

Lavington Park Federation

Remote Learning Policy



Prepared by

Helen Martin, Head Teacher, January 2021

Signature

Approval pending

Teaching & Learning Committee

Next Review

January 2022

Remote Learning Policy

Rationale

At Graffham and Duncton schools, 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.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

Specific aims

- To outline our approach for pupils that will not be attending school as a result of government guidance linked to the Coronavirus pandemic. This may be an individual child who may be self-isolating because of family circumstances, or a whole class self-isolating due to a positive case of Covid-19 and a decision made by PHE/DFE to close the bubble, or from a National Lockdown where schools are closed to all but Critical Workers.
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting the school with the teaching, marking and planning for pupils.

Who is the policy applicable to?

In line with government guidance, pupils, staff and families should self-isolate if they fit any of the following categories:

- Having a continuous, dry cough
- Having a high temperature above 37.8°C
- Having a loss of, or change to, their sense of smell or taste
- Having had access to a test which has returned a positive result for COVID-19 or having not had access to a test and therefore isolating for 10 or 14 days
- Being a sibling of someone isolating and therefore unable to travel to school
- Being a child required to self-isolate due to returning from a holiday abroad
- Being a child absent due to being contacted by NHS Track and Trace or isolating due to a family member with symptoms.

This policy is intended to outline expectations for the closure of a class bubble, a partial school closure relating to COVID-19, an individual case or any absence related to COVID-19 and self-isolation or a whole school closure due to a national lockdown.

Individual pupils who are isolating due to the above government guidance or those with long-term health issues who choose not to return to school, will be supported on a **case by case basis**, primarily with the use of online tools and resources which mirror the work being

Remote learning for pupils

We have made the decision as a school to use the remote learning app, Class Dojo. This app uses videos created by the class teacher, teaching assistants or specialist teachers alongside specific messaging, feedback, differentiated learning and detailed lessons. These are the reasons for our choices:

1. We would like to offer a differentiated remote learning that is easily accessible on a range of devices.
2. We would like to offer working parents that are working from home to be able to access their remote learning at a time that best suits them.
3. We would like to offer children the opportunity to see their adults in school on regular videos, which is important for their sense of community and belonging.
4. We feel that providing differentiated learning, individual feedback on learning done at home and personalised actions on portfolios is vital to their development and support.
5. Our Class Dojo learning documents can also be easily printed and provided for families who do not have access to a printer and have many different family members on the home wifi.
6. We know that social catch up is important so we have a weekly zoom catch up to support friendships and wellbeing. This will be the only 'live' experience in the working week. We are aware that live experiences are challenging for families with less devices, wifi or parental time, and wish to strike a balance with this.
7. Advice from the Department for Education supports these points above:
<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education> (accessed 12.1.21)

In the event of a child not attending school or being sent home due to a COVID-19 related issue, self-directed remote learning will be provided for Day 1 and Day 2 of their absence. This will be e-mailed and sent on Class Dojo to them during Day 1.

Our children with specific Special Educational Needs and those with an EHCP will be personally supported by our class teachers, under the leadership of our Inclusion Manager.

During a time of National Lockdown, when the school is only open to children who are vulnerable or whose parents are Critical Workers, all learning will be found on Class Dojo. All individual support also applies to this time.

The Governors and Senior Leadership team at our schools are fully aware that these are exceptional times and that each family is unique and, because of this, should approach home learning in a way which suits their individual needs. We realise that the circumstances that cause our school or a 'bubble' to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides. With this in mind, our teachers will produce a suggested timetable for parents to follow to help structure their remote learning tasks. This will appear on their Dojo page each week.

We encourage parents experiencing any difficulties managing remote learning at home to speak to school, so that we can support them on a case-by-case basis.

Teacher expectations

Teachers will plan activities and learning tasks that are relevant to the curriculum focus for that class 'bubble' or individual pupil and will endeavour to supply resources to support tasks

for home learners. Following guidance from Public Health England, when a 'bubble' of children is asked to self-isolate and stay at home, a text message and an email with an attached letter will be sent via Teachers2Parents, informing parents/carers of the developing situation. This will be classed as Day 1 of the isolation, regardless of the time of day.

We will then send work home to the children that this affects. At this point, work will be made available daily, following a suggested timetable which will be based on the one above and which can also be found on the school website. Teachers will give feedback to pupils via Class Dojo. Support staff may be asked to support this.

Any resources used, including websites and worksheets, should, where possible, be shared with home learners via Class Dojo. Wherever possible, teachers should include a 'suggested' allocation of time for each activity set. Those families unable to access the remote learning electronically should contact the school to discuss alternative provision; decisions will be made on a case by case basis. Teachers will respond, where possible within 24 hours, to requests for support from families at home which should be made by e-mailing the class teacher using Class Dojo messages. Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.

Family (pupil/parent/guardian) role

1. 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 are aware that due to parents working, they may complete the schools' learning at differing times in their week or weekend.
2. Should parents/carers have learning or pastoral concerns, they can communicate by e-mailing the class teacher through messages on Class Dojo.
3. Should children have questions about their learning, these can be communicated through Class Dojo on portfolios.
4. We would encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work alongside the suggested timetable. This might include finding an appropriate place to work and, to the best of their ability, supporting pupils with their learning and encouraging them to work with good levels of concentration.
5. Children should be supervised in their use of the Internet and the work set will ensure that the work models appropriate use of the internet.
6. Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but the school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school and alternative solutions will be made available. These will be discussed on a case-by-case basis.

Remote teaching for staff who are self-isolating

All members of teaching staff are required to self-isolate if they, or anyone in their household, show symptoms outlined at the start of this policy, or they have been told to shield or they have received a letter to confirm this, or they have been contacted by NHS

Track and Trace, or for any other reason given in accordance to official Government guidance. If a member of staff is required to self-isolate, the following points apply:

- They should follow normal reporting procedures for planned absence - following this contact with the school, the Headteacher may set up a referral to Occupational Health to support that individual.
- It is the responsibility of a member of staff to ensure they are tested as soon as possible. Should a staff member be tested, they are expected, as per national guidance, to share the result of this test with school as soon as possible so that appropriate plans can be made. They must not return to school until they have a negative test result.
- Whilst self-isolating, and if well enough to do so, teaching assistants and non-teaching staff will be given an individual project to work on which is in line with whole school improvement priorities and/or asked to support with the online learning provision. These projects will be communicated by the Senior Leadership Team or Class Teacher and will be allocated on a case-by-case basis.
- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.
- Should the school be unable to cover a high number of staff absences, advice will be sought from the Local Authority.

HM 12.1.21