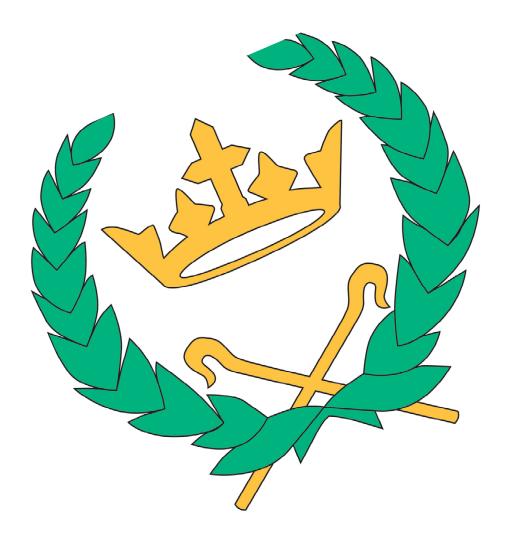# Highfield Community Primary School

Remote Learning Policy

Academic Year
2021 – 2022

INTRODUCTION
From 22 October 2020, schools have a legal duty to provide remote education to all pupils who require it. More details can be found in Appendix One.

STATEMENT OF INTENT

At Highfield Community Primary School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed. Through the implementation of this policy, we aim to address the key concerns associated with remote learning, 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.
- Outline our approach for pupils who will not be attending school as a result of government guidance or the closure of a class bubble.
- Outline our expectations for staff that will not be attending school due to self-isolation but who are otherwise fit and healthy and able to continue supporting the teaching, assessing and planning for pupils.

WHEN DOES THIS POLICY BECOME ACTIVE?

Scenario 1:
School is open to all children and families.

Strategy: Families are encouraged to become involved with our Learning Management Systems, Tapestry and Class Dojo. The child's teacher/TA will upload observations of learning, including next steps. Families can view these at home, comment on them, engage with the next steps and upload their own moments of learning, inviting a dialogue of learning around their child.

Scenario 2:
Some children may have to be at home for a couple of days awaiting a test result, or 10-14 days due to COVID-19 related absence.
   A child or family who are not well would not be expected to engage with home learning.

Strategy: The child's teacher will maintain contact with the child and family and supported by the SLT will provide ideas for home learning on Tapestry or Class Dojo on a weekly basis. Families will be encouraged to feedback how this has gone using Tapestry/Class Dojo.

Scenario 3:
A 'bubble' of children needs to isolate or there is a local or national lockdown and the school is closed for a period of time.
   A child or family who are not well would not be expected to engage with home learning.

Strategy: The child's teacher will maintain contact with the child and family through Tapestry/Class Dojo. The class teacher will co-ordinate home learning on Tapestry/Class Dojo on a daily basis. Families will be encouraged to feedback how learning has gone. Note:

NB:

In all scenarios, some families may not have internet access and so will not be able to access Tapestry/Class Dojo. Class teachers will support all families to access Tapestry/Class Dojo and will keep a weekly note of those that are unable to – to feedback to SLT. Any families who request paper copies of the work packs will be entitled to them.

REMOTE LEARNING

When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

LESSON PROVISION

- Teachers will, where necessary, provide an overview on learning for the week.

The expectation of lessons will be:
- Daily Maths lesson
- Daily English lesson
- Daily Phonics lesson (EYFS and Key Stage 1)
- Each day there will be a lesson for one of the foundation subjects

- Teachers will provide adapted learning resources for children with additional learning needs, i.e., SEND or where English is an additional language.
- Indoor/Outdoor physical activities will be posted by the class teacher.

LEARNING PLATFORMS

TAPESTRY

- Tapestry is the primary source of communication between school and home (for EYFS). This will be used as a means of direct communication between the teacher, parent and child.
- There is an expectation that children/parents will submit work via Tapestry and that teachers will respond to the work submitted.
- For children within our EYFS home learning will be posted via Tapestry the child's online learning journal. All parents are given access to this when their child/children start school and should receive a link from Tapestry to set up their account.
- Awareness will be made to Home learning being sent via a 'Memo' which can only be accessed by parents when logging into Tapestry via a web browser. The Memo section cannot be viewed in the Tapestry app.
- Parents will read through the activity/allow children to watch the instructional video (where necessary).
- Parent/s will then support children in providing evidence of their learning before sharing this as an observation via Tapestry.

CLASS DOJO

There is an expectation that children/parents will submit work via Class Dojo and that teachers will respond to the work submitted.

- Class Dojo is the primary source of communication between school and home (for Years 1 – 6). This will be used as a means of direct communication between the teacher, parent and child.
- The teacher will post work and lessons (including instructions) to the child via Class Dojo through the Class Story feature.
- Children will be able to complete set work using the Class Dojo portfolio or by posting a photograph of the completed work.
- If this is not possible parents or children may communicate through the message section.
- Where a bubble is required to learn remotely, teachers will use the Class Story feature to communicate with the whole class. A message will be posted on Class Story each morning with a summary of what the lessons will be that day.
- Feedback will be given individually to children via their portfolio – unless it is appropriate to share whole class feedback through class story.

Additional resources available online via our Online Learning Portal.

ACCEPTABLE USE

- This policy should be read in conjunction with our E Safety Policy and Homework Policy.
- Parents and Carers are expected to follow the usual Code for Conduct when communicating with school.
- Pupils will be expected to use appropriate language and behaviours when using Tapestry/Class Dojo.
- If there is inappropriate or misuse of the Class Dojo, the SLT will be informed and the school has the right to terminate use of Class Dojo with individuals or the whole school community.
- Teachers will use Class Dojo on their school iPad, school laptop or other encrypted devices.
- Teachers will not use Class Dojo to manage unacceptable behaviour.
- Teachers are only expected to look at Class Dojo during working hours.
- Class Dojo should not be used to send urgent messages to and from school. These must be sent via the school office email or School Gateway.
- Teachers will not engage in any conversations about personal matters via the class page or the messaging service.
- Teachers may not be checking Class Dojo on the days they are teaching in school. On these occasions, Class Dojo will be checked by the Teaching Assistant.
- Any abusive, inappropriate or intolerant behaviour on Class Dojo will be reported and the login will be terminated by F. MacSween.

ACCEPTABLE USE SPECIFIC TO REMOTE LEARNING

- Activities will be uploaded as worksheets or written tasks, and should be accompanied by a short video lesson or a suggestion of a teaching video to watch.
- Children are encouraged to take a photo of their work and upload it to their portfolio for their teacher to view.
- The teacher will acknowledge it by 'liking' it and may add an additional comment on some pieces of work. Next steps are a good thing to comment as it is interactive feedback for the learner.

LEARNING PORTAL

The Online Learning Portal can be found here:
www.highfield-blacon.cheshire.sch.uk/page/home-based-learning-portal/64605

It has been put together to support families with additional materials for online and offline learning for children at home due to school closure or self-isolation. The following principles apply (and are clearly displayed on the landing page of the portal);
- The materials are supplied in good faith and are meant as a way of keeping children interested in learning – they in no way replace adult interaction – and this is crucial.
- The web links contained within the portal are supplied as a possible source of further support and have been quality assured for appropriateness of content for age – but adult supervision and guidance is suggested.
- It is vital that your child is safe online and supervision of their activity.
- It is suggested that there is an appropriate balance between traditional activity and online resources to minimise the potential for safeguarding issues.

PRINTED RESOURCES

If children are unable to access online activities, where possible work will be printed and either picked up or delivered on a weekly basis. These will be prepared by teacher/TA from the child's class and delivered by the staff or collected by a healthy individual within social distancing and lockdown rules.

Families will be supported with extra phone calls as and when necessary through consultation with the Learning Mentor, SENCo and SLT.

Where there is significant new learning taking place in class that requires teacher input, the child who is self-isolating will be directed to a relevant lesson or activity online. Upon their return to school the child will work with a teacher or teaching assistant to check their understanding and provide further teaching where required.

MONITORING ENGAGEMENT

It is important that children engage with the remote education provided so that they do not lose confidence or pace in themselves as a learner. However, we recognise that each family's home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or limited access to technology. Communication is essential and parents are asked to use Tapestry/Class Dojo (in the first instance) to request advice and support in ensuring their children are accessing and responding to learning so the school and home can work together to find a means of providing remote education that works for that family's circumstances.

SAFEGUARDING

Any child identified as vulnerable, at risk or in need of additional support will be monitored by the Class Teacher, Class TA, Learning Mentor, and SLT. A network of support will be provided for the child and family. Regular messages (through various school social media platforms – including School Gateway – app messages, emails and text messages, Twitter, Facebook), phone calls and meetings (in line with risk assessment practice) will take place to provide the school, child and family with regular verbal and visual contact. links with additional support adults such as P4L, Speech and Language Unit, Hearing Impaired Team, Autism Team, and Learning Mentors will continue.

When contacting families, staff will follow school safeguarding procedures. Telephone calls MUST be made on school devices. All virtual meetings will require agreement of the SLT.

STAFF WORKING FROM HOME

Where staff CAN work from home, they should. However, this must not impact negatively on the workload of any colleagues.

Where teaching staff are shielding at home or in self-isolation but are otherwise fit and healthy, they are expected to:
- Support the learning of children at school and home by providing lessons and activities.
- Support colleagues in the planning of lessons.
- Support families in the preparation and delivery of Home Learning packs.
- Support colleagues and families in the preparation and delivery of Food Hampers.
- Reply to messages and give feedback on activities during the normal teaching hours 8:30am – 4.00pm via Tapestry or Class Dojo.

Teaching Assistants will supervise those children who are in school with their learning. These will consist of Key Worker Children, Children with EHC Plans, Children with Additional Needs, Vulnerable Children or Children of Vulnerable Families. At the SLT's discretion, the teacher and Teaching Assistant may swap roles to allow teaching to remain stimulating and enjoyable for all.

Non-teaching staff may be given an individual project to work on which is in line with

Remote Learning Policy – **Highfield Community Primary School**

whole school improvement priorities or asked to support with the online learning provision for their year group. These projects will be communicated by SLT and will be allocated on a case-by-case basis.

STAFF CPD

At the beginning of the school year teachers will receive support and training opportunities to ensure that they are confident in all aspects of this Remote Education Plan including:
- Use of Tapestry and Class Dojo, in particular the various features and use of portfolios;
- The content of this policy so that teachers are aware of expectations
- Staff will also receive support and advice from SLT when delivering remote learning.

Remote Learning During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we must be prepared for local restrictions. If local restrictions apply, the school will implement provision for remote learning to ensure pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines additional measures that will be implemented for delivering remote learning during the pandemic.

Legal framework

This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:

- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'
- DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
- DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
- DfE (2020) 'How schools can plan for tier 2 local restrictions'
- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
- Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behavioural Policy
- Accessibility Policy
- Marking and Feedback Policy
- Curriculum Policy
- Assessment Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance and Truancy Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct
- Data and E-Security Breach Prevention and Management Plan
- Children Missing Education Policy

1. Contingency planning

    1.1   The school will work closely with the LA to ensure the premises is COVID-secure, and will complete all necessary risk assessments – the latest risk assessment will be published on the school's website.

    1.2   The school will work closely with the local health protection team when local restrictions apply and implement the provisions set within their contingency plan.

    1.3   The school will communicate its contingency plans for local restrictions with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.

    1.4   If local restrictions are **not** applied, but a single class or 'bubble' needs to self- isolate, the school will immediately implement remote learning for that group.

    1.5   The level of remote learning provision required will be based on the government's four tiers of local restrictions. Where there are no local restrictions in place, the school will continue to remain fully open to all, and these tiers will not apply.

Tier 1 local restrictions

    1.6   The school will remain open if tier 1 restrictions are in place, and remote learning will not be provided at this time.

Tier 2 local restrictions

    1.7   As a primary school, the school will remain open if tier 2 restrictions are in place, and remote learning will not be provided at this time.

Tier 3 local restrictions

2.11 As a primary school, the school will remain open if tier 3 restrictions are in place, and remote learning will not be provided at this time.

Tier 4 local restrictions

2.14 The school will limit on-site attendance to just vulnerable children and young people. All other pupils will receive remote education in line with section 3 of this appendix.

2. Teaching and learning

    2.1   All pupils will have access to high-quality education when remote working.

    2.2   Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND. They will include a range of activities catering to different learning styles

    2.3   When teaching pupils who are working remotely, teachers will:
- Set assignments so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.

- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, including daily feedback.

2.4 All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

2.5 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

2.6 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

2.7 The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.

2.8 Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:
- Pupils in Years 3 to 11
- Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government advice
- Children in all year groups who are unable to access remote education whilst attending school on a hospital site

2.9 Before distributing devices, the school will ensure:

- The devices are set up to access remote education.
- Appropriate safeguarding controls and support are in place to help pupils and their families use the devices safely.

2.10 Once devices are ready for collection, the school will either arrange for them to be collected by families from school or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.

3. Returning to school

3.1 The headteacher will work with the LA to ensure pupils only return to school when it is safe for them to do so.

3.2 After a period of self-isolation due to closure of a class or year group bubble, or the lessening of local lockdown rules, the headteacher will inform parents when their child will return to school.

3.3 The headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

4. Monitoring and review

4.1 This policy annex will be reviewed in line with any updates to government guidance.

4.2 All changes to the policy will be communicated to relevant members of the school community.

Remote Learning – a Staff Guide:
How to get it right for our Highfield families.

For every lesson you deliver remotely, use this checklist and the top tips below to translate the essentials of good classroom practice into good remote delivery.

Checklist for adapting classroom lessons for remote delivery

	ASK YOURSELF…
ESSENTIAL INGREDIENTS TO TRANSLATE FOR REMOTE DELIVERY	
Me, the teacher	› What technology/resources do I need to use/prepare? Am I confident in how to use them? › Will I interact with pupils during and/or outside of the lesson or will it be delivery and response?
Classroom routines	› Which classroom routines will still work remotely? › Which classroom routines/expectations do I need to adapt? Have I done so? › Are pupils aware of these routines?
Feedback	› How will I give pupils feedback on their work? › Do pupils know what to expect and when?
Formative assessment	› How will I check pupils' understanding during/after the lesson?
PUPIL COLLABORATION	
	› Are there opportunities for pupils to work together on tasks – within families or within KW bubbles? › How could I facilitate discussion among the whole class or in groups? › How could I facilitate peer review/marking?
SUPPORTING PUPILS TO WORK INDEPENDENTLY	
	› Have I set clear and achievable deadlines? › Do pupils know roughly how long they should take to complete their tasks?

	- Have I chunked learning into manageable tasks? (Expecting pupils to concentrate for no more than their age plus 1 minute on any one task) - Have I built in time to scaffold tasks? - Have I provided tools to help pupils work alone? (For example, if a parent is working from home or assisting a younger child) - Could I build in tasks that don't rely on using a screen? (To help reduce screen time and accommodate pupils who have to share technology with siblings or have limited access to technology)

PUPIL RESOURCES

	- Are my instructions as simple and clear as possible? - Are the resources easy to read? (Not too much text on each page/slide) - Have I used mobile-friendly file formats? Have I tested the resources on my phone?

PUPIL PERSPECTIVE

	- Is it clear how to access the lesson and find any resources? - Have I looked at the lesson from a pupil perspective? - Do I understand what to do? - Do I feel challenged and motivated?
	Created by FLM – reviewed 2022