Holy Trinity Rosehill CofE (VA) Primary School

Remote Learning Policy

Status	Date
Date Issued:	October 2020
Prepared by:	Andrea Swift using Islington LA template
Review date:	Autumn Term 2023
School Name:	Holy Trinity Rosehill CofE VA Primary School
Date Adopted by Governing Body:	September 2020

SCHOOL ETHOS STATEMENT
Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian and British values through the experience it offers to all its children.

SCHOOL AIMS
- Give high priority to the spiritual development of children, enabling them to develop attitudes of mutual respect and responsibility and to realise their full potential.

- Foster a sympathetic understanding of the Christian faith whilst exerting no pressure to believe.

- Encourage strong links between school, home and church and prepare children for life in the wider community.

- Encourage respect for other people's property, the school and the local surroundings.

- Provide an intellectually stimulating environment where children will develop a positive attitude to learning.

- Make learning fun.

- Create a strong ethos where children can achieve their potential.

- Develop pupil's self-confidence and raise their self-esteem so they will learn to work with independence and self-discipline.

- Provide a warm friendly atmosphere where children gain respect and tolerance of, and show a caring attitude for others.

- Show a caring attitude towards all children and adults concerned with the school.

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We have considered the following aspects during the design of this Policy:

- Staff, pupil and parent/carer voice in the design of remote learning
- Digital access at home
- Skills of staff, families and children and immediate training that may be required
- Delivery of a blended model and how this works for individual children and/or a full bubble
- Appropriate guidelines for screen time (the digital diet), online safety and data protection
- Teacher workload, for example, the frequency of feedback and strategies to effectively use staff

1. Statement of School Philosophy

Our school strives to be creative, innovative and support our parents/carers/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all children (Inc. SEND) who aren't in school through use of quality Online and offline resources and teaching videos

- Provide clear expectations to members of the school community with regards to delivery of high quality 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/carers

- 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 our 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 whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 (to include email access, BBC Bitesize, Oak Academy, Mathletics, Reading Plus (Y6), weekly overviews)
- Phone calls home for children who are deemed vulnerable
- Printed learning packs for those unable to access online materials
- Physical materials such as story books and writing tools if available
- Regular contact with parents/carers/carer via email

The detailed remote learning planning and resources to deliver this policy can be found in Appendix A:

5. Home and School Partnership

Our 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.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains structure.

We would encourage parents/carers to support their children's work, including finding an appropriate place to work and, to the best of their ability, support children 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/carers should contact school promptly via email and alternative solutions may be available. These will be discussed on case-to-case basis.

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

All parents/carers/carers 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

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

When providing remote learning, teachers will be available between 8.45 – 12 noon and 1 -3 p.m.

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. If the absence is Covid related it will be recorded as such) .

When providing remote learning, teachers are responsible for:

Setting work:

- o Teachers will set work for the children in their classes.
- o The work set should follow the usual timetable for the class had they been in school, wherever possible
- o Weekly/daily work will be shared via email

Providing feedback on work:

- o Reading, writing and maths work, all completed work submitted by 1pm will normally receive a response by 3 p.m.
- o All curriculum tasks submitted will receive a comment before the end of the week.

Keeping in touch with children who aren't in school and their parents/carers:

- o If there is a concern around the level of engagement of a child, parents/carers should be contacted via email to assess whether school intervention can assist engagement.
- o All parent/carer emails should come through the year group email account or school email account if it is a single child and the class is still in school.
- o Any complaints or concerns shared by parents/carers or children should be reported to a member of SLT– for any safeguarding concerns received via the school email account refer immediately to the DSL

Teaching Assistants

Teaching assistants must be available between their normal working hours.

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 assistants must complete tasks as directed by a member of the SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from children and parents/carers

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- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

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.

The SENDCO

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all children and that reasonable adjustments are made where required.

Ensuring that children 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 children with EHC plans and IHPs

Identifying the level of support needed for children with SEND.

Children and parents/carers

Staff can expect children learning remotely to:

- Complete work set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents/carers 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

Governing Board

The governing board 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

Governors will monitor the performance of this policy. This will be achieved via the Head Teacher's reports to governors and by governors observing and recording its implementation when they visit the school.

7. Links with other policies and development plans

This policy is linked to our:

Behaviour policy

Child protection policy

Data protection policy and privacy notices

Online safety acceptable use policy

<u>Holy Trinity Rosehill Home Learning Plan 2020</u>

Dear Parent / Carers,

Thank you to all of those who responded to our most recent Autumn Survey. Your ideas and comments are essential to ensure that what we are providing for our children is tailored to their needs, but most importantly during this current climate, suitable, sustainable and manageable for the wellbeing of our families and staff should the need to self-isolate occur.

It has been lovely to receive so many positive comments regarding our Home Learning over the summer term. We are pleased and very proud of the way our children have returned to school so know that it has had an impact. Here are a few comments to share:

- We thought that most of the work was perfect for our children - not too much pressure and just enough

- Worked well. Broken down into easily managed tasks as we had to fit it in around working from home

- Well done to all involved for doing this and allowing us to try and keep school in our day to keep some sort of normality in what was/is a very strange time. Thank you

- They took the structured learning on board and worked through the essential learning well. Enjoyed the exercise and kept busy and safe

- We were very happy with the home learning and appreciated all the effort that had gone into it. The discovery activities worked particularly well (finding things around the house or out on a nature walk)

- It was lovely to just be able to concentrate on activities that were enjoyable and entertaining as well as educational

<u>The following information and school approach is in response to parent/carer feedback and staff consultation:</u>

In the event of a **significant group /a whole class / the whole school** being asked to self-isolate, the following home-learning plan will come into effect.

You said	Our Approach to Home Learning
- Setting out tasks and deadlines would work well to keep the children achieving. - It worked really well when they had daily task which they had to do each day. - The layout/presentation of the work was easy to follow. I much preferred the daily activities later in the academic term, revisiting things the children had done while at	Each day **English, Maths** and **one other subject** from the wider curriculum will be set for children. Learning may be via a weekly overview or could be on a daily basis for logistical reasons. On a Friday, time will be given for children to finish off work or act on feedback from earlier in the week. **Example week:** <table><tr><td>**Monday**</td><td>Maths</td><td>English</td><td>Science</td></tr><tr><td>**Tuesday**</td><td>Maths</td><td>English</td><td>History/Geography/Art/Music</td></tr><tr><td>**Wednesday**</td><td>Maths</td><td>English</td><td>RE</td></tr><tr><td>**Thursday**</td><td>Maths</td><td>English</td><td>PE</td></tr><tr><td>**Friday**</td><td>Maths</td><td>English</td><td>PSHE/Finishing off time</td></tr></table>

school prior to lockdown, it kept routine and consistency for the day.	
• We used BBC bite size a lot as they liked to watch the videos and explanations and then do the task at the end. I found it worked better for us. • My child worked best using the online tools eg accessing his reading online. • Set daily activities and video learning	Please see below for individual subject information
• It would be good to do it online if my child was off school again so we could send the work to the teachers so they can see how much work the children are doing. • If we send work to the teacher even a smiley face or confirmation that they has seen it would keep them focused on school activities. • Feel the school did well with the no pressure aspect however more online work they could complete online so that teachers could see would have been better • It was nice that there wasn't too much pressure on the children and that they weren't overloaded with work but I felt that there could have been some sort of feedback for children.	The expectation will be for children's work to be photographed and emailed to the class teacher via the year group email. Your teacher will be in contact via the email address at the start of Home Learning. Thank you for completing the parent survey to supply your contact email for school to use. Teachers will feedback regularly in one of the following ways during school day hours: • Feedback form • Email message
• We only have a mobile to use so I would of preferred an actual physical work pack as some things are not compatible on a mobile	Parent/ carers have informed us via the school Autumn survey if they do not have online access. In this case, a phone call will be made once a week from a member of staff within school. Where a child **does not have access** to online home learning, paper based work as closely matched as possible to the online learning will be provided directly to the pupil on a weekly basis.
• My child was excited to share what they did at school with us and was also very familiar with it and was comfortable.	In the event of children needing to self-isolate, work set by teachers will link closely to our curriculum within school that children are familiar with, supplemented by **Oak Academy, BBC Bitesize** and other online resources.

Maths: White Rose Maths activities will be set and will continue on from the point that children were working on in class. Work emailed will take the form of one or more of the following: White Rose hub teaching video, Teaching slides ppt (with or without an added teacher narration), a message from the class teacher or a worksheet to complete.

English: A link to the **Oak Academy** English lesson and live teaching video or a **BBC Bitesize** section will be given for children to follow and complete. The unit chosen will be dependent on where in the term an isolation period begins. Oak Academy units are based around a quality text to closely match our English Curriculum as much as possible. Work may also be sent home linking directly to themes or texts within the classroom.

Reading: Children will use their Reading Journals to record their daily reading and also complete tasks within their reading book.

Phonics: A link to relevant phonics videos or an activity will be sent via email in connection with the tasks for the week. This may also be on a daily basis.

Science: A link to the appropriate lesson from the **Oak Academy** matched to the science topic being studied this term will be sent dependent on where in the term the period of isolation begins.

History/Geography/PE/RE/ART/DT: A simple video link, ppt, weblink or activity will be given for children to complete. These will be based upon where in a particular topic the children have reached and will match as closely as possible to the objectives and aims of our usual Termly curriculum. RE will include relevant activities that are closely linked to our current curriculum within school following the 'Understanding Christianity' resource.

EYFS – EYFS will follow the same structure as across the school, with contact via email between parent/carers and teaching staff. Activities could be via a link or an activity attached. They will focus on the different areas of learning and may include practical tasks to do at home with an adult.

SEND
Any work specific to a SEND child will be emailed via the year group email address.

NB:
*Where an **individual or small number** of children are isolating/shielding then class work will be emailed home which best matches the work being set and completed in class. Feedback will be provided via email in response to work sent to the class teacher. There may be a telephone conversation between parent/carer and class teacher depending on individual circumstances.*

Home Learning Expectations:
Initially, all home learning will be provided via year group emails. In the event of a significant group /a whole class / the whole school needing to self-isolate, staff will contact families via the year group email with tasks to complete. This will be the main method of communication during this time for home learning. **School will continue to use Teachers 2 Parents/carers for whole school communication.**

Working in partnership – how can you help?

We understand that the current climate is one that is new to us all, including our children. Our aim is to ensure than learning continues in the event of isolation and that the wellbeing of children, staff and parent/ carers is at the heart of our approach to home learning.
We ask parent/carers:

- To email regularly in response to work set

- To establish routines that work for your household
- To ensure children are supervised whilst working online

Most of all, you know your child best. We endeavour to be in regular contact with our families but as always, we welcome parent/ carers to contact school if you have concerns about your child. School will continue to review our home learning approach and make changes where necessary.

National Online Safety
NOS
#WakeUpWednesday

10 TOP TIPS
REMOTE LEARNING FOR PARENTS

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. Teacher's 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.

www.nationalonlinesafety.com   Twitter - @natonlinesafety   Facebook - /NationalOnlineSafety   Instagram - @nationalonlinesafety

Look how much you've already managed to adapt to. Look how resilient you've already been. There's no "right" way to respond to this because it's never, ever happened before. Give yourself some credit. ☆ There's no one in the whole world who has this figured out yet. So it's absolutely okay if you don't either ♡

mellow doodles

Be strong and courageous. Do not be **AFRAID** Do not be DISCOURAGED For the Lord your God will be with you WHEREVER YOU GO

How are you feeling today?

6 things you can do to help you feel good

Talk to someone you trust about how you're feeling

Go outside and get some fresh air

Listen to your favourite music

Keep active - run around or play games

Eat lots of healthy food

Have a good night's sleep

Need someone to talk to?

Call Childline for free 0800 1111

24 hours a day 7 days a week

In an emergency, text SHOUT 85258

How to nurture a child's mental health

Actively listen before offering your advice

Be patient

Share your feelings and validate theirs

Tell the truth

Model healthy behavior

Surround them with healthy adults

Be consistent and follow through with what you promise

Teach them how to be safe

Believe them and in them

Use open ended questions

Have scheduled family time

Limit electronic time for everyone

Reach out and hug them

Practice relaxation exercises together

Model forgiveness

Respond calmly when their emotions are elevated

View their behavior as a window to their needs and feelings

Make play and exercise a requirement

Recognize positive choices

Be present

Set and respect boundaries

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