Remote Learning Policy

1. Introduction

In order to ensure that learning is continued, irrespective of a potential lockdown and self-isolation, Howley Grange Primary School has developed the following plan. This remote learning plan offers online learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard copies of work and resources.

This plan is separated into 3 stages and our response is dependent upon the stage that we are at. It will be applied in the following instances:

1. Where individuals are self-isolating because of a positive test within the household; are awaiting results of a test within the household or having been instructed to self-isolate by NHS track and trace.
2. A bubble/bubbles are closed meaning a group/s of children would be self-isolating.
3. Where school is closed to all but those children of key workers in a local or national lockdown.

This remote learning policy complies with the expectations and the principles outlined in the DFE document: [Guidance for Full Opening of Schools](#).

In the event of loss of face to face learning caused by Coronavirus, we as a school will endeavor to work in partnership with parents and families so that our children actively engage in remote learning to minimize the impact on their education. However, if children themselves are too ill to work at home, they will not be expected to engage in learning remotely until they are well enough to do so.

2.Aims

This aims of this policy are to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of our school community with regards to remote learning

3.Software and online platforms

Parents/carers of children in Reception will be encouraged to upload evidence of their children learning at home to Tapestry and it is via this platform that teachers will set work and give feedback on the work they have set. Separate information relating to Tapestry will be shared with our Reception parents but can also be found on the school website or by following this link: [A guide to using Tapestry](#)

Teachers, in years 1-6, will set appropriate work in-line with our current curriculum, this work may be supplemented by a range of resources provided by Oak National Academy and White Rose Maths.

Oak National Academy has been selected to support remote learning for a number of reasons. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher. There are also many lessons specifically aimed at children with SEND, requiring additional support.

White Rose Maths resources may be used to support remote learning as they are closely matched to our current maths curriculum model. Children are very used to seeing these resources in the classroom.

Office 365: Microsoft Teams will be the platform on which work is set and it will also be used as a communication tool, enabling children to remain in regular contact with their class teacher and peers. It will also be the main platform used by teachers to give children feedback on work they complete. The log in details for this platform can be found inside the children's reading diaries.

Utilisation of TT Rockstars, Maths Seeds and Education City will continue to be encouraged to support the acquisition and retention of basic core skills. The log ins for these can be found inside the children's reading diaries.

The use of Accelerated Reader (remotely, as per the initial period of lockdown) will be reinstated allowing children to take quizzes, after reading associated books, within school hours at home in the event of them having to isolate.

In preparation for remote learning, parents and children will receive login details and passwords for the following platforms (likewise staff will have made themselves aware of them):

- Tapestry (Reception only)
- MS Teams (accessed via RM unify) (Years 1-6)
- TT Rockstars (Years 1-6)
- Maths Seeds (Years 1-6)
- Accelerated Reader (Key stage 2 only)
- Education City
- Reading Eggs (for our children with an SEN).
- Bug Club (Reception, year 1 and year 2).

Staff will be trained in using these platforms to set work and communicate with children. Similarly, children and parents will be made aware how to use such platforms (Microsoft Teams) when learning remotely. A 'Remote Learning Parental Guide' to log onto and navigate Office 365: Microsoft Teams-the main platform on which all work will be set in years 1-6-can be found on the school website or by clicking here. It is our intention that children will have practised logging onto and using Microsoft Teams in school before there is a need for it to be used for remote learning, however, this is very much dependent upon circumstances beyond our control.

4.Stage 1: Learning for individuals who are self-isolating

Work will be provided for any child who is self-isolating, unless they are doing so as a result of an enforced quarantine following a holiday. If an individual child is sent home from school either to receive a test; to self-isolate because someone in their household has symptoms of Coronavirus or has tested positive or the family have been asked to do so by NHS track and trace, they will be provided with a pack of relevant, age appropriate work, including a variety of subjects, for them to take with them as they leave school. Staff will endeavor to ensure that packs of work are ready for children to take with them so that they will have an immediate opportunity to continue their learning. Such packs will contain work which focuses on basic skills e.g. arithmetic, reading, spelling and writing as well as a range of other subjects. The pack will include a suggested timetable (also found in appendix 1) which children and parents may wish to use to help them structure their days and continue to offer children a familiar sense of routine. Where possible, it will also feature links to relevant teaching material recorded by a teacher. This will also be sent electronically allowing easier access to online links. Any children with a special educational need (this applies to this

stage and also stage 2-if their 'bubble' were to close and stage 3-local or national locdown) will receive a pack of work matched to their current personalised targets-such packs will have been designed by the child's class teacher with the support of any teaching assistants who work closely with them as well as our SENDco-Miss Russell. If we are informed that a child will not be attending school as they are required to self-isolate (so will not be able to take a pack of work as they leave school) we will ensure that the child/children receive work as soon as possible.

It is worth noting that days 1 and 2 of isolation (if a child is unable to take a pack of work home with them e.g. we are informed first thing in the morning that a child is isolating as they or a member of their household is symptomatic and are awaiting a test/test results) may look different from the other days of being educated remotely. If the child has a device on which they can access Microsoft Teams, they will be able to log in to MS Teams (details found inside their reading diaries) and complete and submit relevant work, set in their year group 'team', immediately. This will then allow time for the delivery of a pack of work which will suffice for the remainder of their time in isolation. If the child does not have sufficient access to a device (and parents have not already informed us of this through their response to the parental survey where technology was the focus), parents/carers should inform the school at the time they inform us of the child's absence and we will do all we can to ensure that children receive the hard copy of their work as soon as possible.

We will encourage parents/carers to email a photo/scanned image/s of completed work to info@howley.dudley.sch.uk which staff will then give feedback on. Alternatively, children can bring in work upon their return to school for staff to feedback upon. A member of school staff will 'check in' with individual children and families, via telephone, at least once a week whilst they are not in school. Should children/parents have any questions regarding the work which has been set, parents/carers should make contact with school via telephone or via email (info@howley.dudley.sch.uk) and a member of school staff will endeavor to respond as soon as they are able to do so, so that children can continue to move forward with their learning.

5.Stages 2 and 3 : Learning for groups of children in the event of a bubble closure/ Remote learning for all in the event of a partial/full school closure

Office 365: Microsoft Teams will be the platform which teachers will use to set work when a bubble is required to work remotely. A range of work, across a variety of subjects, mirroring (where possible) the curriculum that the children would have been covering should they have been learning on site, will be set so that children receive daily work. We expect that remote education (including remote teaching e.g. White Rose maths videos and independent work-various tasks set by the teacher) will take Key Stage 2 pupils approximately 4 hours each day and Key Stage 1 pupils approximately 3 hours each day and it is up to individual families when in the school day to engage in remote education and when to take a break. We fully expect children in Key stage 1 will need more frequent breaks and it is fine to break their tasks/activities down further. Please see appendices 2 and 3 for suggested timetables to help parents and children structure their day when learning remotely. Whilst there are suggested times for approximately how long (in an ideal world) children should spend engaged in each activity, we have not said at what time in the day children should be doing these things, children could start a little later and finish later. Also, it is absolutely fine if parents wish to alter the order in which children complete activities e.g. start with English or Physical activity.

Work for the following day will be available for parents/children to (although there is no expectation it is downloaded or printed) download/print/view by the end of the day. Work scheduled for a Monday will be available by approximately 5pm on a Sunday evening, allowing parents/children preparation time should they want it. All work will be uploaded and assigned to children via the 'Assignments' tab within Office 365: Microsoft Teams and will be in line with our current curriculum but the way in which the resources are

presented may vary between individual teachers e.g. some may choose to use Microsoft PowerPoint only, where as some may choose to supplement with videos from Oak National Academy or White Rose Maths. Teachers may also record themselves (audio or audio and screen sharing only) addressing a misconception, giving the instructions for a task or sharing a class message this will then appear as part of the thread on the 'Posts' tab. Children, with support from their parents/carers initially, will be asked to upload their work (if downloaded, completed and saved); a photograph/scan of their work (if completed in their homework/exercise books) or 'hand in' a completed editable version of their work ideally by the scheduled due date set by the teacher. Teachers have to assign a due date but they will allow work beyond this-don't panic-we understand that many parents are trying to support children in submitting their work as well as do their own full-time job. Answers will be uploaded to Microsoft Teams via 'Class Materials' for children to self-mark.

All children will receive regular feedback via Microsoft Teams. Parents/carers and children should be aware that every piece of work submitted will be acknowledged (returned) but not necessarily given detailed feedback. Teachers will aim to provide each child with a minimum of 2 pieces of written feedback each week; one focused on Maths or English and the other focused on a foundation subject e.g. History. Teachers will also aim to alternate the core subject which they give written feedback on each week, meaning that over a two-week period a child should receive detailed written feedback on both Maths and English. Teachers will ensure that work is tailored to meet the individual needs of learners and that once work is reviewed, common misconceptions are addressed. Further modelling/instruction may be given by class teachers or children may be directed to alternative tasks. With this in mind, dependent upon how the child is progressing with work, they may receive additional feedback in order to move their learning forward. Whilst Microsoft Teams has a facility to assign points to tasks, Howley Grange will not be utilising this facility to differentiate work, so should be ignored.

Children and parents have the opportunity to ask questions by posting them on the Team's page via the 'Posts' tab, however, they should be mindful that all members of that team e.g. all staff and children in that class or year group will be able to see what is posted. Teachers will endeavor to respond to questions as soon as possible to ensure that a child can continue learning without significant delay. The thread/conversation which can be found on the 'Posts' tab is designed to replicate the conversations and discussions that would usually be conducted in the classroom environment. If a parent/child has a question which they would prefer the rest of the Team (class or year group) didn't see, parents should email their child's year group email address from their (parents') email address. Children should not be emailing from their own email addresses, in order to safeguard everyone, staff will only respond to emails sent from a parent or carer. SLT will be monitoring year group emails. An example of a child's year group email address is: year4@howley.dudley.sch.uk so you will simply need to alter the number 4 to whichever year group your child is in. This email account will be checked regularly throughout the day by the staff within that year group and they will respond as soon as they are able to do so.

Staff will ensure that activity/engagement on Microsoft Teams (comments/viewing, completing and submitting work) is monitored throughout each day during the period of remote education. Daily contact with the class will be made by the class teacher or teaching assistant via Microsoft Teams-'Posts' tab and in addition a weekly phone call will be made to personally 'check in' with individual children and families. During the phone call to 'check in', members of staff will ascertain if there are any barriers preventing children from engaging in remote learning and if yes, discuss and offer support with the view to engage/re-engage the child.

6. Accessibility for all

Class teachers, supported by our SENDco-Miss Russell, will ensure that remote learning is accessible for all children, including those with a special educational need or disability. If appropriate, Microsoft Teams will still be used as the main platform to do this, as tasks can be assigned to individuals or groups of children via the 'Assignments' tab.

We recognise that at these stages (2 and 3), there may be children and families (some of which we have already identified as a result of a recent parental survey, with technology in the home as the focus) who are not able to access remote learning resources online via Microsoft Teams. In such circumstances alternative provision will be made to ensure children can still continue to learn e.g. packs of work may be posted, delivered or made available for collection. You may well be familiar with the government's offer to fund devices for schools which they can then issue/lend to pupils, who require them. Having said this, they are earmarked for the most disadvantaged children in years 3-11 and come with additional criteria which we have to meet in order for us to be able to obtain them so therefore it doesn't automatically mean that if your child is not in school and doesn't have a device they will definitely receive one but as a school we will continue to liaise, as and when necessary, with the Department for Education on this matter. Regardless of whether or not we would be able to support with a physical device, as a school, we will ensure that we do all we can to continue to facilitate children's learning. For more information or if you would like to discuss this further, please don't hesitate to make contact with Miss Williams via info@howley.dudley.sch.uk. Similarly, we recognise that some pupils, for example, our key stage 1 children, will not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support them and subsequently their children. This will be done on an individual, needs driven, basis, therefore if it applies to you and your family, please don't hesitate to make contact with Miss Williams via info@howley.dudley.sch.uk.

7. Stage 3: Remote learning for all in the event of a partial/full school closure

The remote learning plan for this stage is identical to that detailed previously for Stage 2: Learning for groups of children in the event of a bubble closure. Our Senior Leadership Team will ensure that in this instance, where possible, there will only be one teacher from each year group on school site (teaching children of key workers or those deemed vulnerable) at any one time, ensuring that there is a least one teacher able to manage and monitor the remote learning for those in the year group not in school.

8. Safeguarding

Howley Grange Primary school is aware of any children who are vulnerable in any way and need extra support while they are learning at home. This might be because:
- they have additional needs or special educational needs or disabilities (SEND)
- their families need extra support
- they have mental health issues
- they are at risk of abuse and neglect.

If children aren't seeing trusted adults at school every day, it's even more important that staff are able to identify any child protection concerns and take appropriate action. It is important that all staff who interact with children, including online or via the telephone, continue to look out for signs a child may be at risk. Any such concerns will be dealt with as per Howley Grange's Safeguarding & Child Protection Policy and should be discussed with a school Designated Safeguarding Lead. Where appropriate, referrals should still

be made to children's social care and as required, the police. The Designated Safeguarding Lead (DSL) will ensure that they continue to liaise with any agencies involved or initiate involvement if necessary, as per our Safeguarding and Child Protection Policy, and will arrange for additional regular contact to be made via telephone, usually, but not limited to, by the DSL themselves. These conversations will then be recorded on CPOMS. The purpose of these phone calls as well as those made by the child's class teacher is to ascertain their safety, support their learning and monitor their wellbeing.

8.1 Which platform will you use?
Staff will always make sure the platform they are using or directing children to use is suitable for the children's age group, stage of development and ability. Only school accounts will be used for any online platforms (not teachers' personal accounts) and the privacy settings will be double checked.

8.2 Maintaining professional boundaries
Remote learning is very different to teaching face-to-face. However, adults will always maintain professional working relationships with children and young people. If staff are recording anything to be shared with children (a voice recorded message/instruction or screen sharing on Teams) they will make sure they are in a neutral area where nothing personal or inappropriate can be seen or heard in the background. If staff choose to model a concept on a whiteboard (to be shared online), they will ensure only their hand and the whiteboard is visible.

8.3 Contacting children at home
When staff are contacting children and families individually, they should only make contact during normal school hours, or at times agreed by the school leadership team. Any one-to-one sessions, for example TAF meetings / pastoral care meetings, should be approved by the school's leadership team. When making contact staff will ensure they adhere to the following safeguarding measures:
Only use parents' or carers' email addresses or phone numbers to communicate with children and their families.
Use school accounts to communicate via email or online platforms, never teachers' personal accounts.
If working from home and school telephony is not available, make sure any phone calls are made from a blocked number so a teacher's personal contact details are not visible.
If staff members are accessing families' contact details at home through INTEGRIS, ensure they comply with the Data Protection Act 2018 (do not print these off / store them anywhere and log-off INTEGRIS once they have accessed the information).
When communicating via telephone, staff will ensure that they speak to the adult and that when they speak to the child, the adult remains present for the duration of the conversation.

8.4 Online safety
Children and young people are likely to spend more time online while social distancing measures are in place. Staff will talk to them regularly about the benefits and risks of the online world and give them space to ask questions and talk about anything that worries them. Staff will encourage parents to do the same and will direct parents to the 'Online Safety' section of our website for more information. It is the responsibility of the child's parents to ensure that they have the appropriate levels of protection in place on the devices which belong to them and also that they safeguard their children by implementing measures such as: ensuring their children only access the device in a shared space, restrict access by using parental controls etc.
If a child is using a school device, the appropriate steps will have been taken by school and our associated provider to ensure children's access is restricted in order to maintain their online safety.

9. Links with other policies

This policy has been written in line with and having taken into consideration the following Howley Grange policies:

- Safeguarding and child Protection policy
- Staff code of conduct
- Online Safety policy
- SEND policy
- Behaviour policy
- Curriculum policies
- Covid-19 Risk Assessment and Standard Operating Procedure (SOP)
- IT Acceptable Use Policy

Policy written: January 2021
Signed: E. Williams
Reviewed: To be reviewed as and when necessary.

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Appendix 1: Suggested timetable for individuals that are isolating (week 1 only)

YEAR 4 SUGGESTED TIMETABLE

Day			Maths		English			Foundation
Monday	TT Rockstars	10-4-10	**Maths** Session 1: W.A.L.T: solve problems involving understanding the value of 4-digit numbers We've spent lots of time in school thinking about place value-use what you already know and use place headings Th, H, T,O.	Break	**English** Session 1: W.A.L.T: understand and spell words with the prefixes: in and im. https://classroom.thenational.academy/lessons/to-investigate-prefixes-6hgpac?activity=video&step=1 Complete pages 6 and 7.	Reading	L	**P.S.H.E.** Q: What hazards are in the home? https://classroom.thenational.academy/lessons/hazards-in-the-home-6mt68c Watch the video and then complete the online quiz.
Tuesday	TT Rockstars	10-4-10	**Maths** Session 2: W.A.L.T: add 4-digit numbers (including carrying). https://vimeo.com/462718069	Break	**English** Session 2: W.A.L.T: understand and use contractions to shorten words. Complete pages 10 and 11.	Reading	U	**Music** Q: What is rhythm and pulse? Lesson 1 – Understanding rhythm and pulse. Watch the video and then complete the online quiz. https://classroom.thenational.academy/units/rhythm-4424
Wednesday		10-4-10	**Maths** Session 3: W.A.L.T: subtract 4-digit numbers (including one exchange). https://vimeo.com/463378320	Break	**English** Session 3: W.A.L.T: spell words which are commonly misspelled. Complete pages 4 and 5.	Reading/free writing	N	**Geography** Q: Where are the world's rivers? https://classroom.thenational.academy/lessons/where-are-the-worlds-rivers-6dh32d
Thursday	TT Rockstars	10-4-10	**Maths** Session 4: W.A.L.T: multiply a 2-digit number by 1 digit. https://vimeo.com/413666970	Break	**English** Session 4: W.A.L.T: understand and spell homophones. https://classroom.thenational.academy/lessons/to-investigate-homophones-60vp2d?activity=video&step=1 Complete pages 14 and 15.	Reading	C	**D.T.** Q: Can I make a model shaduf? In school we researched shadufs – the ancient Egyptian contraption used for lifting water from the Nile and watering the surrounding fields. Can you create your own working model? Use the pictures in your pack to guide you.
Friday	TT Rockstars	10-4-10	**Maths** Session 5: W.A.L.T: multiply a 3-digit number by 1 digit. https://vimeo.com/413667475	Break	**English** Session 5: W.A.L.T: understand and spell words with the prefixes: il and ir. Complete pages 18 and 19.	Reading/free writing	H	**P.E.** The links below are to workout videos – one focussing on your core strength and the other on dance. Make sure you have a drink of water and enough space to safely follow the videos. https://www.youtube.com/watch?v=D80LZz2WkZs https://www.youtube.com/watch?v=RWwsZxq4ziE

<u>Appendix 2: Key Stage 1 suggested remote learning timetable for national/local lockdown</u>

KEY STAGE 1 SUGGESTED REMOTE LEARNING TIMETABLE

20 minutes	40 minutes		40 minutes	20 minutes	20 minutes		40 minutes
Phonics	Maths See Microsoft Teams or alternative provision for more information.	Break	English See Microsoft Teams or alternative provision for more information.	Physical Activity	Reading Bug Club (Y1 and Y2)	L	Other subjects These will vary (daily and weekly) and may include: history, geography, art, DT, science, R.E. computing and P.S.H.E.
Phonics	Maths See Microsoft Teams or alternative provision for more information.	Break	English See Microsoft Teams or alternative provision for more information.	Physical Activity	Reading Bug Club (Y1 and Y2)	U	Other subjects These will vary (daily and weekly) and may include: history, geography, art, DT, science, R.E. computing and P.S.H.E.
Phonics	Maths See Microsoft Teams or alternative provision for more information.	Break	English See Microsoft Teams or alternative provision for more information.	Physical Activity	Reading Bug Club (Y1 and Y2)	N	Other subjects These will vary (daily and weekly) and may include: history, geography, art, DT, science, R.E. computing and P.S.H.E.
Phonics	Maths See Microsoft Teams or alternative provision for more information.	Break	English See Microsoft Teams or alternative provision for more information.	Physical Activity	Reading Bug Club (Y1 and Y2)	C	Other subjects These will vary (daily and weekly) and may include: history, geography, art, DT, science, R.E. computing and P.S.H.E.
Phonics	Maths See Microsoft Teams or alternative provision for more information.	Break	English See Microsoft Teams or alternative provision for more information.	Physical Activity	Reading Bug Club (Y1 and Y2)	H	Other subjects These will vary (daily and weekly) and may include: history, geography, art, DT, science, R.E. computing and P.S.H.E.

This is a suggestion to help our Key Stage 1 parents and children structure their day when learning remotely. You will notice whilst there are suggested times for approximately how long (in an ideal world-bearing in mind not a great deal seems ideal now, so parents don't put unnecessary pressure on yourselves!) children should spend engaged in each activity, we have not said at what time in the day children should be doing these things, children could start a little later and finish later. Also, it is absolutely fine if you wish to alter the order in which children complete activities e.g. start with English or Physical activity.

Appendix 3: Key Stage 2 suggested remote learning timetable for national/local lockdown

KEY STAGE 2 SUGGESTED REMOTE LEARNING TIMETABLE

20 minutes	1 hour		1 hour	20 minutes		20 minutes	1 hour
TT Rockstars and Maths facts practice- hit the button	**Maths** See Microsoft Teams or alternative provision for more information.	Break	**English** See Microsoft Teams or alternative provision for more information.	Reading Oxford Owl (whole school)	L	**Physical Activity**	**Other subjects** These will vary (daily and weekly) and may include: history, geography, art, DT, science, R.E. French, computing and P.S.H.E.
TT Rockstars and Maths facts practice- hit the button	**Maths** See Microsoft Teams or alternative provision for more information.	Break	**English** See Microsoft Teams or alternative provision for more information.	Reading Oxford Owl (whole school)	U	**Physical Activity**	**Other subjects** These will vary (daily and weekly) and may include: history, geography, art, DT, science, R.E. French, computing and P.S.H.E.
TT Rockstars and Maths facts practice- hit the button	**Maths** See Microsoft Teams or alternative provision for more information.	Break	**English** See Microsoft Teams or alternative provision for more information.	Reading Oxford Owl (whole school)	N	**Physical Activity**	**Other subjects** These will vary (daily and weekly) and may include: history, geography, art, DT, science, R.E. French, computing and P.S.H.E.
TT Rockstars and Maths facts practice- hit the button	**Maths** See Microsoft Teams or alternative provision for more information.	Break	**English** See Microsoft Teams or alternative provision for more information.	Reading Oxford Owl (whole school)	C	**Physical Activity**	**Other subjects** These will vary (daily and weekly) and may include: history, geography, art, DT, science, R.E. French, computing and P.S.H.E.
TT Rockstars and Maths facts practice- hit the button	**Maths** See Microsoft Teams or alternative provision for more information.	Break	**English** See Microsoft Teams or alternative provision for more information.	Reading Oxford Owl (whole school)	H	**Physical Activity**	**Other subjects** These will vary (daily and weekly) and may include: history, geography, art, DT, science, R.E. French, computing and P.S.H.E.

This is a suggestion to help our Key Stage 2 children structure their day when learning remotely. You will notice whilst there are suggested times for approximately how long (in an ideal world-bearing in mind not a great deal seems ideal now, so parents don't put unnecessary pressure on yourselves!) children should spend engaged in each activity, we have not said at what time in the day children should be doing these things, children could start a little later and finish later. Also, it is absolutely fine if you wish to alter the order in which children complete activities e.g. start with English or Physical activity.