NAWTON AND ROSEDALE ABBEY CP SCHOOLS FEDERATION

ROSEDALE ABBEY COMMUNITY PRIMARY SCHOOL

COVID-19 REMOTE LEARNING POLICY

2020/2021

Named personnel with designated responsibility for Child Protection:

Academic year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2020/21	Nichola Oxtoby	Anne Reed	Sheryl Woodward	Ruth Smith

Policy Review dates:

Review Date	Changes made	By whom	Date Shared with staff
05.10.2020	Draft Policy completed and shared with staff and GB	N.O.	05.10.2020
26.11.2020	Additional afternoon Registration Session added.	N.O.	26.11.2020
14.12.2020	Ratified by GB	N.O./R.S.	
22.01.2021	Reviewed following guidance from LA 20.01.21	N.O.	22.01.2021

Dates of Staff Training and details of course title and training provider

Whole School	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead
	Nichola Oxtoby DSL Refresher Training – 20.02.2021	

This Policy has been written to reflect current legislation and other school policies:

- Safeguarding and Child Protection Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy (2020/2021)
- Behaviour Change Policy
- Accessibility Policy
- Teaching and Learning Policy
- Curriculum Policy
- Online Safety Policy
- Health and Safety Policy
- Attendance Policy
- Online Safety/Acceptable Use Agreement Policy
- Staff Code of Conduct

Contents:

RATIONALE:

As from 22nd October 2020, schools have a legal duty to provide immediate remote learning for state-funded, school-age children unable to attend school due to Coronavirus (Department for Education, temporary continuity direction under the Coronavirus Act 2020).

If a class, group or small number of pupils need to self-isolate, or there is a local lockdown, the school has considered its expectations in relation to the pupils' age, stage of development and special educational needs. The school has also taken into consideration, the significant demands this may place upon parents and families.

All schools have a legal duty to provide immediate remote education if:

- Individual pupils or groups of pupils need to self-isolate, but the rest of the school is still open; or
- There are local or national restrictions that mean most pupils need to stay at home

STATEMENT OF INTENT:

At Rosedale Abbey CP School we understand the need to continually deliver high quality education, including during periods of remote working – 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.

This information is intended to provide clarity and transparency to pupils and parents / carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

Our intention is to deliver a curriculum, whether in school or remotely which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.

Our intention is that all Rosedale Abbey children will have SPIRIT:

	Strong sense of community **P**ride in all that they do, **I**ndependence, **R**esilience and perseverance when facing challenges, **I**nquisitive thinking, **T**olerance, kindness and respect to all others.

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, parents / carers, 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.

LEGAL FRAMEWORK:

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

- The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction
- Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Regulations 2014
- Education Act 2002
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018
- DfE 2020 Keeping children safe in education
- DfE 2016 'Children missing education'

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

- DfE Remote education good practice
  https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice
- DfE (2020) Keeping children safe in education
  https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- Addendum: recording attendance in relation to coronavirus (COVID-19) during the 2020 to 2021 academic year 2020 to 2021 academic year
  https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year
- DfE (2020) Attendance in Schools
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907535/School_attendance_guidance_for_2020_to_2021_academic_year.pdf
- https://www.gov.uk/government/publications/early-years-foundation-stage-framework
- DfE (2017) Special educational needs and disability code of practice: 0 to 25 years
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- DfE (2018) Health and safety: responsibilities and duties for schools
  https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools

- DfE (2018) Health and safety for school children
  https://www.gov.uk/government/publications/health-and-safety-advice-for-schools/responsibilities-and-duties-for-schools
- DfE (2016) Children missing education
  https://www.gov.uk/government/publications/children-missing-education
- DfE (2020) What parents and carers need to know about early years providers, schools and colleges
  https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak
- Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)
  https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19

POLICY DOCUMENT AIMS:

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school as a result of Government Guidance in relation to COVID-19

- Set out expectations for all members of the school community with regards to remote learning

- Provide appropriate guidelines for safeguarding and data protection

- Take in to account that it is beneficial for children to maintain a regular and familiar routine but understand that each family is unique and should approach Remote Learning in a way which suits their individual needs

THE OFFER:

SCHOOL DAY:

The Government has outlined the minimum expectation for remote learning as follows:

Key Stage 1: 3 hours a day on average across the cohort, with less for younger children

Key Stage 2: 4 hours a day

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.

Teachers will provide a weekly timetable via email with a summary of each lesson that will take place and links to relevant videos and resources. Children will be invited to a Teams Meeting once a week and daily small group or 1:1 teaching sessions.

If your child's bubble or the whole school are closed each lesson on the timetable will be accompanied by an explanation, video and/or Teams Teaching session:

Teachers will provide daily whole class and group Team Teaching sessions in response to daily assessment and evaluation. Parents MUST be available to supervise any 1:1 Teams Teaching sessions.

Your child's teacher or support staff will also listen to your child read. The timetable will be shared by Mrs Dacey. Parents MUST be available to supervise these sessions.
3:15pm End of the day/ Class Story

Pupils will carry out remote learning throughout the course of the day at their discretion.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Pupils who are unwell are not expected to complete remote learning until they are well enough to do so.

There is an expectation that children/parents will submit work daily to the teacher via email and that teachers will respond daily to the work submitted.

The type of feedback a teacher provides will depend on the nature of the task and may include:

Marking
Providing whole class feedback
Sending direct comments to the child with specific feedback/ targets

The weekly plan will be subject to review in response to assessment.

Every effort will be made by staff to ensure work is set promptly but we cannot guarantee that the chosen platforms will work on all devices at all times. Should accessing work become an issue please contact your child's class teacher.

SUPPORTING CHILDREN WITH LIMITED INTERNET CONNECTIVITY/ NO SUITABLE DEVICE:

For pupils who cannot access online learning school may be able to loan laptops, however availability is VERY limited. In the event where a pupil's only way to access home learning is via printed resources, school will provide a weekly work pack. Work packs will follow the same sequence of learning as the work planned online and be of equal quality and quantity.

COMPLETING WORK AT HOME:

ROLES AND RESPONSIBILITIES:

THE GOVERNING BODY:

The governing board is responsible for:

Ensuring the school has robust risk management procedures in place.

Ensuring the school has a Business Continuity Plan in place.

Evaluating the effectiveness of the school's statutory approach to providing remote learning to ensure education remains as high quality as possible.

HEADTEACHER:

Ensuring that staff, parents / carers and pupils adhere to the relevant policies at all times.

Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning to ensure that pupils are accessing remote learning safely.

Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.

Overseeing that the school has the resources necessary to action the procedures in this policy.

Reviewing the effectiveness of this policy on a regular basis and communicating any changes to staff, parents / carers, and pupils.

Arranging any additional training staff may require to support pupils during the period of remote learning.

Conducting reviews on a regular basis of the remote learning arrangements to ensure pupils' education is of a good and consistent standard.

Communicating with parents / carers and pupils to ensure that they understand what is required of them whilst learning remotely.

Having due regard for the health and well-being of pupils, parents / carers and staff during remote learning periods.

Ensuring that the relevant health and safety risk assessments, and the monitoring of these, are carried out within the agreed timeframes, in collaboration with the governing body.

Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.

Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.

Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

Being proactive in identifying potential risks caused by remote learning

ALL MEMBERS OF STAFF:

Adhering to this policy at all times during periods of remote learning.

Reporting any health and safety incidents to the Headteacher and asking for guidance as appropriate.

Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.

Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment (provided by the school) and software.

Reporting any dangers or potential dangers, they identify, as well as any concerns they may have about remote learning, to the Headteacher.

Reporting any defects on school-owned equipment used for remote learning to the ICT team.

Adhering to the Staff Code of Conduct at all times.

Providing high quality remote learning for the pupils for which they are responsible for.

TEACHERS:

When providing remote learning for the whole class as a result of a bubble or whole school closure, teachers must be available between 8:30am and 3:30pm.

If a teacher is unable to work for any reason during this time, for example due to sickness or caring for a dependent, it should be reported using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Setting work:

An overview of the work for the following week will be posted by 8:30am on Monday morning by email. Daily relevant resources, information and videos will posted before 8:30am to allow for the teacher to respond to assessment information.

Instructions will contain enough age appropriate information for the pupil to be relatively independent.

Teachers should not assume that pupils have access to a printer.

Teachers will provide the focused learning that would be covered on each day of the child's absence .

Teachers will mark/ give feedback to work shared in a child's portfolio.

Teachers will not use a personal device that shares their personal contact details.

Providing feedback on work:

All work completed by pupils should be returned to the teacher **by 4pm.** The type of feedback a teacher provides will depend on the nature of the task and may include:
Marking
Providing whole class feedback
Sending direct comments to the child with specific feedback/ targets

Feedback will be emailed to the child ready for the start of the next lesson.

Keeping in touch with pupils who are not in school as a result of self isolating waiting for a Covid-19 Test result/ self isolating due to contact with a confirmed case of COVID-19:

Teachers will contact pupils daily by email, Teams or by telephone as necessary. Parents will be notified of the date and the time of the telephone call on the first day of absence by email.

Teachers will ensure they answer emails or messages outside of their teaching time, Monday – Friday 3:30pm – 4:30pm. Teachers may read and respond to messages at other times of the day but this is not always possible.

Any complaints or concerns shared by parents and pupils should be shared with the Headteacher immediately.

Implementing the School Behaviour Change Policy during Remote Learning.

Staff Making telephone calls to children and families must:

Do this through parents' phones only and after informing parents of the date and time of their child's weekly call.
Call in school hours – 8:30am – 4:30pm.
Keep a record of the date and time of each call.
Ensure the parent is present and has the phone on speaker phone
Where possible use the school phone. If using own phone block telephone number.
If possible, have another member of staff on the call. If this isn't possible, record the call, with parents' permission

Attending virtual meetings with staff, parents and children:

When using Microsoft Teams staff must:

Disable chat function in Microsoft Teams.
Blur out your background.
Dress appropraitely for school.
Ensure only the tabs you are sharing for the lesson are open.
Use professional language.
Ask pupils to be in a shared space in their house.
Ask pupils to turn their cameras off and place the Teams Meeting on mute.
Ask parents who will also be there to be mindful that other children might hear them in the background.
Staff **only** to make a recording of the video call.
Inform parents that video calls will be recorded.

TEACHING ASSISTANTS:

When assisting with remote learning, teaching assistants must be available between 8:30am and 3:30pm.
If they're 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 assisting with remote learning, teaching assistants are responsible for:

Supporting pupils who are not in school with learning remotely.

Attending virtual meetings with teachers, parents and pupils if required:

When using Microsoft Teams staff must:

Disable chat function in Microsoft Teams.
Blur out your background.
Dress appropraitely for school.
Ensure only the tabs you are sharing for the lesson are open.
Use professional language.
Ask pupils to be in a shared space in their house.
Ask pupils to turn their cameras off and place the Teams Meeting on mute.
Ask parents who will also be there to be mindful that other children might hear them in the background.
Staff **only** to make a recording of the video call.

Inform parents that video calls will be recorded.

SUBJECT LEADS:

Alongside their teaching responsibilities, subject leads are responsible for:

Considering whether any aspects of the subject curriculum need to change for Remote Learning.

Working with senior leaders to make sure work set remotely across all subjects is appropriate , consistent, and deadlines are being met

Monitoring the remote work set by teachers in their subject.

Alerting teachers to resources they can use to teach their subject remotely.

SENIOR LEADERS:

Alongside any teaching responsibilities, senior leaders, with the Headteacher, are responsible for:

Co-ordinating the remote learning approach across the school.

Monitoring the effectiveness of remote learning .

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

DESIGNATED SAFEGUARDING LEAD:

If parents or staff have any safeguarding concerns that need discussing or reporting, please contact our Designated Safeguarding Lead, Nichola Oxtoby, **immediately** – headteacher@nawton.n-yorks.sch.uk.

The DSL is responsible for:

Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.

Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online and that parents/carers are informed of steps that they can take to restrict such access when their children are accessing online remote learning on home devices.

Identifying vulnerable pupils who may be at risk if they are learning remotely.

Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the Headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.

Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.

Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

Ensuring all safeguarding incidents are adequately recorded and reported in line with the school's safeguarding policy.

With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration.
Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.
Online safety concerns should still be reported to the Headteacher as normal. Parents can do this through Class Dojo private messaging or by emailing headteacher@nawton.n-yorks.sch.uk.

The following websites offer useful support:

- ✓ Childline - for support
- ✓ UK Safer Internet Centre - to report and remove harmful online content
- ✓ CEOP - for advice on making a report about online abuse
- ✓ In addition, the following sites are an excellent source of advice and information:
- ✓ Internet matters - for support for parents and carers to keep their children safe online
- ✓ Net-aware - for support for parents and careers from the NSPCC
- ✓ Parent info - for support for parents and carers to keep their children safe online
- ✓ Thinkuknow - for advice from the National Crime Agency to stay safe online
- ✓ UK Safer Internet Centre - advice for parents and carers

Staff should continue to be vigilant at this time and follow our usual online safety and safeguarding / child protection policies and procedures, contacting the DSL in the first instance.

This section of the policy will be enacted in conjunction with the school's **Safeguarding Policy & Child Protection Policy**, which has been updated to include safeguarding procedures in relation to remote working.

The **Headteacher and DSL** will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.

The **DSL** will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.

Phone calls made to vulnerable pupils will be made using school phones where possible.

The **DSL** will arrange for regular contact with vulnerable pupils **once** per **week** at minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded and suitably stored in line with the Data Protection Policy.

All home visits must conducted by the DSL, DDSL plus another member of staff, actively involve the pupil and be recorded and suitably stored in line with the Data Protection Policy.

The **DSL** will meet (remotely) with the relevant members of staff **once** per **week** to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

SPECIAL EDUCATIONAL NEEDS COORDINATOR – Mrs Claire Smith:

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

Ensure that pupils with Education Health Care Plans continue to have their needs met while learning remotely.

Liaise with the Headteacher and other organisations to make any alternate arrangements for pupils with Educational Healthcare Plans and Individual Health Plans

Identifying the level of support or intervention that is required while pupils with SEND learn remotely.

Schools will ensure that the pupil is able to continue working towards the objectives within the EHCP

Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period & adapted accordingly

SCHOOL ADMINISTRATORS – Mrs Karen Saunders/ Ms Tracey Downing:

School Administrators are responsible for:

Coordinating with Schools ICT to fix issues with systems used to set and collect work.

Coordinating with Schools ICT to support staff and parents 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.

Assisting pupils and parents with accessing the internet or devices.

Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.

Ensuring value for money when arranging the procurement of equipment or technology.

Ensuring that the school has adequate insurance to cover all remote working arrangements.

SCHOOLS ICT:

Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.

Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.

Working with the SENCo to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

PUPILS AND PARENTS:

PARENTS/CARERS:

Adhering to this policy at all times during periods of remote learning.

Ensuring their child is available to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability.

Reporting any technical issues to the school as soon as possible.

Ensuring that their child always has access to remote learning material.

Ensuring their child uses the equipment and technology used for remote learning as intended.

Engaging with school as appropriate throughout any periods of remote learning.

Staff can expect parents with children learning remotely to:

Support their children completing work, including finding an appropriate place to work and encouraging good levels of concentration.

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.

PUPILS:

Adhering to this policy at all times during periods of remote learning.

Ensuring they are available to learn remotely and that their schoolwork is completed on time and to the best of their ability.

Reporting any technical issues to the Classteacher

Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.

Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.

Ensuring they use any equipment and technology for remote learning as intended.

Reporting any safeguarding concerns they have to a responsible adult.

Adhering to the Behaviour Change Policy at all times.

Staff expect pupils learning remotely to:

Be contactable during the school day – although not always be in front of a device the entire time.

Complete work to the deadline set by teachers.

Seek help if they need it, from teachers or teaching assistants.

Alert teachers if they're not able to complete work

DATA PROTECTION:

The Data Protection Lead is responsible for:

Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.

Ensuring all staff, parents / carers, and pupils are aware of the data protection principles outlined in the GDPR.

Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.

Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

Ensuring any data breaches are reported appropriately.

Accessing personal data:

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

Access the data, on a secure cloud service or through the schools server.

Only use staff allocated laptops to access personal data.

Processing personal data:

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

Staff must collect and/or share as little personal data as possible online.

Keeping devices secure:

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

Be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

Parents'/ carers and pupils' up-to-date contact details will be collected prior to the period of remote learning and stored on the staff ONEDRIVE.

All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.

The school will not permit paper copies of contact details to be taken off the school premises.

Pupils are not permitted to let their family members or friends use any school owned equipment, which contains personal data.

Any breach of confidentiality will be dealt with in accordance with the school's Data Protection Policy.

Any intentional breach of confidentiality will be dealt with in accordance with the school's Disciplinary Policy and Procedure.

Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters.

Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.

Making sure the device locks if left inactive for a period of time.

Not sharing the device among family or friends

Installing antivirus and anti-spyware software

Keeping operating systems up to date – always install the latest updates

WHO TO CONTACT IF ...

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead or SENCO

- Issues with behaviour – talk to the Headteacher

- Issues with IT – talk to the School Administrator

- Issues with their own workload or wellbeing – talk to the Headteacher

- Concerns about data protection – talk to the Headteacher

- Concerns about safeguarding – talk to the Headteacher (DSL) or Lead Teacher (DDSL)

RESOURCES:

For the purpose of providing remote learning, the school may make use of:

Live teaching (online lessons)

Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, BBC materials)

Printed paper packs produced by teachers (e.g. workbooks, worksheets)

Textbooks and reading books pupils have at home

Commercially available websites supporting the teaching of specific subjects or areas, including Video clips or sequences

To support Remote Learning Rosedale Abbey Community Primary School will utilise platforms which are already in use across school to deliver Home Work and the Home Learning offer following School Closures on the 20th March 2020.

The online platforms that will be used include:

Microsoft Teams – Please ensure your child has a copy of their school email address and password.	To share recorded teacher input and explanation and to provide collaborative learning to the whole class, groups or individuals.
Times Tables Rock Stars – Please ensure your has a copy of their user name and password	Regular daily practice of times tables.
Numbots – Please ensure your has a copy of their user name and password	Regular daily practice of number bonds.
The Oak National Academy	Online classroom containing, high-quality video lessons and resources.
White Rose Mathematics	Lesson videos and resources to support out mathematics scheme.
Purple Mash - Please ensure your has a copy of their user name and password	Cross-curricular website used to support learning in school.
Pobble 365	A writing resource used in English.
Oxford Owl Electronic Books	
Ogden Trust	Online activities and resources to support the science curriculum

MONITORING ARRANGEMENTS:

This policy will be reviewed on a regular basis by the Headteacher and approved by the governing body

Any changes to this policy will be communicated to all members of staff and other stakeholders.

The policy was written on the 5th October 2020 following the Guidance from Department of Education at that time. If the Guidance changes, the current guidance will take precedence in the event of a conflict with this policy, and if that is the only amendment following review it will not require approval from GB.

The next scheduled review date for this policy is 22nd February 2021.

APPENDIX A:

Covid-19 Remote Learning Strategy

Children self isolating waiting for a Covid-19 Test result/ self isolating due to contact with a confirmed case of COVID-19

Weekly timetable must be shared before 8:30am, Monday of each week on Class Dojo for each child.

On Notification of absence:

Check access to technology register and provide a laptop if necessary and available.

Confirm arrangements for delivery of laptop if necessary and available.

Confirm arrangements for Paper Pack delivery if preferred or no loan laptop available.

Confirm date and time of weekly welfare telephone call.

Upload all relevant resources for Day 1 Remote Learning.

Daily:

Upload all relevant resources for Remote Learning before 8:30am.

Provide feedback/ mark work on pupil's portfolio.

Respond to any requests/ questions from parents – 3:30pm – 4:30pm   .

Contact Pupil via Class Dojo.

<u>Covid-19 Remote Learning Strategy</u>

<u>Children self isolating at home due to bubble or school closure as a result of Covid-19</u>

Weekly timetable must be shared before 8:30am, Monday of each week, on Class Dojo for each child - each lesson on the timetable will be accompanied by an explanation.

<u>On Notification of bubble or school closure:</u>

Check access to technology register and provide a laptop if necessary and **available.**

Confirm arrangements for delivery of laptop if necessary and **available.**

Confirm arrangements for Paper Pack delivery if no laptop **available.**

Resend instructions for parents on how to access Microsoft Teams.

Confirm date and time of weekly welfare telephone calls if appropraite.

Upload all relevant resources for Day 1 Remote Learning.

<u>Daily:</u>

Deliver identified live recorded teaching through Microsoft TEAMS.

Upload live recorded teaching to ClassDojo as soon as possible after completion.

Deliver 9am Registration and overview of the mornings work and expectations and share daily reading timetable

Deliver 1pm Registration and overview of the afternoons work and expectations

Deliver 3:15pm End of the day/ Class Story

Listen to children read

Upload all relevant resources for Remote Learning before 8:30am.

Provide feedback/ mark work on pupil's portfolio.

Respond to any requests/ questions from parents – 3:30pm – 4:30pm   .

Contact Pupils via Class Dojo.