



Remote Learning Policy

2020-2021

Glenbrook Primary School



Introduction

The purpose of this policy is to provide clear guidelines so that there is a consistent approach to remote learning throughout the school, should a child or groups of children not be able to attend due to a Covid-19 related issue. All members of staff should set work which continues the child's learning journey through remote learning. This could be through the use of Class Dojo or hand delivered work packs.

Effective remote learning should be consistent with what children are learning at school and should follow the school timetable as close as possible.

Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (including SEND) who aren't in school through use of quality online and offline resources, interactions with class teachers and pre-recorded teaching inputs.
- Provide clear expectations of members of the school community with regards to the delivery of high quality, interactive remote learning.
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support.
- Consider continued education for staff and parents (e.g. CPD)
- Support effective communication between the school and families and support attendance

Who is this policy applicable to?

- A child (*and their siblings if they attend Glenbrook Primary and Nursery School*) 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.

- A child's whose whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- All children who are not allowed to attend school in the case of a local or National Lockdown.

Remote learning will only be shared with families when they are absent due to Covid- related reasons.

Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include but are not restricted to:

- Online tools for EYFS, KS1 and KS2 (*Loom, Zoom, Class Dojo*)
- Use of pre-recorded videos for teaching inputs, story-time, PE lessons, assemblies and singing
- Phone calls home
- Printed learning packs (where requested by parents, and for those who have no/limited internet access)
- Use of school subscriptions and online resources (*Hegarty Maths, Reading Plus, Hit the button, Prodigy Maths, Phonics Play, Oak Academy, BBC Bitesize, Myon*)

Home and School Partnership

Primary School is committed to working in close partnership with families and recognises that each family is unique. Learning will look different for different families in order to suit their individual needs.

Glenbrook Primary School will communicate with parents through

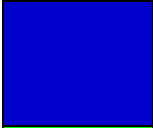




Class Dojo during school working hours. Remote learning will cover Reading, Writing, Maths, PSHE, PE and Topic work.

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 work, encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. The attendance officer will check the accessibility of remote learning upon initial phone call.

Individual self isolating or bubble closure: A Google Drive document for each class will keep a record of contact made with children and parents who are self-isolating indicating when remote learning will begin and end. These documents will be created and added to by the attendance officer and monitored by the Assistant Head Teacher. Class teachers are expected to check these records daily so they know who is requiring remote learning.

National or Local lockdown restricting attendance at school: A Google Drive document for each class will keep a record of engagement with home-learning. Every day, home-learning will be monitored and recorded using the following coding system:

	Child in attendance at school. No home-learning required.
	All home-learning completed for the day.
	Some home-learning completed for the day.
	Videos viewed but no home-learning uploaded.
	No home-learning engagement.

This document is inputted into daily by teaching staff and monitored daily by PALs and AHT. All children who are not engaging in home-learning or not uploading work will be contacted daily to support. Children that are not engaging in home-learning are discussed weekly at TAC and actions taken.

Roles and responsibilities

All teachers within a class bubble should work as a team to provide remote learning for those children who require it.

When providing remote learning, all staff within the bubble are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their classes for Reading, Writing, Maths, PSHE, PE and Topic work.
 - The work set should follow the usual timetable for the class had they been in school, wherever possible.
 - Timetables, resources and pre-recorded content will be uploaded to the child's class dojo portfolio.
 - Where Class Dojo is not available, teachers will provide a pack of learning for children to complete. This will be delivered to the child's house.
- Providing feedback on work:
 - Teachers will provide prompt feedback to children's work submitted through class dojo.
 - Where a class pack of work has been provided, we can only give feedback once the work is brought back into school or a picture sent through class dojo.
- Keeping in touch with pupils who aren't in school and their parents:
 - If there is a concern around the level of engagement of a pupil/s, parents should be contacted via phone to assess whether school intervention can assist engagement.
 - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT. Some concerns

may need to be recorded on CPOMs if deemed necessary. For any safeguarding concerns, refer immediately to the DSL.

Teaching Assistants

When assisting with remote learning, Teaching Assistants must be available between their contracted hours.

If TAs 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.

During the school day, if/when not supporting remote learning, Teaching Assistants must complete tasks as directed by their year group teachers and/or phase leader.

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.
- Monitoring the effectiveness of remote learning - seeking feedback from teachers and Phase Leaders during any time where a class or bubble is self-isolating or in the case of local/National lockdown, and fortnightly in Phase Leader SLT meetings
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated Safeguarding Lead (DSL)

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

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff 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
- Formatting DfE laptops/iPads for loaning out

The SENCO

The SENDCo is responsible for liaising with the IT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with Education Health Care Plans (EHCP) continue to have their needs met while learning remotely, and liaising with the principal and other organisations to make any alternate arrangements for pupils with EHCPs and Individual Health Plans (IHPs).
- Identifying the level of support needed for children and collaborating with teachers to set relevant and accessible remote learning.
- Monitoring that the appropriate scaffolding is in place for SEND pupils and reporting effectiveness to SLT in bi-weekly Standards Review meetings

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers

- Seek help, if they need it, through Class Dojo message or phone calls
- Alert teachers if they are 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 and can't complete work
- Seek help from the school if they need it via Class Dojo
- Be respectful when making any complaints or concerns to staff
- Ensure that appropriate filters are set on tablets/computers/laptops/etc to maximise e-safety.

Governing Body

The governing body 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.

Appendix 1: Remote Learning WILL

Government Guidance

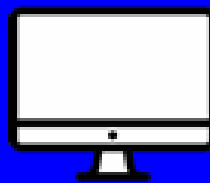
Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, we expect schools to be able to immediately offer them access to remote education.

Remote education, where needed, is high quality and aligns as closely as possible with in-school provision.

Small numbers of children absent

Children who require learning from home will need remote learning. At the end of the day teachers will post on dojo the tasks that the child will need to complete. This could involve videos, written messages or documents uploaded. There is no expectation to complete learn videos in this instance.

Remote Learning



Planning slides

Please save planning slides with annotations on them as you may wish to send these home to children as part of their continued remote learning.

Class Dojo

Please make every effort to get all children signed up to dojo, especially on the first day. Teachers to upload messages on class story as per usual.

Home learning book

Every child will require a home learning book to be sent home on the first day of school. If children are off they will complete work in this book. Children will also need to take

Remote Learning Parent Information Letter



Home Learning

Remote, home learning will be sent out to you should your child/children have to self isolate for a period of time.



You will need to phone school and make Mrs Bradshaw aware that you are self isolating.

Home learning will be sent through class dojo on your child's portfolio each day. Some days this may be at the beginning of the day, sometimes this will be after the school day. The learning will follow what the year group is being taught so your child/children will not miss out and not be playing catch up. The learning may be sent as a written message, a video or a combination of both.



They will be asked to complete a piece of reading, writing, maths, PSHE, PE and theme work.

If you do not have access to class dojo then please let Mrs Bradshaw know and then we can make arrangements for paper copies to be delivered.

Thank you

Mr Hill Assistant Head teacher

self-isolating or bubble closure)

Appendix 3: Remote Learning Daily Timetable



Daily Timetable: Date:

Reading	Writing	Maths
PSHE/Mindfulness	PE	Thematic

Appendix 4: Further Information



References and Further Information

Oak National Academy



<https://www.thenationalacademy/>

Reading Plus



<https://login.readingplus.com/#/state/1/sc/34963/overview/tiles/>

Hit the Button



<https://www.topmarks.co.uk/maths-games/hit-the-button>

Hegarty Maths



<https://hegartymaths.com/>

BBC Bitesize



<https://www.bbc.co.uk/bitesize>

National Numeracy



<https://www.nationalnumeracy.org.uk/>

Letters and Sounds/
Phonics Play



<https://www.phonicsplay.co.uk/>



Policy prepared by:

Victoria Cairns

Date prepared	Reviewed 21.1.21
Date ratified by the full Governing Body:	
Signed:	Chair of Full Governing Body
Signed: Miss V Cairns	Head of School
<u>Review date: July 2021</u>	