional wellbeing at this time.

**Interaction:** We are keen to make remote learning an interactive experience through the submission and sharing of work by children and delivery of feedback from teachers and arranging opportunities for pupils and families to interact with pupils and teachers in school. We will use the Zoom Video Conferencing tool to do this. While teaching a primary-age class this way is not practical, we are hoping to use it to provide some safe, supervised and structured opportunities for children to 'meet up' with their teacher and classmates.

### **Communication through Zoom and Seesaw**

Communication between staff and pupils / families must be through the authorised school systems above and not through email or personal social media accounts. It should follow the usual rules outlined in the Online Safety Policy and Acceptable Use Agreements. Due consideration should be put in by staff before sharing photo or video as to whether there are any issues regarding reputation, professional conduct, online safety or other safeguarding. We expect that staff will only use school provided equipment.

Like the rest of our online offer, these meetings are not compulsory, so your child does not need to attend and we appreciate that not all families will be able to. If you would like to but are unable to due to technology restraints, please get in touch in case we can help. The safety of both children and staff when using this technology is paramount and we will be following relevant advice from Zoom, the Children's Commissioner and the NSPCC. In order to protect both children and staff, we require that if you wish to take advantage of these opportunities on Zoom, you agree to the following:

- Any and all posts on Seesaw are subject to moderation by a teacher. They will only appear as visible to others on a journal or against a piece of work once approved.
- A free Zoom account is needed so that we can ensure only registered users can access meetings. As Zoom is not intended for use by children under 16 this must therefore be their parent's account and kept secure by them - only to be used by their child when supervised by an adult. Sign up here <https://www.zoom.us/signup>
- An appropriate adult must remain in the same room as the child during video or conference calls to monitor and ensure they are safe and using it appropriately.
- When joining any school Zoom meeting your child must be supervised and have an appropriate adult nearby. This will also give us a chance to talk with you if we need to.
- Children must take part in the meet up in a suitable communal environment (not a bedroom) and be appropriately dressed (uniform isn't necessary, but they should be fully dressed in clothing that covers top and bottom half of the body).
- All members of the household must be aware that the meeting is taking place and make sure they are also suitably dressed and use appropriate language and behaviour when nearby or in the background. Zoom has a built-in option to use a virtual background - you may feel this is an appropriate feature to turn on.
- You must make sure you and your child have 'logged off' the call correctly once it is finished - before turning off any devices.
- You and your child will not try to contact any staff using these online tools outside of the pre-arranged meet ups which will be arranged through Seesaw. If you need to contact staff for any reason you will do so through Seesaw as normal.
- Screenshots, photos or recordings of Zoom meetings must not be made and the links must not be shared with others.

#### **We will ensure that:**

- No staff member will contact you or your child using Zoom outside of any pre-arranged meetings and if they do need to contact you they will arrange to do so with you using Seesaw.
- Teachers will ensure appropriate security settings are in place for the meeting. They will ensure that access is only granted to the expected registered users invited with a password or direct link. Screen sharing and chat will be restricted.
- Participants will be held in a virtual waiting room while their identity is confirmed. Your Zoom account must clearly identify you by name and renaming during the meeting will not be allowed. Participants' audio or video may be muted until appropriate and they may be removed from the room if rules are not being followed.
- In all groups, a teacher and one other staff member will be present throughout the video call to help safeguard all participants and monitor appropriate use.
- Teachers will stay in the meeting until everyone has 'logged off'.
- Teachers and any other adults on the call (or in the background) will use appropriate language / behaviour throughout the call.

#### **Sites and services:**

We are currently delivering remote learning through a range of sites and services, most of which are part of our usual online provision for children: Seesaw is our main method of communication between school and families and is used for posting daily timetables and text, video and photo updates between staff and families.

Posts on Seesaw require manual approval and content is moderated by teachers. We may try and make use of other subscriptions as time goes on including:

TTrockstars  
My Maths  
Spelling weekly (weekly quiz KS1 – KS2)  
Accelerated Reader MYON  
Oxford Owl – online reading (ebooks)  
Bug Club Books in EYFS – phonic decodable  
KS1 and EYFS – Read/write inc (live and pre-recorded sessions)

Further details will follow as necessary. If you require login details for any of these, please get in touch with us via the Seesaw App. Any use of online learning tools and systems is in line with privacy and data protection / GDPR requirements. See our policies.

## **Pupils with SEND**

### **Differentiated learning**

Children who are working below the level of their peers and are struggling to access age-related learning, will be able to access appropriate alternatives. This could include accessing a younger phases' planning or more bespoke learning opportunities. Class teachers will communicate with children's parents via Seesaw to ensure that every child's needs are being met.

- As with all children, there is an expectation that 3 pieces of learning are still completed daily and uploaded to Seesaw.

### **Children with more significant needs**

Where a child's needs are significant, and traditional learning tasks are not appropriate, a range of SEND specific learning tasks are provided. Tasks fall under the following categories:

- Calculation
- Communication
- Education & Employment
- Friends, Relationships and Community
- Good Health
- Independent Living

Once again, 3 pieces of learning will be uploaded to Seesaw daily. Learning for these children may be in the form of photos or videos rather than traditional methods of recording.

### **Home learning packs**

In rare circumstance, for those who cannot access online content, age appropriate (and SEND appropriate) printed learning packs are available. These can be collected from school or can be dropped off during home 'eyes on' welfare visits. Discretion for access to these resources resides with the head teacher and SENDCo. These resources will only be given out if a significant barrier exists preventing a child from accessing the online content.

Again, 3 pieces of learning should still be completed daily and uploaded to Seesaw.

### **Specialist provision Zoom calls**

Where a child has a specific need that requires ongoing intervention/support, the school SENDCo will organise small group or 1:1 sessions with a child and their parent. Class teachers or TAs delivering support will always be accompanied by another adult.

Those who are still unable to access home learning, even with additional support, will be classed as vulnerable and offered a school place.

### **Provision for vulnerable pupils**

See separate vulnerable pupils provision document.

### **Safeguarding & Remote Learning:**

With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration. Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control. Online safety concerns should still be reported to the school's Safeguarding Team as you normally would.

Parents can do this through Seesaw messaging or by emailing/contacting the school

The following websites offer useful support:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

In addition, the following sites are an excellent source of advice and information:

- Internet matters - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers

Staff should continue to be vigilant at this time and follow our usual online safety and safeguarding / child protection policies and procedures, contacting a safeguarding lead directly by phone in the first instance.

Links to other policies (available on the website): Safeguarding / Child Protection Policy Online Safety Policy / Acceptable Use Agreements Behaviour Management Policy Guidance For Safer Working Practice Those Working With Children Data Protection / GDPR

## **Appendix 1**

### **Roles and Responsibilities for designated staff**

Designated staff will take responsibility for home learning across the phase team. The offer for each phase will be age and stage appropriate but also offer consistency as set out below: It is our intention that all children will engage with our broad and balanced curriculum offer

All designated staff will prepare a weekly plan for home learning ready by the Friday celebration assembly so that it can be talked through in Friday afternoons zoom call with parents. This plan will be school based and not shared with parents as we are prioritising daily interaction.

### **EYFS Provision**

Each day children will receive an introductory zoom call which will entail carrying out an attendance register, a morning activity (dance, finger rhyme or song), a phonics warm up session as well as introducing the day's home learning which will include;

Read, Write, Inc lesson

Maths lesson

Literacy lesson

Topic lesson (PSED, UTW, R.E, EAD)

Physical Education activity

Parents will also have the expectation to read with their children three times per week and upload one video of their child reading as well as uploading one piece of work from each lesson.

### **Live and recorded aspects (synchronous and asynchronous teaching)**

As well as our daily zoom calls, children will also receive weekly live and recorded story and maths sessions by an EYFS practitioner three times a week.

A EYFS year group zoom call will also take place on a Friday afternoon.

### **Morning zoom calls**

Each designated staff member will hold a morning zoom call to introduce the day's home learning and carry out an attendance register. These zoom calls will be staggered to allow siblings and family's with multiple children to attend.

Reception – 10:00am

KS1 – 09:45am

LKS2 – 09: 30am

UKS2 – 09:00am

The designated staff member will talk through the expectations and difficult learning points from the lesson. They will reassure the children and offer encouragement at all stages. Staff members will

take this opportunity to check understanding and ask for any questions. Staff will ask for these to be shared in chat and answer these as appropriate. Staff will give opportunity at the end of the session for people to stay on and answer any queries or problems.

### **Daily upload to See saw**

Staff will upload the home learning for each phase on to the Seesaw App as well as the link to the Zoom meetings for that day. Each day there will also be a welcome message that informs children of any changes and/or new information that is pertinent to the day/week's learning.

The daily upload will include a combination of the following that is age and stage appropriate:

A maths lesson from white rose including their independent sheets.

An English lesson from the current sequence from Oak Academy

Afternoon timetable will include a lesson from Oak National Academy including –

History/geography

Science

PSHE

RE

PE (Joe Wicks and Get SET4PE)

Weekly spelling on agreed whole school format

### **Additional subscriptions and lesson content**

In addition to the above, different key stages will also ask children to carry out work from the

TTrockstars

My Maths

Spelling weekly (weekly quiz KS1 – KS2)

Accelerated Reader MYON

Oxford Owl – online reading (ebooks)

Bug Club Books in EYFS – phonic decodable

KS1 and EYFS – Read/write inc (live and pre-recorded sessions)

### **EYFS**

Children in EYFS will be provided with the following daily offer:

Maths

English

Topic – understanding the world

### **Afternoon Zoom Call**



Each designated staff member will hold an afternoon zoom call to celebrate the day's home learning. STAR learners of the day – work review. Designated staff will choose 3 star learners for the day.

Reception – 14:45

KS1 – 14:30

LKS2 – 14:15pm

UKS2 – 14:00pm

### **Friday Celebration (timetables and spelling quiz)**

Each week there will be a slightly longer Friday Celebration zoom and Friday mornings zoom will include a spelling quiz and sharing of TTRocstars results in years 3-6.

Incentives will be introduced and sent out to pupils. - Star of the Week for each class. Each of these pupils will also receive a book prize from the school reading spine.

### **Attendance and weekly RAG Rating.**

Designated staff will take a daily attendance register via zoom. Every child is expected daily on zoom and also expected to be uploading 3 pieces of work per day. Should children not attend the zoom meeting on that day the designated member of staff will phone home to ascertain why and offer support. The expectation is that children will attend Remote Educational Provision as they would a normal school day and school will facilitate this. The exception to this is for those children held on the vulnerable list by the Safeguarding/Pastoral team (welfare children are on a list held by CH and weekly meeting for an update SLT).

We have set an expectation to parents that children who can't attend on a given day must notify in advance via Seesaw

**X** code is attended

**M** is medical

**A** is authorised

**N** not attending


When marking attendance the designated staff member will carry out an attendance review at the end of the day. If children were not at the daily zoom meeting but have subsequently contacted and uploaded the day's work they should be marked as present.

All children will be given a RAG Rating at the end of each week for their engagement in Home Learning:

**GREEN –engaged.**

**AMBER – Some engagement but sporadic – next steps.**

**RED – Lack of engagement – escalate and monitor - urgent action.**




# 10 TOP TIPS

## REMOTE LEARNING FOR PARENTS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.


**1) Take an active interest in your child's learning**

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.




**2) Monitor your child's communication and online activity**

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.




**3) Establish a daily schedule and routine**

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.




**4) Encourage screen breaks away from devices**

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.




**5) Ensure your learning device is in a public space in the home**

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.




**6) Implement safety controls and privacy restrictions on apps and software**

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.




**7) Ensure your child only uses official school communication channels**

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.




**8) Familiarise yourself with relevant school policies**

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.




**9) Maintain feedback with teachers**


Engage in communication with teachers where possible and try to feed-back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



**10) Monitor your child's wellbeing and mental health**

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.





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