



Remote Learning

Policy Written By: Sasha Palmer

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Review Date: January 2022 or before if required

Policy to be taken to Governors: No

Policy Category: Curriculum

Intent

- To outline Finlay Community School's access and procedures for setting remote learning in the event of individuals isolating, bubbles closing or in the event of a national lockdown.
- Ensure consistency in the school's approach to remote learning.

Who is the policy applicable to?

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

- A continuous, dry cough, a high temperature or a loss of, or change to, their sense of smell or taste

Absence from school may also occur if:

- There is a national lockdown and a pupil is not eligible for a space
- The individual has had to access a test and is awaiting the result
- The individual or someone within their household or bubble has accessed a test and this has returned a positive result for Covid-19
- The individual or someone within their household has recently visited a country where it is advised a period of 10 days quarantine has to be undertaken on return to this country
- The individual has been directed to isolate through Track and Trace

1. Remote learning at Finlay

- Finlay Community School will provide remote learning primarily via our online platform "Seesaw". Where required, we will also upload work to our school website if our class audit indicates this is a method of accessibility for our families or via email if requested, for pupils that are not able to attend school. In specific cases, we will provide paper copies.
- Finlay Community School will provide access to remote learning within 24 hours of the first day of absence. Wherever possible, learning will be made available immediately to pupils via our online learning platform Seesaw, or via other means mentioned above where requested.
- Remote Learning is a legal requirement with the DfE guidance indicating how much time should be spent on learning per day. Remote Learning should mirror the teaching of the class curriculum and will be in line with the National Curriculum. This is reported on the Online Educational Setting Form.
 - In KS1, children should have access to at least 3 hours of remote learning.
 - In KS2, the children should have access to at least 4 hours of remote learning.
- We appreciate that the pupils may complete tasks quicker than they would at school, and that they have planned breaks/lunchtime at school. Therefore, we predict that by setting the same tasks the pupils would do in school that learning would meet the requirements set out above.
- Class teachers will email out an example time table of how the learning day could run, in the event of a closure. An example of a timetable sent during the National Lockdown can be found in Appendix A.
- We teach the same curriculum remotely as we do in school. Each day, pupils will be set the same work they have access to in school:



- Daily Maths
 - Maths
 - Reading/Phonics
 - Writing
 - Spelling
 - Foundation Subjects: PE/Science/History/Geography/Computing/Spanish/DT/Art/RE/Music
 - Each Friday afternoon, the children will complete an Enrichment Activity, as they would in school.
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- Whilst we strive to teach the same curriculum remotely as we do in school wherever possible and appropriate, we may need to make some adaptations in some subjects. For example: PE. We might therefore ask the pupils to access an activity that is different to their peers at school but still keeps them active.
 - Teachers upload work to Seesaw daily. They also will email out work where needed. Resources need to support work are made available from the school office e.g. craft resources, whiteboard and pens.
 - Teachers will provide pre-recorded tutorial videos to support the children's learning and enable independence.
 - Each day there will be a live Zoom session with the class teacher and teaching assistant. These sessions are staggered throughout the day to allow siblings to attend if they are sharing a device.
 - Due to their age, pupils in Pre-School will also be offered learning opportunities primarily through Tapestry.
 - Each pupil will be given feedback from their teacher regarding the work they have completed each day. This feedback will include next steps and acknowledge things that have gone well.

1.1 Giving Feedback on the work

- Teachers will set tasks through Seesaw, which will then be marked and feedback provided to the pupil.
- Where pupils are asked to upload their writing, teachers may need slightly longer to mark this, provide feedback and return it to the pupil.
- Because work can be uploaded digitally on Seesaw, either through a photograph or completion straight on the programme itself, teachers can provide digital feedback. This will vary depending on the age of the pupils/individual needs:
 - Marking onto the activity
 - A written comment
 - A verbal comment
- Work can also be photographed and sent via email to class teachers who will then offer feedback by reply.
- Work should be uploaded or emailed to teachers by 4.00pm at the latest, in order for them to have time to mark and feedback. Any work uploaded after the school day will be marked the following day.

1.2. Access to Digital Devices and Resources

- The school has surveyed parents to find out about their accessibility to digital devices.
- The school has accessed the government scheme to provide laptops.
- School have ordered 4g 30gb sim cards and BT Wifi Hotspot codes to allow those families with limited internet to access online provision.
- School leaders have identified the families who would benefit most from these devices and these have and will continue to be distributed as quickly as possible.
- For families with multiple pupils, or difficulties due to parents working from home, the school will enter into individual conversations with each family to see what support they can provide.
- Vulnerable families may require additional support for their wellbeing, particularly if they cannot access school online. This would be arranged between the family and the school based on each family's individual circumstances. All concerns and contact will be logged on CPOMS.

1.3. Staff Feedback and Review

Staff will continually feedback on and review our Remote learning provisions:

- Staff complete weekly planning overviews and submit these to SMT
- Staff also complete weekly engagement records to track levels of engagement from their class, for zoom attendance, welfare calls, submitting of work and email contact
- During the event of a national lockdown, teachers will meet weekly online to discuss engagement records and next steps.
- Teaching Assistants will be invited to attend a meeting once a term as they do in school as well as daily catch up with our open door policy with SMT.
- SMT use engagement records to track the engagement and feedback to staff and governors. They will make contact with parents to discuss potential barriers. Letter will be sent home to those not engagement and will be followed up with a phone call from a member of SMT.

Parents will be regularly contacted to reflect on the remote learning being provided, by SMT, Learning Mentors, Class Teachers and Teaching Assistants.

- Parents have been surveyed in September 2020 regarding availability of technology at home, and how the school could support more.
- The school will continue to survey parents in this way as it is a quick and effective way to measure the success of their learning offer.
- The school has an open door policy which extends online where parents are able to message class teacher and class teacher via email or the school office.



Regular updates and messages are provided via social media, through Teachers2Parents and via the school website.

1.4. 'Zoom Live' expectations

Our expectation is that pupils will participate in daily zoom sessions wherever possible. A timetable will be provided and meeting requests set up to enable this to happen. Teachers will email daily to remind parents.

See Remote Learning Risk Assessment for safety control measures and behaviour expectations.

1.5. Provision for Pupils with SEND

Some pupils may not be able to access remote education without support from adults at home. Our school acknowledges the difficulties this may place on families, and will endeavour to work with parents and carers to support these pupils including:

- For pupils with SEND, teachers/SENDCo will liaise with parents to find the best means of supporting their pupil. This may involve participation in some zoom lessons, some 1:1 support online or on the telephone, paper packs of learning. The SENDCo is available to support. All concerns and contact will be logged on CPOMS.
- SENDCO will continue to ensure completion of necessary SEND paper work and/or applications
- Children who attend our Nest provision will be provided with access to a Nest Seesaw account, where they will receive a differentiated curriculum in line with their EHCP or My Plan+ targets.

1.6. Provision for pupils self-isolating where the rest of their bubble are not

- Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education is likely to differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.
- Pupils self-isolating at home will be directed to Seesaw where their learning is posted, including links to videos to support the learning.
- Teachers will be expected to check in weekly with pupils who are self-isolating, but their bubble remains open.
- Paper packs can also be provided to support these pupils if helpful. The expectation is for these to be completed and returned to school regularly, before the next pack is given.

2. Family (pupil/parent/guardian) role

It is beneficial for pupils to maintain a regular and familiar routine. Finlay Community School would recommend that each 'school day' maintains structure and will provide suggested timetables (Appendix A) to support this.

- Parents/carers should support pupils as much as possible when learning remotely. The teacher will provide the tasks for the school day, and any additional resources required to support with this. If parent/carers have any questions about how best to help with an activity, they can email their pupil's class teacher directly or ask as a comment on the activity on Seesaw. The teacher or Teaching Assistant will be more than willing to support with this.
- Teachers/SMT will schedule lessons with a wellbeing slant such as PSHE / assembly / story time or catch up sessions to ensure that pupils feel part of the school community.
- Families who are vulnerable for any reason, will have regular support and contact with a nominated member of the school team. This may be the class teacher, SENDCo, Learning Mentors or a member of SMT.

3. Staff expectations

3.1. Teachers in school should:

- Use their weekly PPA time to plan lessons for the following week. This will be every Friday afternoon due to Teaching Assistants covering Enrichment Time. Staff at home will also use this afternoon as PPA.
- Teachers will deliver the National Curriculum through remote learning as mirrored in school:
 - Maths will be taught daily following our unit progression and coverage from Target Tracker – it will be differentiated and include modelled activities. TT Rockstars is used to support rapid recall of multiplication facts. Staff will signpost pupils where appropriate to online resources to support.
 - Writing will be taught daily and will include opportunities for extended writing. There will be a Sentence Level objective focus in the writing, and staff will include a WAGOLL and a modelled write through their pre-recorded video. Where appropriate, writing genres will be cross curricular and link to history/geography e.g. a Chronological Report on the Roman Invasion of Britain.
 - Spelling is taught through Spelling Shed from Year 2.
 - In EYFS/KS1 phonics is taught via a differentiated pre-recorded video daily and includes opportunities to follow a Read Write Inc structure: modelling sound buttons, flash cards of learnt sounds, application and writing. Children may also access Phonics Play as an additional resource to scaffold learning.
 - Reading will be taught daily, using VIPERS. Reading texts are linked to the writing focus and driven by the class theme where possible. Children are encouraged to record themselves using the microphone feature reading the text aloud. This gives staff the opportunity to still hear children read whilst they are at home. In EYFS, the focus is on phonics. Children at home access Oxford Owl and EPIC Reading to support reading for pleasure.
 - Teachers will plan learning in the wider curriculum using their existing medium term plans. They will provide links for parents to online resources, or provide recorded lessons themselves so that pupils



have an explanation of tasks before setting out to complete them. This includes recording audio clips over PowerPoints, pre-recorded videos, or signposting children to Oak Academy.

- During a national lockdown, Teachers and Teaching Assistants are expected to make contact with every pupil in their class across a two week period. This may be supported by SMT and the Family action team. This will be recorded on CPOMS and any safeguarding concerns will be logged and flagged to the DSLs immediately.

3.2. Other staff in school:

Senior leaders (SMT) are responsible for:

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – for example, through contact with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Identifying which families may have no access to the internet and ensuring that hard copies of learning activities, planned by teachers, are made available to the parent for collection or delivery
- Designated Safeguarding Leads (DSL) are responsible for managing and dealing with all safeguarding concerns. For further information, see Pupil Protection/Safeguarding Policies.
- SMT and Admin staff will be working as usual, providing they are well, and are contactable via their work email addresses or the school office or admin@finlay.gloucs.sch.uk to support with any parent queries. All concerns and contact will be logged on CPOMS.
- Teaching Assistants will be working as usual and will continue to be directed by the class teacher. This may be to prepare lessons and resources, work with individuals or small groups online or in school, give feedback to pupils on our online learning platform or conduct welfare calls with pupils and their families.
- Our SENDCo will be working as normal, as long as they are well, and will be able to participate in meetings and discussion on the telephone or by video conferencing.

3.3. Staff Meetings and CPD

Attendance at Meetings and CPD

- Weekly staff meetings will continue during any period of lockdown / bubble closure and staff will be provided with invitations to join online. Expectations of attendance will be set before each meeting (e.g. through the staff dates list, or emails explaining the meeting's purpose).
- CPD will be provided online where possible. All staff members will be told if they need to complete CPD and given a timescale to do so. Staff are asked to obtain certificates as proof of completion wherever po

3.4. The Governing body is responsible for:

- Monitoring the federation/schools' 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

4. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating, and if able to do so, staff will be directed to complete appropriate work by a member of the SMT or their class teacher. This may include being given an individual project or training to work on which is line with whole school improvement priorities, if the staff member does not have dedicated time to spend with a class. This would be communicated by a member of SMT and be allocated on a case-by-case basis. Staff may also be asked to support with the online learning provision for their year group e.g. teaching individuals or small groups, providing feedback, or keeping in touch with families etc

This policy is supported by the following policies and guidance documents:

- Remote learning Risk Assessment
- Remote Learning Guide for Parents
- Remote Learning Action Plan
- Safeguarding Policy (including updates)
- Safeguarding update
- Teaching and learning Policy
- Whole School COVID Risk Assessment
- Acceptable Use Policy
- ESafety Policy
- Staff Code of Conduct
- Lone working policy

Appendix A – Suggested Timetable

9:00-9:30

Daily Maths/Arithmetic/Fluency

9:30-10:15

Maths

10:15-10:45

Break Time

10:45-11:00

Snack Chat – SPaG Activity

11:00-11:30

Reading/Phonics

11:30-12:15

Literacy/Writing

12:15-1:15:

Lunchtime

1:15-1:45

Spelling (Spelling Shed Activities)

1:45-2:45

Foundation Subjects