

# Little Houghton CE Primary School Remote Learning Strategy

**Remote Learning Lead: Carolyn Fairbrother**

## **Context**

This Remote Learning strategy states how the facilitation of home learning will operate within Little Houghton CE Primary School to meet the needs of the DfE guidelines. The purpose of this is to ensure access to a high-quality education if pupils are not able to attend school for reasons related to Coronavirus.

Little Houghton CE Primary School aims to ensure that home learning and learning in school offer parity, meaning that all children are in receipt of the same curriculum. This is known as Remote Learning as home and school learning are delivered together and not separate. It is our intention to provide an effective strategy and the resources necessary for us to proactively support all children who are not able to attend school due to circumstances related to Coronavirus.

The curriculum for Remote Learning will match that taught in school as far as possible so that all children continue to make progress in their learning whether accessing this in school or remotely. They will then be able to return to the classroom having kept up with subject knowledge and content.

Through the implementation of this strategy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of Remote Learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of Remote Learning.

## Key Roles and Responsibilities:

<b>Governing Board</b>	<ul style="list-style-type: none"> <li>- Evaluating the effectiveness of the school's Remote Learning arrangements.</li> </ul>
<b>Head teacher</b>	<ul style="list-style-type: none"> <li>- Ensure that there is a strategic plan in place for Remote Learning that effectively impacts on children's learning.</li> <li>- Ensure that staff are supported with training and the resources needed to fulfil their role in Remote Learning.</li> <li>- Track and ensure every child who is absent and requires Remote Learning has access and appropriate arrangements in place.</li> <li>- Monitor Remote Learning curriculum provision across the school.</li> <li>- Communicate with parents to ensure that children are engaging in Remote Learning.</li> <li>- Praise and reward children</li> </ul>
<b>SENCO</b>	<ul style="list-style-type: none"> <li>- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely and liaising with the head teacher and other organisations to make any alternate arrangements for pupils with EHC plans.</li> <li>- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.</li> <li>- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the Remote Learning period.</li> </ul>
<b>Class Teachers</b>	<ul style="list-style-type: none"> <li>- Equip the children with the skills and knowledge to confidently access Office 365 (KS2).</li> <li>- Ensure learning is set online or via paper pack for every day of a child's absence.</li> <li>- Support and give feedback on every child's Remote Learning work. Teach the misconceptions and share as a class when and where possible.</li> <li>- Contact parents via phone as soon as we are aware that a child has not accessed learning from home (unless we are already aware of a reason why this may not be happening at that time).</li> <li>- Feedback to the head teacher if there are concerns or further support is needed.</li> <li>- Report any safeguarding concerns that arise using CPOMS.</li> </ul>
<b>Teaching Assistants</b>	<ul style="list-style-type: none"> <li>- Support teachers to collate items for the Remote Learning Packs.</li> <li>- Complete interventions with children who require additional support to learn the skills and knowledge required to access Office 365 and through use of Microsoft Office (MS) Teams</li> </ul>
<b>Office Staff</b>	<ul style="list-style-type: none"> <li>- Monitor absence and follow up reasons for absence with families.</li> <li>- Communicate with those who are absent due to Coronavirus and pass information to the head teacher.</li> <li>- Email class teacher so that they are aware of who needs to start Remote Learning.</li> <li>- Support with doorstep visits to deliver packs when required.</li> <li>- Maintain communications with families to ensure that the learning prepared is being accessed and to check on the wellbeing of children and their families.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>- Adhere to this strategy at all times during periods of Remote Learning.</li> <li>- Ensure that their child is available to learn remotely at the times set out and that the schoolwork set is completed on time and to the best of their child's ability.</li> <li>- Report any technical issues to the school as soon as possible.</li> <li>- Ensure that their child always has access to the Remote Learning material during the times set out</li> <li>- Report any absence</li> <li>- Ensure that their child uses the equipment and technology used for Remote Learning as intended.</li> </ul>

## 1. Resources

### Learning materials

- The school will use a range of different methods during Remote Learning to help explain concepts and address misconceptions easily.
- Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.
- Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective Remote Learning.
- Lesson plans will be adapted to ensure that the curriculum remains accessible and inclusive via Remote Learning.
- The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work, which can easily be printed from a mobile device.
- Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school or will be sent home with individual pupils if possible when isolation or lockdown begins.
- Teaching staff will liaise with the SENCO/ head teacher and other relevant members of staff to ensure all pupils remain fully supported for the duration of the Remote Learning period.
- The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs where possible and if appropriate e.g. via weekly phone calls.
- Any issues with Remote Learning resources will be reported as soon as possible to the relevant member of staff.
- Pupils will be required to use their own or family-owned equipment to access Remote Learning resources, unless the school is able to provide or loan equipment, e.g. laptops.
- For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA
- Pupils and parents will be required to maintain the upkeep of any equipment they use to access Remote Learning resources.
- Teaching staff will oversee academic progression for the duration of the Remote Learning period and will provide feedback
- The arrangements for any 'live' classes, will be communicated via text and email no later than one day before the allotted time.

### **Online Platform**

At Little Houghton CE Primary School, we will be using MS Teams on Office 365 for KS2 children in the main.

All teaching staff will be trained on how to use the system during staff meeting time. The expectation is that all children will be trained on using this platform within the school day and homework will be set on it throughout the year to ensure parents & children are confidently accessing the platform.

Year 3, 4, 5 and 6 will use Teams to support learning at home. This might be a maths lesson, English or a wider curriculum topic.

Reception and Year 1 & 2 may have short live phonics sessions. Maths lessons and a wider curriculum topic may also be included daily where possible. Work will also be set via Tapestry.

## **Accessibility and Resources**

A survey was completed, during the final week of the Autumn term to audit home equipment and parental preferences for and views of Remote Learning.

## **Online safety**

This section of the strategy should be viewed in conjunction with the school's Acceptable Use Policy

All staff and pupils using video and audio communication must:

- Communicate in groups – one-to-one sessions are not permitted without the head teacher's permission.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.
- Always remain aware that they can be heard

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy

During the period of Remote Learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

## Remote Learning Paper Packs

If it is not possible to use an online platform straight away, paper packs will be created for children with relevant learning activities to continue the curriculum work at home. Teachers and TAs are responsible for making these packs and ensuring they are relevant and build on prior learning. Children will be sent home with their stationery to complete the work. If children are isolating before packs can be given out, the office and/or head teacher will make doorstep drops following procedures to mitigate against the spread of COVID-19. Feedback will be given over the phone during the daily check in for those children that will require a paper pack. All teachers will try to ensure that they provide paper copies that match the daily lesson tasks.

## Expectations for Remote Learning: Children

Children at home need to follow the same diet of learning as those in class as far as is possible. A simple way of managing this is to integrate the use of videos and tasks set for children to complete in their books, i.e. White Rose videos and booklets. This also gives the child a routine for the day.

Early Years	In the event of Remote Learning being needed for EYFS, staff will set specific tasks daily on Tapestry and parents will be supported and encouraged to upload photographs and/or videos of their children. The teacher will deliver a MS Teams meeting each morning to connect with the children and then hold a story session on some afternoons.
Key Stage 1	Teachers will use Tapestry to continue learning at home with the following possible lessons delivered via zoom or teams: <ul style="list-style-type: none"><li>• Phonics</li><li>• Maths task</li><li>• Wider curriculum activity</li><li>• Reading tasks/story session</li><li>• A directed physical activity</li></ul>
Key Stage 2	Teachers will continue delivering learning at home with the following expected lessons timetabled in: <ul style="list-style-type: none"><li>• One lesson of Maths per day</li><li>• One lesson of English (reading/writing/phonics) per day</li><li>• One lesson of a wider curriculum subject per day</li><li>• Reading with or to an adult</li><li>• A directed physical activity</li></ul>

## Suggested Example of a School Day:

8:50am Children log on to their Class MS Team or Zoom, where the teacher shares the expectations for the day

9:00 Phonics/ Spellings or handwriting activity

9:30 Maths lesson/learning

Break 10.30am

10:45 English lesson/learning

Lunch

13:00 Wider Curriculum lesson/learning

2:00 Class Story

2:30 Teacher looks at paper copy work or work emailed in

These days will vary so that children are logging on at different times through the day (especially where there are two or more siblings who may only have access to one device between them). The day may consist of a mixture of online learning and paper based tasks.

Class 1 - 9.35am and 2.00pm

Class 2 - 9.05am and 1.05pm

Class 3 - 9.20am and 1.35pm

Class 4 - 8.50am and 1.20pm

Daily phone calls will be made by the office team every day we are aware that a child has not accessed their learning unless parents have already explained why this might not be the case.

### **Expectations for Remote Learning: Teachers/Staff**

One or a small group of child are absent from their bubble	Paper packs to be sent home on a daily basis
The children within a bubble are all absent	8:45 – 14:30 learning communicated via Office 365, Tapestry or via MS Teams Paper packs created and sent home for those that need them. Letter sent to child/parent to set out expectations for learning. Phone call made home if children have not been engaging daily. (Teachers or office) daily Zoom/MS Teams call to all children to set the expectations for the day.
The whole school is closed/national lockdown	Letter sent to child/parent to set out expectations for learning and the school day timetable. Teachers will deliver the programme of home learning to their bubble via Office 365, MS Teams or Tapestry. Support staff may support with well-being phone calls and 1:1 or small group sessions.

School site can be used if teacher has no symptoms, and is fit and well, unless self-isolating.

### **Supporting the Well-Being of Children**

There may be situations where a child may be absent from school for extended periods of time. At Little Houghton CE Primary School the community and the well-being of all our students is of vital importance. To support a child who has longer periods of absence, we will seek to involve them in school routines where appropriate. Weekly contact will be made by the office team and the class teacher to ensure the child's well-being is monitored.

### **Supporting Pupils' Social, Emotional, Mental Health**

The Head teacher and SENCO will be responsible for contacting external agencies for children and or families who are struggling with mental health during this time. They will also maintain strong communication links with families through regular welfare checks.

In the event of a lockdown, staff will revert to the communication with families as used previously. Parents will be able to email the school office directly. Teachers will make phone calls as and when this is needed/ appropriate.

## **Supporting Children with SEND**

If staff require support with setting Remote Learning work for children with identified SEND they should contact the SENCO. There should be a continued focus on children making progress while at home.

## **Assessment, Marking and Feedback**

All schoolwork completed through Remote Learning must be:

- Finished and returned to the relevant member of teaching staff, either via email, screenshot, Office 365, Tapestry photos or shared via Zoom or MS Teams
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The teacher will look through each piece of work

The pupil's own work.

- Acknowledged in line with the Marking and Feedback Policy where possible
- Feedback will be given through individual or whole class feedback (sent via email/ MS Teams/Zoom where possible)
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The school expects pupils and staff to maintain a good work ethic during the period of Remote Learning.

- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via telephone if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision if required, as soon as possible.
- Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.
- The school uses a variety of formative assessment and feedback methods, e.g. through daily, weekly and monthly reviews, checking understanding of questions, and through the use of other digital tools from teachers, and will support them with implementing these measures for Remote Learning where possible and if applicable.

## **Safeguarding**

This section of the guidance links with the school's Child Protection and Safeguarding Policy Covid Addendum January 2021.

- The DSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of Remote Learning.
- The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of Remote Learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, arranged where required.
- All contact with vulnerable pupils will be recorded on CPOMS. Communication with parents will also be recorded.
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits must:

- Have at least one suitably trained individual present.
- Be suitably recorded so that the DSL has access to them.
- Actively involve the pupil.
- The DSL will meet (in person or remotely) with the relevant members of staff weekly to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- All members of staff will report any safeguarding concerns to the DSL immediately.
- Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

## School day and absence

- Pupils will be present for Remote Learning by the start of their class meeting and cease their Remote Learning at 3.15pm from Monday to Friday, except for breaks and lunchtimes (and on Friday afternoon as this is PPA time for class teachers)

Breaks and lunchtimes will ideally take place at the following times each day:

- Morning break will take place at 10:30am until 10:45am.
- Lunchtime will take place between 12:00pm and 13:00. (Although these breaks are at the parents discretion and to fit in with their own work patterns)
- Pupils are not expected to do schoolwork during these times
- Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.
- Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.
- Parents will inform the school office no later than 8:30am if their child is unwell.
- The school will monitor absence and lateness in line with the Attendance policy
- **Teaching staff will all have their PPA on a Friday from 12pm. All Remote Learning will cease at this time.**

## Communication

- The school will ensure adequate channels of communication are arranged in the event of an emergency.
- The school will communicate with parents via letter and the school website about Remote Learning arrangements as soon as possible.
- The headteacher will communicate with staff as soon as possible via staff meeting and email about any Remote Learning arrangements.
- Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours from other staff.
- The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.
- Members of staff will have contact with the head teacher at all times- formally on a Monday for staff meeting.
- As much as possible, all communication with pupils and their parents will take place within the school hours
- Pupils will have verbal contact with a member of teaching staff at least once per week via MS Teams or Zoom.
- Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
- Issues with Remote Learning or data protection will be communicated to the pupils' teacher as soon as possible, so they can investigate and resolve the issue.
- The pupils' teacher will keep parents and pupils informed of any changes to the Remote Learning arrangements or the schoolwork set.
- The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

## External sites



[www.lhcep.co.uk](http://www.lhcep.co.uk)

<https://www.thenational.academy/>

<https://whiterosemaths.com/>

Within all plans, teachers will set appropriate work in-line with our current curriculum, supplemented by a range of resources provided by Oak Academy and White Rose Maths.

Oak Academy has been selected to support Remote Learning for a number of reasons. The Oak Academy lessons encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support.

White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources.