

Remote Learning Policy for Holy Trinity CE Primary School

'To be the best we can be: for God, for others and for ourselves'

School Vision

At Holy Trinity our vision is to be the best we can be: for God, for others and for ourselves. Through our hard work we want our children to acquire the very best in wisdom, knowledge and skills to raise their aspirations, enabling them to grow and flourish as unique and precious children of God. We want to provide a safe and welcoming space where our children learn from our Christian values, live well together and experience 'life in all its fullness' (John 10:10).

At our school we have a comprehensive curriculum intent statement. We intend to ensure that if a child or adult has to learn or teach at home, we uphold our vision by:

- planning a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that are linked to the school's curriculum expectations
 - giving all pupils access to high quality remote education resources
 - selecting the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and making sure staff are trained in their use
 - providing printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
 - recognising that younger pupils and some pupils with SEND may not be able to access remote education without adult support and working with families to deliver a broad and ambitious curriculum
 - setting assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
 - teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
 - providing frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
 - gauging how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
 - enabling teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
 - planning a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

1. Statement of School Philosophy

At Holy Trinity the provision of high quality teaching and learning is at the core of everything we do. Our remote learning policy seeks to ensure that this remains to be the case in the event of (i) single pupil self-isolation (ii) classes, year groups or 'bubbles' being required to work at home, or (iii) whole school closure due to Covid-19.

2. Policy Aims

This Remote Education Policy aims to:

- ensure consistency in the approach to remote learning for all pupils (inc. SEND pupils and disadvantaged pupils) who aren't in school through the use of quality online and offline resources

- provide clear expectations of members of the school community with regards to the provision of high quality remote learning
- take into account the latest research based evidence on how to develop an effective remote learning strategy. We will particularly note the EEF guidance on remote learning
- secure continuous delivery of the school curriculum
- support effective communication between school and families and support attendance.

3. Who is this policy applicable to?

- A child (*and their siblings if they are also attending*) if absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

4. Content and tools to deliver the remote education plan

Emergency learning packs are ready in school for all children should a class or child have to isolate with very little notice. As soon as isolation is announced the office will check with each relevant family what sort of internet and device access each child has who is isolating so the appropriate learning plan can be put into place. Within twenty four hours of a child or group isolating at home the following will be up and running.

- Online tools for EYFS KS1 KS2, for example Google Classroom and Google Meet, class dojo and Zoom.
- Use of Zoom / Google Meet for Start Day registration, instructional videos and collective worship
- Phone calls or texts home, use of the messenger tool in class dojo and zoom meetings if necessary.
- Printed learning packs, exercise books and workbooks, for example CGP workbooks, reading books, knowledge organisers and phonics word mats / key word mats
- A pencil, pencil sharpener, ruler and possibly other stationery provided if needed.
- Use of BBC Bitesize, Oak Academy, Purple Mash, MyMaths, TimesTables Rockstars, Youtube stories and videos that support the curriculum, White Rose instructional Maths mastery videos and other websites for use if appropriate e.g. Big Start Assemblies.

The detailed remote learning planning and resources to deliver this policy can be found on the class pages of the school website. All members of staff have signed a staff code of conduct agreement and Staff Acceptable Use Policy. These documents are available to view on the key information section of our school website. Annex 1 describes how remote learning is organised to meet the specific needs of a range of possible scenarios. Annex 2 gives a general timetable for the school day. Annex 3 gives an overview of the 'Digital 5 a Day' with further links on how to use the internet healthily. Annex 4 contains a suggested range of questions governors could ask school leadership when evaluating the quality of remote learning in school.

5. Home and School Partnership

Holy Trinity CE Primary School is committed to working in close partnership with families and recognises each family is unique. Therefore, remote learning will look different for each of our families according to their individual needs.

We will provide a refresher online training session and induction for parents on how to use Google Classroom and Class Dojo as appropriate. Where possible, we will provide personalised resources. Google Classroom and our website have translation facilities to help parents whose first language is not English. We will do our best to locate from school and in the wider community, older unused devices and, using the Neverware software package, convert them into Chromebooks for pupils to use.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Holy Trinity recommends that each home learning day follows the routine and structure suggested on the class pages of our website and illustrated in Annex 2.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

In line with Holy Trinity CE Primary School's 'Digital Charter' we would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet. For more information see Annex 3.

All staff, governors, children and parents are asked to sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

6. Safeguarding During a School Closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. The following is particularly important to note.

- The DSL (designated safeguarding lead) 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, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be logged and suitably stored.
- The DSL or learning mentor will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

7. Roles and Responsibilities

Teachers

To note: the suggested responsibilities below relate to where a whole class/bubble is isolating and would be reduced when fewer children isolate and the majority of the class are in school.

Holy Trinity CE Primary School will provide refresher training and induction for new staff on how to use relevant digital platforms.

When providing remote learning, teachers must be available between 8.30 and 3.30

If they are 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.

Teacher responsibilities when organising remote learning

Setting work

- o Teachers will set work for the pupils in their classes.
- o Wherever possible, work set should follow the usual timetable for the class had they been in school.
- o Weekly/daily work will be shared at the beginning of each day if there is home access to online learning. Physical packs will provide learning for up to a week.
- o Home learning may take the form of a mixture of online learning and physical packs / workbooks.

Providing feedback on work

- Feedback on work is one of the most important parts of teaching and learning. The class's teacher and TA(s) will make every effort to give feedback on work pupils have completed.
- For pupils using Google Classroom, as far as possible marking and feedback will follow normal school procedures. That is, work within Google Classroom will be marked before the next lesson in that subject. For pupils without access to Google Classroom, parents may be able to photograph the work at home and submit it to the teacher via Class Dojo.
- For individual pupils who are isolating, parents or a nominated adult may be able to drop work off at school to be marked, if the class teacher is in school.

Keeping in touch with parents and pupils at home

- If there is a concern around the level of engagement of a pupil, parents will be contacted via Class Dojo and / or phone to assess whether school can help.
- Parents may be contacted via email and they may contact staff at school through their professional email accounts, as normal.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT. Safeguarding concerns should be referred immediately to the DSL.

Teaching Assistants

Teaching assistants must be available between their normal working hours, that is 8.30 till noon and 1.00 till 3.30.

If they are 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.

During the school day, teaching assistants must complete tasks as directed by the teacher who normally organises their day to day deployment. The school will endeavour to ensure that every TA has access to a device at home to support teaching within Google Classroom. They may well be teaching small groups of children online or 1-1. Alternatively they may help with feedback or preparation of resources.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- co-ordinating the remote learning approach across the school including regular monitoring of engagement
- monitoring the effectiveness of remote learning. This may take the form of sampling work set and marked within Google Classroom / Class Dojo or looking at physical workbooks or exercise books. It may take the form of feedback on the success of different aspects of home learning from the point of view of staff, parents and pupils.
- monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated Safeguarding Lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Child Protection Policy.

IT Technicians

IT technicians are responsible for:

- fixing issues with systems used to set and collect work
- helping staff 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. The technician also helps parents set parental control on devices. He is available every Wednesday afternoon in term time by making an appointment through the office.

The SENCO

The SENCO is responsible for:

- liaising with the ICT technician to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required
- ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC or other relevant plans
- Identifying the level of support needed for pupils to access remote learning
- the day to day deployment of the SEN teaching assistant, including deployment to support home learning of pupils with SEND.

Pupils and parents

Pupils, supported by their parents, should:

- complete work to the deadline set by teachers
- seek help if they need it, from teachers
- alert teachers if they're not able to complete work.

Parents should:

- make the school aware if their child is sick or otherwise can't complete work
- actively promote the importance of learning and trying hard to stick to the remote learning timetable for their child's class
- try to give their child everything they need to complete their work, including a space to work and access to a device if available
- seek help from the school if they need it
- raise any concerns or questions quickly with staff so they can be resolved as soon as possible.

Local Governing Board

The governing board is responsible for:

- monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.
- use the list of questions in Annex 5 when speaking with the senior leadership of the school to evaluate the effectiveness of the school's approach.

8. Links to other policies

This policy is linked to our:

- Child Protection policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety acceptable use policies: staff, governors and volunteers, parents, KS2 pupils, KS1 pupils
- Staff Code of Conduct
- End User Agreements for Google Classroom, Zoom and Class Dojo - tbc

Annexe 1: Contingency Planning

Scenario 1: In the event of an individual pupil going in self-isolation

Step 1: Parent/carer phones school to notify of self-isolation / waiting on a test.

Step 2: School staff will ask what devices are available at home for remote learning. They will check whether Google Classroom, Class Dojo and Zoom are available.

Step 3: Teacher will be notified and the teacher will set work for the child at the end of the school day of the first notification, for the following school day. An emergency learning pack will be compiled.

Step 4: Paper copy (1 or 2-week package) will be delivered by school staff or picked up by someone from home (for example family or a neighbour who is not isolating).

Step 5: If pupil has access to Zoom / Google Classroom and / or Class Dojo they may be able to join the rest of their class in some online learning and / or Zoom worship

Step 6: class teacher will remain in contact with pupil and parent via class dojo / text message and encourage someone to drop off work which will be marked by the class teacher and shared with the child if possible. Depending on teacher evaluation of the child's progress on the work set, future work may be amended.

Scenario 2: In the event of a class lockdown or partial / whole school lockdown

Step 1: the school office / other available staff will contact the home to find out what devices are available for online learning and whether Google Classroom, Zoom and Class Dojo are accessible

Step 2: The class teacher will ensure parents and children have read, understood and signed / agreed the relevant acceptable use policies. This will be recorded.

Step 3: Remote learning is fully implemented. The class will follow the weekly remote learning timetable posted on the class pages of the school website and on Google Classroom. Below is an example of the range of learning materials available to each year group. Depending on availability of internet and devices pupils will:

- be taught fully online with independent activities set by the teacher. There may be paper based activities to complete. The structure of the week will follow the school timetable as much as possible.
- be taught in a blended learning approach. This may be suitable for pupils with only phone access to school online platforms. They may be able to join the class for some activities such as a morning registration, perhaps collective worship online, an afternoon registration and a goodbye at the end of the day.
- be taught mostly or wholly with paper based learning packs as described in scenario 1

The following home learning activities will be available for pupils who are not able to attend school:

	Activities using online platforms, e.g. Google classroom, zoom, class dojo	Paper based activities for children with no access to online learning
Reception to Year 2	Links to online videos will be given via the school website, Google Classroom and class dojo. Online maths activities/ Zoom lessons / Google classroom lessons Phonics – letters and sounds videos Focus for English lesson via Zoom or Oak Academy lessons	Reading books (if not already at home) Maths activities, possibly linked to stories for Reception - more topic based themed approach. Phonics sheets Handwriting sheets EGPS activities (Year 2)

	Activities chosen by the teacher for another subject via Zoo or Oak Academy Daily reading White Rose Maths videos Daily collective worship using video links or zoom accessed via children's google logins. Group teaching / 1-1 reading or teaching via zoom or Google Meet.	Science and foundation subject activities, based on knowledge organisers
Years 3 - 6	Links to online videos will be given via the school website, Google Classroom and class dojo. Online maths activities/ Zoom lessons / Google classroom lessons Focus for English lesson via Zoom or Oak Academy lessons Activities chosen by the teacher for another subject via Zoo or Oak Academy Daily reading White Rose Maths videos Daily collective worship using video links or zoom accessed via children's google logins. Group teaching / 1-1 reading or teaching via zoom or Google Meet. TT Rockstars – encouraging daily log in Focus for English lesson via Zoom or National Oak lesson Wider curriculum activities Daily reading logs	Reading Book (if not already at home) Home learning pack including daily English and Maths activities, RE, Science and Foundation subject work linked to current topic, relevant knowledge organisers
Arrangements for checking the work of children during a wider school closure	During school working hours 9 to 12 / 1pm to 3.30. Except Wednesday afternoon when teachers will be taking their PPA to plan for the next week's activities. Paper based work will be marked as soon as practicably possible	Class teacher to phone / message the child's home twice weekly to check if learning has been suitable and if tasks are suitable. SENCO will make enhanced contact with pupils with EHCP and give support to class teacher about work set.

Expectation of the parent/carers

We expect parents/carers to support their child's education at home. Google Classroom and paper activities can be accessed at any time of the day, suitable for the individual family. On the school website (visit your year group) we have given advice on how to engage the child at home and the length of time expected for the child to engage in learning activities. (Paper copies available on request)

Scenario 3: In the event of a class teacher in self- isolation (well and able to work from home)

Children will follow their usual timetable in school. The class teacher will continue to support remote learning by setting tasks for other pupils in isolation, homework activities and the weekly planning for the rest of the class. A qualified adult will supervise the class.

Scenario 4: In the event of a class teacher being unwell and unable to deliver remote learning during full school opening

A qualified adult will take classroom responsibilities including remote learning with the support of the TA.

Scenario 5: In the event of a class teacher being unwell and unable to deliver remote learning during a bubble closure or whole school closure

In event of this happening the school would hope to identify staff to support the children with their learning.

Scenario 6: In the event of a self-isolation / closure, the child will not engage in home learning tasks.

If this happens, we would urge parent/carers to contact school via telephone (01704 538366), class dojo or email class teacher or office @holytrinityprimary.co.uk. A member of staff will contact you to discuss barriers to learning. A learning mentor may become involved with the family to support the well-being of the child. This will be done via telephone conversations.

We understand this can happen for a number of reasons. We will try and work with the family to encourage the child to re-engage. Online activities and learning packs can be completed by the child at any time of the day, at a time suitable for the family. The mental well-being of both parent/carer and child is also of importance to the school. We know there may be difficulties and we just ask everyone to do their best in supporting the learning the school is providing.

Annexe 2: Remote Learning Timetable. This is a flavour of what children will experience when online remote learning is in place. See class pages on our website for the specific timetable for each class

Time	Lesson	Details
8.50 – 9.00am	Registration and welcome to the day	Teachers record who is present from those who are able to be. Google classroom
9.00 – 9.15	Daily worship. May be from online resource / recorded / Bible story shared with short reflection	Google Meet / Google Classroom.
9.15 - 10.15	English / EGPS / daily phonics with activities	Google Classroom
Break		
11.00 – 12.00pm	Maths teaching with activities mid day prayer / grace	Google classroom
Lunchtime		
12.55 - 1pm	Afternoon registration	Teachers record who is present from those who are able to be. Google classroom
1.00 – 1.30	Reading	Google classroom May be whole class guided reading or guided reading in groups or quiet reading with comprehension etc
1.30 - 1.50	Daily mile / exercise activity	Google Classroom
1.50 - 3.10	RE, Science or Foundation subject(s). Teacher input and independent activities	Google Classroom
3.10 - 3.15	Good-bye and end of day prayer	Google Classroom

Annex 3: Digital 5 A Day - stay healthy online



For more information about easy to follow, practical steps for children and parents to achieve a healthy and balanced digital diet go to

<https://www.childrenscommissioner.gov.uk/digital/5-a-day/>

Annex 4: Suggested governors' questions about remote learning to establish its effectiveness

'Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September.'

Requirements

Does your school:

- Have in place a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations?
- Give access to high quality remote education resources? Are you using one of the two DfE suggested platforms? (Google Suite for Ed or Microsoft Teams?) if not why have they chosen to use another option?
- Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, how will school work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, how will your school be able to:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

- **Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers**