Hoyland Springwood Primary School
Remote Learning Policy

Background

Since reaching the UK in late January 2020, the coronavirus pandemic has changed many aspects of our lives. One way it has done this is as a result of the infectious nature of the disease and the drive to suppress the infection rate. A national lockdown in the UK meant large numbers of children were educated at home for a period of months, following programmes prescribed by their teachers, largely through remote learning. On 1st September, schools reopened to all pupils. During this time schools have had to close bubbles and move learning from the classroom into the homes of the pupils. In addition to this, lockdown in January has now meant that most pupils are back at home learning remotely. This will ensure that all children are provided with high quality learning which is based around what would have happened had they been learning in their classroom. We must also consider how we can continue to support families more widely with social and emotional issues.

What is remote education? (DfE)

There are different definitions, but these are the ones we will use at Springwood:

- Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.
- Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class.
- Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.

The DfE has stated: When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:

   KS1: 3 hours a day, on average

   KS2: 4 hours a day, on average

- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos
- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate
- 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.

Hoyland Springwood's Aims and Intent

Our purpose for setting remote learning is to ensure that pupils are engaging in appropriate age-related educational activities whilst not attending school as a result of the Covid-19 pandemic. Our aim is that the learning opportunities:

- are focused on the key skills linking to Mathematics and English and the whole curriculum offer is identical to those that are in school and those that are remote learning. Learning is built upon and progressive for all expected learning in all subjects for all pupils.
- are manageable and achievable for parents/carers to implement whilst being at home.
- Staff will take registers through the day in order to track who has completed online learning
- Staff will, during live and uploaded tasks, give the pupils opportunity to ask and answer questions; this may be through live chat (age-appropriate) and opportunities through the learning platform
- allow access to high-quality online/offline resources and pre-recorded teaching videos which are linked to the school's current curriculum expectations.
- Staff will be assessing the work completed, whether this be in school or at home. Based on the needs of pupils, staff will ensure effective, Quality Wave One teaching through the videos, tasks, modelling and structure of the lessons to ensure the pupils are able to access the task and continue to make progress. Where necessary, contact/support will be provided should further scaffolding need to take place.
- Staff will continue using assessment as a tool for teaching and learning. School will continue to use AfL (Assessment for Learning) techniques throughout each subject to support the needs and challenge of each pupil. Where gaps arise, staff will support and provide the essential learning tasks to address these.
- can be consistently used across the school in order to allow interaction, assessment and feedback and to support staff in their use.
- ensure that safeguarding protocols in terms of online safety are followed.
- School will be delivering the same learning for those in school and those remote learning which they accessed prior to the lockdown.
- Staff will continue to use the sequence of learning format where applicable, and continue to teach the expected curriculum throughout the lockdown so the whole curriculum is taught in all classes.
- The whole school will use Seesaw as their learning platform. In addition to this we will be accessing online live learning, e.g. Oak Academy, BBC Bitesize, RWI, White Rose videos, Classroom Secrets, Purple Mash, TTR and Spelling resources.
- Staff will continue to have CPD through Zoom training and deliver live/recorded lessons throughout the day to support the learning and delivery of learning.
- Support through staff meetings and feedback to ensure a consistent approach throughout the whole of school, ensuring all pupils receive the same high quality education throughout remote learning.
- All staff to monitor and evaluate that all tasks are meeting the needs and interests of the pupils to ensure active engagement. If certain tasks have limited completion, staff to analyse why and look at ways to ensure all tasks are completed.
- Only essential feedback is given to pupils: marking and feedback should be used to support learning, and challenge the learning. This is to support the work load of all staff who are in school and supporting those at home.
- SLT to monitor the work load and ensure staff are supported in any way during this time. Comments and teaching is only expected during working hours.

Attendance

- School will continue to complete the attendance register for pupils who are receiving remote education in line with the school's attendance policy.
- School will keep a record of, and monitor, pupils' and students' engagement with remote education through live registers and safeguarding tracker for the vulnerable.

- Each class conducts a live zoom lesson and records attendance accordingly. Registers are taken and then contact is made by the attendance officer, class teacher or PSA for those not attending. Text messages and, if necessary, phone calls if the pupils have not been seen that day where appropriate.
- Incentives, rewards, competitions and celebrations will be used to promote attendance/engagement.

How will the learning be set?

Should a child be unable to attend the setting, our remote learning offer will take place over the online learning platform *Seesaw*. As a school, we will implement measures to ensure that we are supporting children to access this learning. The following measures will be put in place:
- If a child does not have access to a device, they will be able to complete a loan agreement and use a tablet that has been purchased to support remote learning.
- If a child does not have access to a device, it may be possible to offer them a laptop that can be issued from the DfE.
- If a child prefers to access paper based learning, staff will print out the learning and this can be collected from the office or we will arrange for this to be dropped off at their home location.
- If a child does not have access to the internet, measures will be put in place to try to support this.

Early Years Foundation Stage

The table below explains areas of the curriculum, how often they must be set and possible ways to teach that area. Children in the EYFS spend a lot of time daily learning through play so suggested activities to support parents with this will be included.

Curriculum Area	Frequency	How
Mathematics	Daily	1. Uploading relevant notebook slides where applicable. 2. Use of learning videos on White Rose website where applicable. 3. Suggestions for practical/ play based activities using everyday resources which could be found around the home or links to relevant songs.
Phonics	Daily	1. Staff members in FS2 can record RWI sessions and post these. 2. Links to RWI sessions posted from Ruth Miskin Portal 3. FS1 to provide practical phase one activities to develop listening, rhyme, rhythm and alliteration skills.
Reading	Daily	1. Post a link to a daily story online. 2. Staff members could record themselves reading a story if they wish. 3.Any children in FS2 on RWI red books or above to have a book posted using 'Oxford Owl for home' twice per week 4. Teachers to read live with their children
Provision	Weekly	Post a weekly provision plan with suggested practical play based activities, which will cover different areas of learning. Children will experience these over the week. Staff to carefully consider resources that parents will be able to access at home when planning these activities. Staff will provide paper learning and questions to promote positive learning

Mindfulness/ Thrive / PHSCE	At least weekly	1. This should be a short, 5-10 minute activity and could include:
		   a. mindfulness colouring
		   b. a class Thrive activity
		   c. a relaxation activity
		   d. a mindfulness activity

What areas of the curriculum will be offered and how often for KS1 and KS2?

If a child is carrying out learning from home it is important that the learning offer is similar to the one they would receive in school. This will prevent the child falling behind their peers and limit the amount of 'catch up' support that will be needed on their return. It is important that the children receive a timetable that mirrors the curriculum areas they would be taught in school each day. The table below explains areas of the curriculum, how often they must be set and possible ways to teach that area.

Curriculum Area	Frequency	How
Mathematics	Daily	1. Uploading relevant pages of planning notebook and complementing worksheets. 2. Use of learning videos on White rose website and accompanying worksheet.
Writing	Daily	1. An explanation of activity with slides/notebook to support input and any complimenting worksheets to support. If this is just a writing exercise, upload a blank page for child to write on. 2. Writing opportunities linked to wider curriculum 3. Live teach may include a model 4. Success criteria for writing to be shared
Reading	3/4 times per week (as you would in school)	1. Pages from the text being read and upload complementing worksheet. 2. Other resources/tasks me be used but these must link to what would be taught in the classroom.
Phonics (where appropriate)	Daily	1. Staff members can record RWI sessions and post these. 2. Links to RWI sessions posted from Ruth Miskin Portal
PE	Twice each week	1. Joe wicks PE sessions posted from YouTube 2. PE activities/sports will be posted.
Science	Weekly/ Fortnightly (as you would in school)	1. Science activity set to duplicate what is being carried out in school.
Foundation subjects	Weekly (as you would in school)	1. Foundation subjects will be posted with an explanation, presentation/notebook/video to support learning and an activity.

Mindfulness/ Thrive/PHSCE	Daily	1. This should be a short, 10 minute activity and could include:
		   a. mindfulness colouring
		   b. a class Thrive activity
		   c. a relaxation activity
		   d. a mindfulness activity

What areas of the curriculum will be offered and how often for the Resourced Provisions?

Remote learning for children in Resource Provision and The Hub will consist of a paper pack being dropped off weekly. This matches with learning that is taking part in school and instructions can either be emailed to parents or uploaded on to Seesaw, following parent's request.

Zooms will take place for Resource children with the option for parents to email and have individual zooms if children are struggling to understand concepts. Children can then complete paper packs and this work will be collected on drop off of new pack. This will then be marked and feedback given through Seesaw if appropriate to the

needs of the pupil. Children can also opt to upload this onto seesaw if they so wish. Due to the level of need and understanding, pupils in the Hub are not taught remotely through Zoom.

Mainstream Resourced Provision:

Curriculum Area	Frequency	How
Physical Education	Daily	• Link uploaded on to seesaw which displays dance, yoga or fitness video.
Literacy	Daily	• Pre teach video from CN to explain concept • Video from external platform to explain key concepts.
Maths	Daily	• Zoom with class teacher to complete pre teach and understanding check before sign posting to correct work task set.
Phonics	Daily	• Links to RWI sessions posted from Ruth Miskin Portal • 1.1 Zoom with children at home on RWI program
Reading	Daily	• Post a link to weekly story being covered online. • Staff members could record themselves reading a story if they wish. • Teachers to read live with their children
Fine Motor Skills	Daily	• Handwriting and letter formation • Scissor skills • Pencil control • Finger dexterity
Topic	1 x week	• Task linking to story covered for the week, which may incorporate elements of science, DT and/or art.
Life Skills	1 x week	• Focusing on exploring sensory input through, different textures, food and developing independence.
PSHCE	1 x Week	• Focusing on exploring sensory input through, different textures, food and developing independence.
Art	1 x week	Linked to the book that is being covered during this week, creative hands on art project

The Hub Resourced Provision:

Curriculum Area	Frequency	How
Physical Education	Daily	• Link uploaded on to seesaw which displays dance, yoga or fitness video.
Literacy	Daily	• Letter formation • Basic sentence construction • Story sequencing
Maths	Daily	• Number formation • Practical maths lessons linked to number understanding.
Phonics	Daily	• Links to RWI sessions posted from Ruth Miskin Portal and RWI books sent home with words as required.
Fine Motor Skills	Daily	• Handwriting and letter formation • Scissor skills • Pencil control • Finger dexterity
Life Skills	1 x week	• Focusing on exploring sensory input through, different textures, food and developing independence.
PSHCE	1 x Week	• Focusing on exploring sensory input through, different textures, food and developing independence.

Art	1 x week	Linked to the book that is being covered during this week, creative hands on art project

Marking and Feedback of Remote Learning

When children are carrying out remote learning, it is important that children get some form of feedback to know that their work is being acknowledged. Where teachers are still responsible for teaching in class there will be time restraints. Due to this, the marking of online learning will be more limited. However, the following must take place:

- each piece of work will be 'liked'
- where children have not achieved the objective of the learning, a comment or some form of explanation will be given.
- Next steps or challenges may be added
- Where children have struggles with the learning, individual/group teaching to follow from teacher intervention and live Zoom

Welfare Checks

When a child is not in school, it is important that we maintain regular contact with pupils/parents. Where a single child is self-isolating, a class teacher's main method of contact will be through Seesaw. If a child is not engaging on Seesaw, class teachers, SLT or PSA will take steps to keep in contact. For children who are considered vulnerable (children who have an EHCP or where there are safeguarding concerns), class teachers, SLT or PSA will make contact at least once a week.

Support with ICT equipment and ensuring no child at Hoyland Springwood is digitally disadvantaged

School is endeavouring to provide all households with ICT to ensure they receive the exact same offer as those in school. Whilst the ICT equipment is being arranged school will provide the pupils with paper packs based on the learning to ensure they keep up. Phone calls will be made to ensure they can access the work and to offer support where necessary.

Delivering Remote Education Safely:

E-Safety policy and Acceptable Use policy, Zoom and Seesaw policies shared with all pupils, parents and staff, updated to meet the needs and requirements of remote learning.
Updated and highlighted all other policies connected with the safe and meaningful education and care of our children both in school and those accessing home learning.

Roles and Responsibilities

School has allocated a senior leader with the responsibility for the quality and delivery of remote learning. They will have access to all classes' Seesaw and will have time to monitor, support and give guidance wherever necessary. The Headteacher will be continuing to monitor the offer and quality assure.

Lindsey Waugh (SENCO and the Teacher in Charge of Resource) is tasked with ensuring learning for the SEND pupils is meeting the desired purpose and principles.

Teacher Responsibilities:

Teachers must be available for remote learning during their working hours. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent (please refer to managing Sickness COVID addendum), they should report this using the normal absence monitoring procedures at the earliest opportunity to their line manager. If it affects the completion of any work required ensure that arrangements have been made with year group partners or SLT to ensure work is completed.

When providing remote learning, teachers are responsible for:

Setting work:
- Use the activity tool to set work across the curriculum, taking into consideration possible limitations students might experience at home such as access to a device, writing materials, physical resources and adult support
- Work set should reflect the length of a usual lesson but this learning can be chunked in to smaller sections in order to maintain engagement and make learning accessible (as recommended in OFSTED)
- Work will be set to the default of whole class but individual tailored activities can be set for children who may struggle to access the whole class learning
- Provide instructions to explain to the children how to complete each activity this may be written and video explanations
- Set worksheets as pdfs or photos. These are inserted in to Seesaw's drawing tool which allows children to respond by text, drawing, voice or by up-loading photos of their work
- May include further instructions informing children of how they should respond to the work
- Activities can be set in advance and dates/times added for when to post to complete them. Once activities have been submitted, Seesaw will automatically remove the activity from each child's activity stream notifications
- Teachers should register the names of the attendees and record this in the live remote learning registers.
- Staff members will also contribute with short pre-recorded or live videos to maintain sense of community
- Establish a reward system for children working remotely

Providing feedback on work:
- Approve work so the children are alerted that it has been submitted
- Ensure that by the end of the day, all student work has been acknowledged (with either a like of a comment) and any question dealt with in an appropriate manner.
- Frequently mark the submitted work by clicking on the three dots (…) and clicking Edit and using either the pencil/felt tip tool to draw ticks, highlighter to identify gaps or errors, text tool to add a written response or voice response to give a more personal feedback.
- Will respond to work and comments during the school day
- Teachers should note any students who do not complete the work.
- Teachers have a responsibility to delegate adults accordingly' towards online learning

Keeping in touch with pupils who aren't in school and their parents:
- Teachers will host live zooms each day with children who are not in school
- For those who do not attend live zooms, teachers will make contact through seesaw and ensure children still access and complete the work set
- For children not accessing remote learning, the school attendance procedures will be followed
- Parents make contact with teachers through Seesaw or phone calls to the school office and teachers will be available through the school day to respond
- Continual behavioural issues and failure to complete work should be referred to the SLT.

Attending virtual meetings with staff, parents and pupils:
- Staff should follow procedures as identified in the Zoom Acceptable Use Policy and the Staff Code of Conduct

- Professional Development and Workload
- Balancing the demands of teaching pupils in 2 settings (at home and in school) has implications on teachers' workload and school leaders should consider this carefully when determining the nature of the school offer. Leaders should continue to deliver the high quality ongoing professional development that all teaching staff will need to enable them to deliver effective remote provision in this ever-changing world.

Teaching Assistants Responsibilities:
When assisting with remote learning, teaching assistants must be available during their working hours.

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.
When assisting with remote learning, teaching assistants are responsible for

Supporting pupils who aren't in school with learning remotely:
- Responding to work and questions submitted on Seesaw
- Maintaining agreed interventions enabling children to catch up or delivering those as identified on their EHCP

Attending virtual meetings with staff, parents and pupils:
- Staff should follow procedures as identified in the Zoom Acceptable Use Policy and the Staff Code of Conduct

Parents'/Carers' Key Responsibilities:
Staff can expect pupils learning remotely to:
- Be contactable during the school day – although consider they may 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

Staff can expect parents with children learning remotely to:
- 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

Governing Body Responsibilities:
The governing body 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

Special Educational Needs

- The school will use its best endeavours to secure SEND provision
- We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers

- Best endeavours will be made to ensure that all children with an EHCP attend school. Where this does not happen, regular contact (at least weekly) will be made to offer support
- A personalised pack was sent home to meet the essential learning needs of individual pupils.
- Weekly phone calls/contact when collected or delivered, whether in school or learning remotely, to all EHCP parents and those on the list to offer support.
- Issues addressed through the school and home 'open door' policy.
- Personalised learning tasks are provided for through Seesaw.
- Interventions taking place through Zoom calls. Interventions are:
    - pre-planned with external agencies (S&L etc…),
    - based on the children's EHCP or School Focus Plan
    - in the moment intervention based on assessment of learning

Vulnerable Pupils

- Where individuals who are self-isolating are within our definition of vulnerable, we have robust systems in place to keep in contact with them – phone calls, zoom meetings, socially distanced home visits
- When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person
- We will check if a vulnerable child is able to access remote education. Where this is not the case, we will support them to access it (as far as possible) and regularly check if they are doing so. School leaders should contact the child's social worker if internal monitoring suggests that the pupil is not engaging in the remote education offer. A professional discussion to identify and remove the barriers causing this should help to address the situation and prevent the child falling behind their peers.
- We will endeavour to ensure that the teaching and learning offered to all pupils, but especially our most vulnerable pupils, secures their interest, engagement and good progress.
- Regular communication for all who are finding the remote learning challenging and are becoming disengaged.
- Identified ICT equipment needs and data support.
- Weekly phone calls/contact when collected, whether in school or learning remotely, to all EHCP parents and those on the list to offer support.
- Issues addressed through the school and home 'open door' policy.

Data Protection

Accessing personal data
When accessing personal data for remote learning purposes, all staff members will:
- Use laptops or iPads provided by school
- Use the school's shared drives or personal drives to store or access personal data

Processing personal data
- Staff members should not share their personal emails or contacts as part of the remote learning system.

Keeping devices secure
All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:
- 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 (e.g. asterisk or currency symbol)

- 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

Monitoring Arrangements

- Subject leaders and SLT, during their management time, will be able to access Seesaw for their areas of responsibility and monitor the activity.
- CPD will be provided through staff meetings and feedback to ensure consistent high-quality education
- All staff to monitor and evaluate that all tasks are meeting the needs and interests of the pupils to ensure active engagement
- Only essential feedback is given to pupils: marking and feedback should be used to support learning, and challenge the learning. This is to support the work load of all staff who are in school and supporting those at home.
- SLT to monitor the work load and ensure staff are supported in any way during this time. It has been agreed that no comments are expected except in working hours.

Responding to the needs of families engaging with home learning

- Differentiation of timings for live sessions wherever possible to avoid clashes for families with siblings
- Phone calls/Zoom calls to support the use of the platform, teaching new concepts
- Accessible activities throughout the day to support parents working from home with more than one sibling to have flexibility of completing tasks
- Open lines of communication to enable staff to ask for support when needed or for children to ask teachers for further clarification/support
- Learning packs have been sent home with the resources to meet the needs and age of the pupils
- Activity ideas offered to achieve the learning objective using concrete resources which can be found around the house to limit the digital use
- A number of ideas shared to practise the skills being taught and embed into long term memory without the need of ICT equipment
- Zoom calls for 1:1 or small group work for face-to-face teaching, and support using the resource packs to model for parents what can be achieved using these

Links to other policies

This policy is linked to our:
- Behaviour policy
- Attendance policy
- Safeguarding Policy and the coronavirus addendum
- Acceptable use policy
- e-Safety Policy
- Zoom Acceptable Use Policy
- Seesaw Acceptable Use Policy
- ECM Principles of Remote Education

Remote Learning Response Jan 21 Scenario Recommended Actions
ASCERTAIN CAPACITY TO COMPLETE REMOTE LEARNING:

Child is absent due to self-illness (Covid symptoms or otherwise)	DO NOT SET REMOTE LEARNING. The child is not well and needs time to recover. If a parent contacts school requesting learning, point them towards your school's suggested lockdown websites e.g. TTR, Spelling Shed, Bedrock
Child is absent due to Covid illness in the house	At this point establish to what extent there is capacity for an adult to support the child to complete some remote learning (everybody has responded differently to the virus- some are very poorly, others have no symptoms). If parent/carer is too ill to support, point them towards your school's suggested lockdown websites e.g. TTR, Purple Mash, or allow the child to access the remote learning offer if they are able to do so independently. If parent/carer is available to support then continue with remote learning programme.
Child is absent while waiting for testing Child is isolating at home due to 'test and trace' Child is isolating due to holiday quarantine	The teacher will provide the same remote learning as the rest of the class are accessing, as per school's Remote Learning policy.
Bubble is sent home to self-isolate; teacher is well	The teacher will provide remote learning as per school's Remote Learning policy. Paper packs will be set home.
Bubble is sent home; teacher is not well	The school will endeavour to provide learning as per the school's Remote Learning policy, OR if capacity does not allow they will point parents towards the school's suggested lockdown websites e.g. TTR, Spelling Shed etc.
Local/national lockdown	The school will continue to use contact methods as per previous lockdown and as stated in the school's Remote Learning policy. The school will ensure that the curriculum sequence is maintained, using a range of online/offline tools to support new learning, including the use of pre-recorded video clips and feedback tools.

Chair of Governors _____

Headteacher_____

Date Agreed by Governors: January 2021

Date to be Reviewed: January 2022