

Hartford Infant School



Remote Learning Policy October 2020

Lead person: Mrs Rachael Hyem
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Introduction

We believe that no child should be at an educational disadvantage if they are required to be away from classroom teaching as a result of COVID-19 related issues, life limiting illnesses or other situations. At Hartford Infant School, our aim is to create a culture of rich and effective learning, planned by teachers, and using approaches which research and evidence suggest are the most useful.

However, this policy also recognises that there can be no substitute for strong classroom teaching led by familiar, highly capable teaching staff. There can be significant limitations, particularly at Primary level, with any model of remote learning.

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home (see sections 4 and 5). For details of what to expect where individual pupils are self-isolating, please see section 6.

1. Aims

This remote learning policy aims to:

- ensure consistency in the approach to remote learning for all pupils (inc. SEND) who are not able to be in school;
- set out expectations for all members of the school community with regards to remote learning;
- support effective communication between the school and families and support attendance;
- provide appropriate guidelines for data protection and safeguarding.

2. Scope

Children who **are** displaying symptoms of COVID-19 or any other illness will be considered unwell and therefore it would not usually be appropriate to expect them to complete school work. No remote learning materials will be provided in this instance beyond the ability to access the various resources available on the school website's Remote Learning page.

Remote learning materials **will** be made available for:

- any child who is required to self-isolate because a household member has tested positive;
- any child whose whole class 'bubble' is not permitted to attend school because they, or another member of their bubble, have tested positive for COVID-19;
- any child who is absent from school awaiting test results.

3. Educational Provision

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. All children have **immediate access** to Bug Club for reading and KS1 Numbots for maths, it is recommended that Reception children engage with Numberblocks available on BBC iPlayer.

The most effective access to remote learning materials has been shown to occur when the boundaries between class and home based learning are blurred. Similar to our weekly homework, the online learning platform Tapestry will be used to post Tapestry challenges, communicate with parents (and children where appropriate) as well as to celebrate achievements and engagement.

Following feedback from our Remote Learning Provision survey (September 2020) children will also have access to some lessons where by the teacher will guide them through the learning via video and the use of PowerPoint. This will be pre-recorded so children can access at a convenient time.

These Remote Learning videos will have opportunities for extending children's learning through daily challenges. There will be an additional slide/slides called "Going Deeper" which is optional but will allow some children to extend their learning if they have successfully completed the main content of the video.

School will endeavour to phone all families across the lockdown period to check on children/adult well-being and offer support where necessary. For some families this may occur on a regular basis.

We use a combination of the following approaches to teach pupils remotely:

- recorded teaching (these will be found on our school YouTube channel);
- printed paper packs produced by teachers (e.g. worksheets) also available on our school website as a pdf;
- commercially available websites supporting the teaching of specific subjects or areas (e.g. Bug Club, Numbots)
- challenges (sometimes with accompanying PowerPoints) uploaded via Tapestry.

4. **Organising structured remote teaching suitable for very young pupils in the event of school closure**

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, English, PE, Nature Rangers and PSHE will be set as Tapestry challenges and some of these will be supported via PowerPoints made available through the "memos" section.

The DfE recognise that very young pupils are likely to have particular needs which cannot easily be met. For infant school pupils, it is likely that the priority will be **early reading**. OFSTED have summarised that "the quality of teaching is far more important than how lessons are delivered". Based on this we will offer our children the following remote learning (this should take 3 hours minimum):

- a daily 30-minute **phonics lesson** delivered by a teacher using PowerPoint as a visual aid to support this [please note the actual video may not last 30 minutes however when pauses and activities are included this will meet the duration of the session];
- **Reading via Bug Club** [across all year groups] suggested time of 30 minutes daily the children are used to reading for 30 minutes every day in school, this will be monitored by the class teacher and appropriate feedback given via Tapestry;
- a daily 30-minute **maths lesson** delivered by a teacher using PowerPoint as a visual aid to support this [please note the actual video may not last 30 minutes however when pauses and activities are included this will meet the duration of the session];
- access to **Numbots** [in Key Stage 1] suggested time of 30 mins daily;
- recommended access to CBeebies **Numberblocks** in Reception;
- a fortnightly **homework poster** with a **pack of accompanying worksheets**, this covers a variety of curriculum areas suggested [** 1st poster for Week beginning 4th January which will be sent on Thursday 7th and the next one will be sent on 18th January and thereafter every 2 weeks*];
- a **daily Tapestry Challenge** which will be set by a relevant year group teacher and will link to English, PE, Nature Rangers and PSHE suggested time to work on of 45-60 mins daily;

- there may be also videos to support cross curricular activities - we will post them on our YouTube channel and send you the links;
- a **daily assembly** delivered by Mrs Lee either linked to our PSHE curriculum or a celebration of achievements and engagement.

Where possible, we believe it is beneficial for children to maintain a regular and familiar 'school day' routine. An optional timetable will be provided as a guide on how to utilise the remote learning. We will also encourage parents to support their children's access by finding an appropriate place to work and, to the best of their ability, support pupils where necessary and encouraging a good level of concentration.

The school recognises that some parents are concerned about their child's social interaction. In the event of school closure we will arrange fortnightly Zoom catch-up's every other Friday with the class teacher and their peers. These are optional and for social purposes only.

5. **Organising structured remote teaching suitable for very young pupils** in the event of a **class bubble closure** the following will be provided for children:

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, English, PE, Nature Rangers and PSHE will be set as Tapestry challenges and some of these will be supported via PowerPoints made available through the "memos" section.

The DfE recognise that very young pupils are likely to have particular needs which cannot easily be met. For infant school pupils, it is likely that the priority will be **early reading**. OFSTED have summarised that "the quality of teaching is far more important than how lessons are delivered". Based on this we will offer our children the following remote learning (this should take 3 hours minimum):

- a daily 30-minute **phonics lesson** delivered by a teacher using PowerPoint as a visual aid to support this;
- **reading via Bug Club** [across all year groups] suggested time of 30 minutes daily, this will be monitored by the class teacher and appropriate feedback given via Tapestry;
- a daily 30-minute **maths lesson** delivered by a teacher using PowerPoint as a visual aid to support this;
- homework pack based on the current half term's enquiry and corresponding worksheets;
- access to **Numbots** [in Key Stage 1] suggested time of 30 mins daily;
- access to **Numberblocks** in Reception;
- a **daily Tapestry Challenge** which will be set by a relevant year group teacher and will link to English, PE, Nature Rangers and PSHE suggested time to work on of 45-60 mins daily;
- a set of 3 **assemblies** delivered by Mrs Lee either linked to our PSHE curriculum or a celebration of achievements and engagement.

6. Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

In the event of a child isolating (not displaying symptoms or signs of being unwell) the following will be provided:

- homework pack based on the current half term's enquiry and corresponding worksheets;
- supplementary worksheets linked to core areas as appropriate;
- **reading via Bug Club** [across all year groups] suggested time of 30 minutes daily, this will be monitored by the class teacher;

- access to **Numbots** [in Key Stage 1] suggested time of 30 mins daily;
- access to **Numberblocks** in Reception;
- a set of 3 **assemblies** delivered by Mrs Lee either linked to our PSHE curriculum or a celebration of achievements and engagement.

7. Assessment of Remote Learning

Tapestry will be our primary source for assessment. Teacher's will "like" all work that is uploaded on Tapestry [please bear in mind that some staff work part-time therefore this may not be daily]. Regular feedback and next steps will be given on some pieces of work that link to the videos, Tapestry challenges and homework pack. There is an expectation that children will produce work on a regular basis (e.g. 5 pieces a week, we acknowledge that these may not be uploaded daily) and that the work is of high-quality.

We will also supplement this by regularly reviewing other platforms such as Numbots and Bug Club. If it is noticed that a child is not engaging with these online resources a member of staff will contact the parent/carer to offer support. This may be via phone or email.

Class teacher's will keep a record of engagement for each child. This will be monitored weekly by senior leaders and parents/carers will be contacted (via phone or email) if there is limited evidence of Remote Learning. Where concerns increase, staff will endeavour to visit the home to offer support.

As per our Assessment Policy, we will continue to use children's learning wherever possible to inform our future planning. This may include a quiz on the homework poster whereby parents/carers can encourage their children to answer the questions independently and upload via Tapestry. At the end of some units of work [Remote Learning videos] the teacher may instruct the child to complete an assessment and upload to Tapestry.

8. SEND & equality of access

The school recognises the huge variety of personal and family circumstances within our community. The school has measures in place to ensure that children have remote learning materials available that are appropriate to their age and stage of development including children with additional needs.

Many children may not have the means or suitable conditions at home to access online, digital materials and so the school will endeavour to provide comparable paper based materials to support those children where requested (contact office@hartfordinfantschool.org).

We will endeavour to ensure that all vulnerable children [including those with an EHCP] are in school. Where circumstances do not enable this, school will provide regular contact to support the child in their home environment. This may include Speech and Language Therapy via Zoom, Nurture sessions via Zoom, homework packs, regular emails/phone calls and door stop visits.

9. Pupil Premium provision

For Pupil Premium children and those families without suitable online devices, we will provide reading books **if requested**.

We will also offer additional live Zoom sessions (led by Teaching Assistants) for Pupil Premium children on a weekly basis. These will focus on early reading [start week beginning 25.1.2021].

Teacher's will email Pupil Premium children on a regular basis to check in on learning and well-being and offer support where appropriate.

10. Roles and responsibilities

As systems for remote learning develop and numbers of pupils accessing this learning changes, some amendments or reasonable adjustments to the outlined roles and responsibilities may be required. However, class teachers are best placed to ensure that quality learning opportunities can be provided to all pupils within their class.

Office Team: monitor absence, inform staff of any pupils not attending school due to COVID-19 related issues, life limiting illnesses or other situations and organise remote learning packs for individual cases e.g. isolation awaiting test.

Designate Safeguarding Leads: ensure those pupils that have little or no access to online learning receive printed materials to access. Ensure regular contact is made with pupils and families who are not attending the setting due to COVID-19 related issues, life limiting illnesses or other situations.

SENDCo: monitor and support staff to ensure that remote learning opportunities are accessible for all, especially pupils with additional needs.

Curriculum Subject Leads: monitor and continue to develop designated curriculum areas, supporting staff to plan and make available high quality remote learning opportunities.

Headteacher and Assistant Headteacher: monitor and support class teachers to ensure remote learning opportunities provide for an appropriately high level of challenge with sufficient support to enable access beyond the classroom environment. They will monitor learning across their phase and between other phases to ensure progression and a consistent and equitable provision for all.

Class teachers: ensure high quality, age and stage appropriate remote learning opportunities are regularly provided for pupils. Class teachers will maintain regular contact with parents and carers to provide children with appropriate support and feedback to minimise the impact of non-attendance on pupil's educational and pastoral progress and development.

Teaching Assistants and Midday Supervisors: support class teachers where directed; monitor and encourage pupils' engagement and provide feedback to as appropriate.

11. Data protection

11.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Access data via the usual in-school methods such as ScholarPack and use of OneDrive.
- Staff should ensure that, where possible, data such as pupil telephone numbers or home addresses are accessed using devices provided via the school such as laptops and tablets rather than personal devices such as mobile phones.

11.2 Processing personal data

Staff members may need to collect and/or share personal data, such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

11.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- keeping the device password-protected and not revealing passwords to anyone else – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- making sure the device is locked if left inactive for a period of time
- not sharing the device among family or friends
- ensuring the physical security of all devices.
- maintaining security software and measures (e.g. antivirus and anti-spyware) remain in place and active
- keeping operating systems up to date – always install the latest updates when prompted.

11.4 Devices on loan

Parents/carers can contact the school via office@hartfordinfantschool.org to request a device.

We will also contact parents/carers who we believe have inadequate devices to support their child's learning at home, this includes WIFI access, and offer support e.g. a CAM Trust iPad, voucher for BT hotspots etc.

Parents/carers will need to sign the CAM Academy IT Acceptable Use Policy and the iPad Loan Agreement. The device should only be used for Remote Learning. We will regularly engage with parents through surveys to update our understanding of ICT provision at home.

The devices provided will have all of the relevant apps required (Tapestry, Bug Club, Numbots) to access the remote learning and upload their own work.

12. Safeguarding

Our updated Safeguarding Policy including any COVID-19 specific amendments is available on our school website. Further information and requirements for school staff is available in the attached appendices.

All children and adults are subject to The Cam Academy Trust's 'Acceptable Use Policy' at school which includes online safety rules. This policy also applies when children are using school provided devices or online platforms whilst outside of school.

Staff will continue to follow expected safeguarding procedures, referring concerns using MyConcern as usual.

13. Monitoring arrangements

This policy will be reviewed informally following any local whole group closures and formally on an annual basis. At each formal review, it will be approved by the Curriculum & Standards Committee.

14. Links with other policies

This policy is linked to our:

- Safeguarding and Child Protection Policy
- Staff Code of Conduct

- Acceptable use and online safety policy
- Attendance Policy
- Data protection policy
- Early Years Foundation Stage Policy
- Critical Incidents Policy

Appendix A

Further details about roles and responsibilities.

Teachers

If teachers are required to be available for work (as defined by their individual contracts) and assuming they are not unwell, they should be available via Teams, email or telephone during usual school hours (8.30am – 3.30pm). The school recognises the additional pressures and difficulties that can be present when working away from school.

If they are unable to work for any reason during this time e.g. due to sickness or caring for a dependent at home, they should report this using the usual absence procedures.

A telephone call should be made to the Headteacher before 7.30am. SMS or similar messaging is not appropriate as important messages can be easily missed. See the staff absence policy for further information and the most up to date procedures.

Setting appropriate work

When providing remote learning materials, teachers are responsible for:

- ensuring planning is saved on Share Point for delivery in ample time;
- uploading the Tapestry Challenge onto Tapestry by 8:30am each day;
- creating two 30 minute video lessons using PowerPoint (maths gym and phonics) ready for children access from the start of the normal school day (8.35am, 8.45am and 8.50am). These must also be ready for the first day of closure;
- regularly monitoring Numbots for children as appropriate to Key Stage 1;
- regularly monitoring Bug Club and update colour bands for pupils in relation to their needs as required.

Communicating with others

When providing remote learning materials, teachers are responsible for:

- liaising with other class teachers within the year groups to ensure consistency across class and subjects;
- communicating with the wider staff team such as: Office staff, SENDCo, SLT, DSLs or Subject Leads where required;
- maintaining regular contact with pupils who are not in school via telephone on a weekly basis.

When communicating via telephone with parents and carers of pupils, staff are expected to use the 141 service to ensure personal numbers are ALWAYS withheld. Staff should not use personal social media accounts to contact pupils, parents or carers. **Staff are not expected to answer emails from parents outside of usual working hours.**

Where a pupil is failing to complete work, a direct conversation should be had with parents to ascertain any barriers that the school can support with. If contact with parents is not possible or despite the school's best endeavours concerns remain, the matter should be referred to the school's safeguarding team.

If recording presentations for pupils to view remotely, such as teaching videos, staff must ensure they are appropriately dressed and be mindful of what could be seen on camera or overheard in the background. Suitable areas should be chosen to minimise 'noise' and distracting or inappropriate backgrounds.

Appendix B

Further details about roles and responsibilities.

Teaching Assistants and Midday Supervisors

When assisting with remote learning, teaching assistants must be available during their usual contracted working hours. If they're unable to work for any reason during this time, due to sickness or caring for a dependent for example, they should report this using the normal absence procedure.

A telephone call should be made to the Headteacher before 7.30am. SMS or similar messaging is not appropriate as important messages can be easily missed. See the staff absence policy for further information and the most up to date procedures.

When assisting with remote learning, teaching assistants are responsible for:

- undertaking tasks directed by: class teachers or members of the Senior Leadership Team;
- recording stories for class;
- regularly communicating with the wider staff team and attending meetings where directed.;
- supporting with the distribution of home learning materials where appropriate;
- if appropriate, working on other tasks or within other year groups as required;
- engaging with CAM Academy Trust CPD library and/or other directed CPD opportunities.

Appendix C

Further details about roles and responsibilities.

Subject leads

Alongside their teaching responsibilities, subject leaders are responsible for:

- considering whether any aspects of the subject curriculum need to be adapted to accommodate remote learning scenarios.
- working with and supporting teachers to teach their subject remotely, to make sure all work set is appropriate and consistent and that appropriate CPD or teaching resources are shared with staff.
- working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.
- monitoring their subject area and updating their curriculum action plan in relation to any needs arising from remote learning provision.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- co-ordinating the schools approach to remote learning.
- monitoring the effectiveness of and engagement with remote learning by:
 - receiving regular feedback from class teachers;
 - receiving feedback from subject leaders;
 - receiving feedback from pupils and parents engaging with online and paper based learning materials;
 - monitoring Tapestry to review work set and feedback given.

Office staff

Office staff will support the school by being responsible for:

- helping to resolve issues reported by parents or staff e.g. username reminders or accessing resource links and liaising with the Trust's IT Team where appropriate;
- supporting parents and carers with systems used to set and collect work;
- continuing to monitor absences and supporting staff where contact with parents and carers is proving difficult;
- reviewing the security of remote learning systems and referring any data protection breaches to the data protection officer;
- assisting pupils and parents with accessing the internet and/or online resources on school issued devices;
- supporting the delivery and/or collection of paper based learning materials where necessary;
- report any safeguarding concerns using MyConcern and liaise with members of the Safeguarding Team as appropriate.

Pupils, parents and carers

Staff can expect pupils and/or parents with children not in school to:

- be contactable during the school day (although school will be mindful of individual family and household circumstances);

- complete work to the standard expected by class teachers;
- seek help if they need it via school provided online learning platforms, email or by telephoning the school office;
- alert teachers if children are not able to complete work;
- alert teachers when paper based resources are completed;
- make the school aware if their child is sick or otherwise cannot complete work.

Local Governing Body

The governing body is responsible for:

- monitoring the school's approach to providing remote learning to ensure education remains high quality and equitable for all.