Eastwood Community School

Remote Learning Plan

To be viewed in conjunction with the NSAT Remote Learning Policy – Covid-19

To be fully prepared in the event of future closures, partial closures or isolation of bubbles, Eastwood Community School has carefully considered, consulted on and developed this policy for remote learning. It has been written in response to community feedback about how remote learning will work best for their children. It is a working document which will be amended to reflect local and national changes in policy and practice as well as stakeholder feedback.

The overarching goal is to enable pupils to access high-quality teaching and learning even when they are unable to attend school. The policy outlines how the school will work to provide remote learning and the expectations of pupils and families accessing this.

This policy outlines the actions of school, staff, pupils and families in the event of the following:

Scenario 1 – individual pupil self-isolation or awaiting test result – up to 14 days
Scenario 2 – Full bubble closure – teacher well
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Aims

The aims of this policy are in line with current government guidance on schools reopening from September 2020. The specific aims are:

- To plan and outline how and when the remote learning policy will be implemented at Eastwood.

- To support all pupils in their access to high quality remote teaching and learning

- To provide a clear remote learning strategy, including how and when learning should be assigned remotely, how it will be communicated, how pupils will submit work and how they will receive feedback on their submitted work

- To anticipate, identify and address any concerns associated with remote leaning, relating to safeguarding, data protection and health and safety

- To make staff roles and responsibilities clear in relation to remote learning

- To declare the software and online tools approved for use by Eastwood Community School to support remote learning

- To declare how and when Eastwood Community School will support the delivery of home learning by staff, including the possible provision of hardware where required.

It also aims to:

- Minimise disruption to pupils' education and the delivery of the curriculum

- Protect pupils from the risks associated with using devices connected to the internet

- Ensure staff, parent 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

- To outline how the wellbeing and workload of staff and pupils will be supported during periods of remote learning.

Expectations

School expectations:

- To support staff with isolation periods, preparation of home learning packs, access to appropriate resources and tools (eg text system)

- To support families throughout isolation periods, and engage in regular communications about the expectations (through letter / text / phone calls / doorstep visits) during school hours and not outside of these.

- To share expectations of remote learning with all stakeholders

- To ensure all remote learning is be matched to the current curriculum, medium and short term planning, as much as possible and supports and revises key concepts delivered in classroom based lessons.

- To ensure that the remote learning activities are compliant with the school's curriculum vision and approach to delivering a broad and balanced, inclusive curriculum.

- To give access to high quality remote education resources (all pupils have been issued with a Classroom Secrets and TTRockstars login and have been directed to the National Oak Academy and BBC Bitesize resources available online and on tv). Teachers to quality assure any resources being sent out to families to ensure appropriate and fit for purpose.

- To provide a 'back up' system. All pupils to be issued with year group specific exercise books to use in the event of issues with paper packs / technology failure.

- To ensure consistent provision across school and ensure staff are trained appropriately to enable this.

- To ensure the school website and Twitter feeds are kept up to date and used as an opportunity to share activities to be using at home and/or a 'window' into what is happening in school to help pupils and families feel connected while isolating.

- Ensure that work expected is appropriate to the needs of the pupils, creating bespoke resources as required to meet individual needs.

- Support parents and carers with establishing good routines for isolation periods
- Signpost parents and carers to additional support they may need throughout isolation periods (ie food banks / mental or physical health support)
- Engage with the DfE technology for schools initiative to provide technological support as required
- NB – School will not contribute to any costs incurred while pupils learn remotely eg heating, lighting, council tax nor contribute towards childcare costs to support home learning for siblings.
- School will regularly review the methods in place for remote learning and the policy regularly and update the policy as required.
- School may reduce the curriculum offer to enable pupils to cope with workload and / or in circumstances where particular subjects may be more difficult to teach remotely eg: PE / music / science.
- School will support families with enabling remote learning to take place at home, in accordance with the EEF guidance Support Resources for Schools and Parents: https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-for-schools/

Teacher expectations:

- To support the learning of all pupils – those in school and those learning from home
- To plan learning linked to the curriculum
- Prepare paper-based home learning packs at least half termly, matched to the curriculum, which is challenging and engaging for all pupils
- Prepare daily texts to pupils with teaching & learning content
- Ensure that there is a strong element of taught content within the home learning pack in addition to independent consolidation / revision / application tasks.
- Ensure that video-based content is age-appropriate (ie no more than 30 minutes long and matched to age / year group).
- Maintain regular, positive communication with pupils and parents/carers including at least weekly calls acknowledging the challenges of isolation and checking if they require and additional support from school to help them.
- Maintain regular, positive communication with members of the associate staff team in school or if isolating
- Maintain at least twice weekly communication with the school / SLT
- To review work completed, use for formative assessment purposes and provide feedback (written or verbal) in line with policies. To particularly praise pupils who have engaged well with home learning / demonstrated good progress etc….
- To inform the Leadership or Safeguarding teams (as appropriate) of any concerns re: engagement / behaviour / standards of work / safeguarding concerns as a matter of urgency
- To meet / speak with parents before / after isolation periods to discuss concerns / feedback etc..
- Monitor engagement with home learning, reporting to SLT / parents / safeguarding teams as appropriate.
- Whilst self-isolating, and if able to do so / not unwell, staff will be given an individual project to work on which is in line with the whole school improvement priorities by their line manager / SLT. These projects will be allocated on a case-by-case basis. Staff may be asked to support with online provision for their year group or another year group if/where appropriate.
- To attend meetings as directed virtually as long as not isolating due to illness.

Pupil expectations:

- To engage with home learning (providing they are well enough. If unwell, to engage when feeling better in line with usual absence procedures for school).

- Read every day
- Practice basic skills such as number bonds, times tables, spellings and handwriting every day.
- To take regular physical activity (abiding to local restrictions) to support physical and mental wellbeing.
- To complete all work set to the best of ability
- To hand work in on return to school
- To follow the school presentation policy
- To look after resources provided
- To speak to staff members during phone calls
- To abide by the school's e-safety policy for pupils

Parent / Carer expectations:

- To provide a quiet space for pupils to work and promote a good work ethic
- Ensure pupils are engaging with home learning activities during the typical school day; remote learning is not expected to be completed outside of these times (9am-3pm)
- Ensure that pupils who are unwell are not expected to undertake school work until they are well enough to do so. This should be communicated with the school in the usual way.
- To support pupils with home learning as best as possible whilst ensuring work completed is their own
- To provide a structure for the day to support wellbeing and engagement with work
- To check texts at least daily and share with pupil
- Inform school immediately if work cannot be completed and explain the reason
- To provide access to online resources using home devices or to liaise with the school to provide devices to enable this if not available in the home already.
- To ensure pupils complete all work set
- To keep pupils safe while working online
- To ensure pupils return completed work to school at the end of the isolation period.
- To engage with school eg when making check-in calls, answer them and allow the pupil time to speak to the staff member
- To maintain the upkeep, safety and appropriate use of any equipment loaned from school to access remote learning, in accordance with the signed agreement form.
- To ensure school technology / devices are only used by the pupil they are allocated to, and are only used for learning purposes, in line with the agreement form.
- To report any concerns / worries / questions to school asap in order that these can be resolved
- To ensure that pupils attend school every day themselves unless they are unwell or told to isolate by school or the test and trace call centres.
- To not allow pupils to be in situations where they are at risk of contracting the virus eg allowing them to mix bubbles where this is not permitted / legal
- To ensure pupils adhere to the isolation rules

Delivery Specifics

Scenario 1 – individual pupil self-isolation or awaiting test result – up to 14 days

- If sent home from school parents to be advised to take pupil for a test and inform school immediately of test result.
- Pupils are to engage with any learning tasks able to be sent home at short notice in this scenario.
- Upon confirmation of a positive result necessitating 10 day (self) 14 day (other in household) isolation, school will arrange for a paper home learning pack to be delivered to the pupil or safely collected from school. The home learning pack will provide (as a minimum):

- 2 x weekly schedules
- 3+ daily tasks with worksheets and text links to support learning.
- (where possible) links to online remote learning resources (eg from National Oak Academy)
- Home learning menu for the half termly theme
- All the above will link to the current curriculum theme and objectives
- Differentiated packs appropriate to attainment (eg for pupils with SEND or language barriers) and/or age
- School will keep in regular contact with the isolating pupil(s) through phone calls and texts
- The appropriate phase leader and class teacher will keep in contact with the office and home about wellbeing, welfare and home learning feedback
- Work will be returned to school by the pupil on their return date. It will be kept securely until sanitized (48 hours) and then will be reviewed. Verbal feedback will be given to the pupil in school.
- A list will be compiled of completed home learning packs. Outstanding packs will be followed up in person with the child, then reminder texts, followed by phone calls or conversations with the family. If unsuccessful, the teacher will refer these cases to SLT for further follow up.
- All isolating pupils entitled to Free School Meals will have food parcels delivered to homes where possible or will be available to collect from school.
- All isolating pupils will be entitled to receive their Magic Breakfast items (bagels or cereal) during their time away from school. Where possible, pupils will take these home with them when leaving school. Where not possible, they will be delivered to families or made available to collect from school.

Scenario 2 – Full bubble closure – teacher well

- As scenario 1 except for the following additions/amendments:
- Parents asked by phone/text to collect child if closed during school time or not to come into school if closed out of hours.
- The appropriate phase leader and class teacher will keep in direct contact with all families through daily texts with home learning.
- Class teacher / staff will contact all pupils by phone at least once per week to 'check in' on wellbeing and how getting on with accessing work. Any problems / concerns / issues will be address as best as possible at this point. Protocols for using personal devices to make this contact to be shared with staff by SLT.
- Work will be returned to school by the pupil on their return date. It will be kept securely until sanitized (48 hours) and then will be reviewed. Verbal feedback will be given to the pupil in school.
- A list will be compiled of completed home learning packs. Outstanding packs will be followed up in person with the child, then reminder texts, followed by phone calls or conversations with the family. If unsuccessful, the teacher will refer these cases to SLT for further follow up.

Scenario 3 – Full bubble closure – teacher unwell

As scenario 2, however the phase leader / SLT will assume responsibility for contacting pupils / sending daily texts and/or will ask the associate staff team in the class to do so until the class teacher is well enough to do so themselves. As packs are pre-prepared at the start of each term, there are not work expectations of staff whilst they are unwell, as per usual protocols.

Scenario 4 – Shielding for a length of time

Where pupils have been given medical advice to shield, school will liaise with parents and medical professionals as appropriate about solutions to enable pupils to access learning while remaining at home. Each situation will be treated individually and a bespoke plan of action will be put in place.

Scenario 5 – Full lockdown – school closed (NB – May be open for specified groups)

School will remain open as directed by the DfE for vulnerable / identified pupils. Provision will be arranged on a rota system with school staff providing a variety of activities (not necessarily aligned with age-related curriculum objectives). The focus of tasks will be promoting good mental health and wellbeing, emotional resilience, team building and creative tasks. Remote learning will not be provided unless instructed by the DfE in this instance. Where schools are instructed to provide remote learning, the following provision will be made:

- A weekly pack of work will be made available to all pupils learning at home.   Pupils accessing the keyworker / vulnerable provision in school will use the same packs but will be supported by a teacher instead of accessing the online teaching links sent home (see below).
- Direct links to online teaching materials will be sent daily eg National Oak Academy / BBC Bitesize. These will be supported by paper activities in packs containing worksheets and consolidation tasks.
- Work issued will constitute 3 hours of learning time as a minimum across a range of subjects, prioritising English and Maths. Additional suggested activities will also be provided to support families working with their children at home.
- Learning packs and text links provided will link to curriculum objectives and will prioritise key skills in a progressive manner.
- Differentiated packs appropriate to attainment (eg for pupils with SEND or language barriers) and/or age will be provided including the supply of resources such as play-doh, crayons, pencils etc…
- Reading books will be provided to every child and will be changed at least weekly. Links to online reading resources will also be supplied to families.
- School will keep in regular contact with the isolating pupil(s) through phone calls and texts to check engagement as well as wellbeing and identify any concerns / issues school might be able to support with.
- Work will be returned to school by the pupil on their return date (weekly). It will be kept securely until sanitized (48 hours) and then will be reviewed. Verbal feedback will be given to the pupils and, where appropriate, additional calls / messages will be sent to individuals to follow up.
- A list will be compiled of completed home learning packs. Outstanding packs will be followed up in person with the child, then reminder texts, followed by phone calls or conversations with the family. If unsuccessful, the teacher will refer these cases to SLT for further follow up. Messages will be regularly issued stressing the importance of completing the work set.
- All pupils entitled to Free School Meals will have food parcels available to collect from school each week (if they are not accessing the Keyworker / Vulnerable provision in school) or vouchers, depending on the Government's instruction at the time.
- All pupils will be entitled to receive their Magic Breakfast items (bagels or cereal) during their time away from school. These will be made available to collect from school alongside learning packs or will be sent home with pupils who access the Keyworker / Vulnerable provision.
- Where families are unable to collect resources / food from school, provision will be made to deliver these to homes.
- School will consult with parents to ensure access to online materials either through offering advice or supplying hardware such as laptops, dongles / SIM cards for internet access / keyboards etc…. School will access DfE and the Trust's support networks for additional resource where required.

NB – remote learning will not be provided for pupils isolating because of national guidance following oversees travel where this absence has been unauthorised. School may, as a gesture of goodwill and commitment to supporting the young person, provide families with text links to appropriate resources (eg National Oak Academy / BBC Bitesize) to facilitate some home learning taking place while isolating.

Resources to support remote learning

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

- Work booklets produced and provided by school

- Workbooks purchased
- Email
- Past and mock exam papers
- Current online learning portals
- Educational websites
- Reading tasks
- Live webinars
- Pre-recorded video or audio lessons online

Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.

Whole school and whole curriculum resources:

- National Oak Academy - https://www.thenational.academy/
- BBC Bitesize - https://www.google.com/search?q=bbc+bitesize&oq=bbc+bitesize&aqs=chrome..69i57j0i433l5j0l2.3727j0j7&sourceid=chrome&ie=UTF-8
- Classroom Secrets - https://classroomsecrets.co.uk/
- Twinkl - https://www.twinkl.co.uk/sign-up
- TTRockstars (times tables) - https://ttrockstars.com/
- Phonics - http://www.letters-and-sounds.com/
- Tiny Happy People - https://www.bbc.co.uk/tiny-happy-people
- 50 Things to do before you're 5 (EYFS) - https://bradford.50thingstodo.org/app/os&!/whats-it-all-about
- The Book Trust (Reading) - https://www.booktrust.org.uk/

<u>Document Control</u>

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