

Harewood Primary School

# Remote Education Policy

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## Remote Education Policy

### 1. Statement of School Philosophy

Harewood Primary School has always strived to be creative, innovative and support our parents, carers and children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning is based upon these principles.

### 2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils including those with SEND and those facing social and financial deprivation.
- Ensure children who are disadvantaged have the relevant tools to be able to access remote learning.
- Provide high quality online and offline resources and teaching videos for those children self-isolating.
- Provide clear expectations to members of the school community with regards to delivering high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well as support of the Motivation, Health and Well-Being of children and parents.
- Support effective communication between the school and families and support attendance.

### 3. Who is this policy applicable to?

- A child (and their siblings if they are also attending Harewood Primary) 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.
- Children whose whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- Teachers and Teaching Assistants who are having to self-isolate (but who haven't tested positive for Covid-19) will support their bubble in school through remote access from home.
- A whole bubble may be taught by remote learning if in exceptional circumstances there are insufficient staff available to teach them safely in school.

Remote learning will be shared with families when they are absent due to Covid-19 related reasons. Home learning will begin once self-isolation is imposed. Children who are self-isolating whilst they are awaiting the results of Covid-19 tests for themselves or a member of their household will be expected to access our on-line learning platforms together with daily reading, spelling and times tables/number bonds practice. Contact will be made with the class teacher via email.

### 4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS, KS1, KS2 (Teams: Y2-Y6), Seesaw (EY and Y1), as well as for staff CPD and parents sessions.

- Use of Recorded video (or Live Video if used) for start of day registration, instructional videos and assemblies
- IT devices and headphones for home loan for children in Y2-Y6 without access to a device to engage with online learning.
- Phone calls home
- Printed learning packs
- Physical materials such as story books, writing tools and exercise books
- Use of BBC Bitesize, Oak Academy, Espresso, Reading Plus, TT Rockstars, Numberbots, Phonicsplay, White Rose Maths, DB Primary, Oddizzi, Language Angels, Teach your monster to read, Lexia, Active Learn

The detailed remote learning planning and resources to deliver this policy can be found here:

- Curriculum resources
- <https://classroom.thenational.academy/>
- <https://www.bbc.co.uk/bitesize>
- <https://play.ttrockstars.com/auth/school/student/33745>
- <https://student.readingplus.com/seereader/api/sec/login>
- <https://online.espresso.co.uk/>
- <https://www.phonicsplay.co.uk/>
- <https://secure.dbprimary.com/service/util/login?path=%2Fstockton%2Fprimary%2Fharewood&theme=Login.action>
- <https://www.oddizzi.com/>
- <https://www.languageangels.com/schools/>
- <https://www.activelearnprimary.co.uk/login?c=0>

## 5. Home and School Partnership

Harewood Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Harewood Primary School will provide written instructions and online training sessions and induction (if necessary) for parents on how to use Teams and Seesaw as appropriate and where possible, provide personalised resources. Staff will have incorporated the use of these platforms into their classrooms and homework to try to ensure that children and parents are familiar with them. Children will be provided with their usernames and passwords which will be recorded in their home school diary. Office staff will have a copy if parents ring school.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Harewood Primary School would recommend that each 'school day' maintains structure and follows their usual school daily timetable set by their teacher.

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. These will be discussed on a case by case basis.

We would encourage parents to follow the 'digital 5 a day' framework <https://www.childrenscommissioner.gov.uk/digital/5-a-day/> which provides practical steps to support a healthy and balanced digital diet.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

## **6. Roles and responsibilities**

### **Teachers and teaching assistants:**

Harewood Primary School will provide a refresher training session and/or induction for new staff on how to use Teams. EY and Year one staff will use online training to familiarise themselves with Seesaw.

Each year group will have organised a home learning plan in preparation for the need of remote learning (See Appendix one)

### National lockdown with schools closed except for children of key workers and vulnerable children or children with an EHCP.

#### EY and Year One:

Work will be provided daily using Seesaw, this will match the work that the children in school will be completing. Staff will include some videos of their teaching to support the home learning, parents will also be directed towards recorded videos such as BBC, White Rose maths or The Oak Academy. Feedback will be provided daily by staff working either in school or from home. Class sizes will be limited to 15 children. Organisation of classes will be based on need. The class teacher of the children will always teach them at some point in the week (unless they are ill). There will usually be two members of staff with each group of children. Children will be provided with at least 3 hours of work each day. Children who are not engaging with Seesaw will receive telephone calls to see how school can support.

#### Year Two and Key Stage Two:

Work will be provided using Microsoft Teams, this will match the work that the children in school will be completing. Children should log into Teams at 8.50 where they will receive their initial instructions. Teachers will keep a register. Children not present will be contacted via telephone at the beginning of the lesson. Children at home will receive the same live teaching as those in school. This will consist of a full curriculum, wherever possible, there may be some aspects of the curriculum such as art, DT and PE which need to be modified. Children will be able to join in with singing lessons delivered in school.

Class sizes will be limited to 15 children. Organisation of classes will be based on the needs of the children. The class teacher will always teach them at some point in the week (unless absent through illness). There will usually be two members of staff with each group of children.

Children in Year Two will be provided with at least 3 hours work a day. Children in Key Stage 2 will be provided with at least 4 hours work a day. Feedback will take place during lessons through oral feedback, via Classkick (in Year 6) and via the children uploading work on Teams in assignments. Children who are not engaging with Teams will receive telephone calls to see how the school can support them.

#### IT provision

Ipads will be provided for children who do not have access to a suitable device. Dongles and extra data for mobile phones will be organised by school - working in conjunction with the DFE. Additional resources will be provided wherever possible. Children having internet issues will be contacted to see how school can support them.

## SEN

Children with EHCPs and High Needs Funding will be invited into school. Children who do not wish to attend will have an individualised plan based on their needs and a risk assessment will be shared with Stockton SEN Team. Children on SEN Support will continue to address the targets from their SEND Support Plan. SEN provision will include differentiated targeted support via Teams or Seesaw. Bespoke work packs will supplement Teams or Seesaw.

Teachers will incorporate the use of Breakout Rooms on Microsoft Teams to support different groups of children. Teaching Assistants may be deployed to support pupils 1:1.

### Individual children self-isolating:

Teachers will provide a daily timetable for parents (See Appendix two for an example). Children from Year 2 upwards will be able to access live lessons from school via Teams. A home learning pack will be available at the earliest opportunity to support the lessons. Activities may also be assigned on Teams. Children can upload their work onto Teams or Classkick (Y6 children) for daily feedback.

Staff in EY and Year one will provide a daily timetable for parents. Activities will be set on Seesaw to support the home learning pack. Parents and children will be able to photograph their work or record audio for daily feedback from staff. If parents are unable to access Seesaw they will be asked to photograph work and email it to staff to enable daily feedback.

When providing remote learning, teachers must be available between 8.40am and 3.30pm

### Whole bubble isolating and the class teacher and teaching assistant are well:

Teachers will provide a daily timetable - this may include opportunities for group teaching (See Appendix three for an example). Children from Year 2 upwards will be able to access some live lessons via Teams or directed to live lessons via White Rose Maths, Oak Academy or BBC bitesize. Children will be asked to upload their work via Teams or Classkick (Y6 children) for daily feedback.

Teachers in EY and Year one will provide a daily timetable. This may include some instructional video, storytelling or activities on Seesaw. Children will be encouraged to upload work for daily feedback.

### Whole bubble isolating and the class teacher is unwell:

Year Two to Y6: as above but the teaching assistant would need to support the feedback and set tasks. Children may be able to access live lessons via another class in the year group or via the teaching assistant.

EY and Year One: as above but the teaching assistant would need to support the feedback and set activities.

### Whole bubble isolating and the class teacher and teaching assistant are unwell:

Children will be provided with a daily timetable and home learning pack. Children in Year Two upwards could access live lessons on Teams via another teacher in the Year group. Caroline Heywood and Jackie Conway would assist with daily feedback to ensure that workload isn't increased for staff.

EY and Year One: Children will be provided with a daily timetable and home learning pack. Children will be encouraged to upload work to SeeSaw - Caroline Heywood and Jackie Conway would assist with daily feedback to ensure that workload isn't increased for staff.

If staff recover before the 14 day isolation period ends then they would take responsibility for teaching and feedback.

#### Individual teacher isolating (but not unwell) and children in school:

Teachers can support the teaching in the classroom via Teams. Classes with access to IPADs will be able to upload work via Teams or Classkick (Year 6) to help with feedback.

EY and Year One staff would support the teaching in school by setting tasks on SeeSaw. Teachers may be able to deliver some lessons via Teams to their class depending on home circumstances.

#### Individual teacher isolating due to illness and the children are in school:

Children would either be taught by a supply teacher or the teaching assistant currently with that class. If they 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.

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will set work for the pupils in their classes.
  - The work set should follow the usual timetable for the class had they been in school, wherever possible.
  - Daily work will be shared on Teams/Seesaw
  - Teachers in Nursery to Year 1 will be setting work on Seesaw
  - Teachers from Year 2 to Year 6 will be setting work on Teams
- Providing feedback on work:
  - Reading, writing and maths work; all completed work submitted by 1pm to be guaranteed teacher response and comments on the same day.
  - All curriculum tasks submitted by 3.30pm and teachers will comment at the end of the week.
- 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, their parents should be contacted via phone to assess whether school intervention can assist engagement.
  - All parent/carer emails should come through the class teacher account or the school admin account
  - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT- for any safeguarding concerns, refer immediately to the DSL

## **Teaching Assistants**

Teaching assistants must be available between 8.30am until 3.30pm

If they 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, teaching assistant must complete tasks as directed by a member of their team supporting the use of Teams or Seesaw.

## **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 -through regular communication with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Supporting daily feedback if the class teacher and teaching assistant are ill.

## **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.

## **OneIT Technicians**

OneIT 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.

## **The SENCO**

Liaising with the ICT 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 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 IHPs
- Identifying the level of support required

## **Pupils and parents**

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work
- Adhere to the home learning code of conduct

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 concerns known to staff
- Make school aware of any ICT issues that are affecting their child's learning

## **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

## **7. Links with other policies and development plans**

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct for Phone calls, Video conferencing and recorded video



## Appendix One: An example of a Home Learning Plan

### Home Learning Plan Year 6

#### **English:**

**Grammar:** Classroom Secrets home learning packs (to print) match Classroom Secrets grammar as planned on Y6 MTP for English. Where this doesn't match, the relevant weekly Classroom Secrets sheets will be used instead. Sheets are differentiated. All children complete D "Developing" questions. Most children also complete E "Expected" questions. Extra challenge for children who feel confident is offered in G "Greater Depth" questions. Guidance for parents and answer sheets are included. The Powerpoints can be used via Teams. CGP 10 Minute Test books are kept in home learning packs.

Where appropriate, links to BBC Bitesize grammar activities will be included on Class Kick.

**Spelling:** Relevant units from Prim Ed to be printed. Most children working on Book F. Some children with additional needs are working on individual books. Tests can be undertaken on teams

Children can also play spelling games using the relevant list on Spelling Shed.

**Reading:** Children have access to their individual reading books and home school reading record which are kept in their book bag. Children keep a CGP Reading Comprehension book in their book bag and can complete the 10 minute tests. Some children with additional needs have a different book. CGP Targeted Question books are available in the children's home learning packs so direct teaching of reading skills can go ahead as planned.

Children will continue to complete Reading Plus.

**Writing:** Where possible, children will complete writing tasks as planned for that week with concepts taught via Teams and Class Kick although this may need some adjustment. Where this is not possible, children will focus on developing story writing skills – introducing a new or less familiar writing form/ genre without a high level of teacher input (or access to remote learning clips) would be difficult. Story writing is a key genre in Year 6. Story writing stimuli will be printed from Pobble 365. This format will be introduced in class so that children become familiar with how to develop a story in this way. Non-fiction writing opportunities will be provided in topic work subjects. Where a class bubble has self-isolated, on return to school, where appropriate, planning will be adjusted to ensure genre coverage.

**Maths:** Children will continue to follow the White Rose plans wherever possible with additional tasks supplementing the White Rose worksheets where necessary. Tasks can be accessed via Classkick. Teaching will either be via Teams or children will be directed to the White Rose Videos or Oak Academy videos. Sessions will be allocated for children to practice their numerical recall using; TT Rockstars, Numbots, Activelearn, Maths shed, Maths Pad or Senecal Learning.

**Foundation subjects:** Home learning packs will support the weekly topic.

## Appendix Two: An example of a Home Learning Timetable

Year 6 timetable for individual children isolating whilst the class are in school:

8:50- 9.00 Handwriting – photograph your handwriting onto Classkick

9.00-10.30 English

Log into Teams Children photograph their work onto Classkick for feedback.

10 minutes on EdShed practicing this week's spellings

30 minutes on Reading Plus

10.30-10.45: Assembly

11.00 - 12.30 Maths

Log back into Teams

Practice their maths facts with their class teacher - the following weeks maths facts are on classkick

Follow the lesson via Teams – children photograph their work onto Classkick for feedback

15 minutes on TTRockstars

15 Minutes on Prodigy

1.15 - 3.15

Log back into Teams

Foundation subjects: Follow the lesson on Teams

Children photograph their work onto Classkick for feedback

Appendix Three: An example for a Home Learning Timetable for whole bubble closure

Time Table

Group 1	Group 2

8.50-9.00	9:00 – 9:45	9:45 – 10:30	10.30-10.45	10:45	11:00 – 11:45	11:45 – 12:30	12:30	1:15	2:30	3:00
Hand writing	Group 1 – maths activity Group 2 maths input via Teams	Group 1 maths input via Teams Group 2 Maths activity	Assembly		Group 1 English activity Group 2 English input via Teams	Group 1 – English input via Teams Group 2 English activity		Whole class topic	class story	Any 1:1 sessions that are needed

Policy created October 2020

Adopted by Governing Body:

Signed Chair:

To be reviewed October 2022