St Herbert's CE Primary and Nursery School

Remote Learning policy 2020-21

Rationale

Most pupils returned to school full time at the start of the autumn term 2020. Despite this, there is still a risk of localised outbreaks of coronavirus (COVID-19) or of some pupils being unable to attend school.

Remote education can make a significant contribution towards enabling students to continue to learn and progress, and to mitigating any widening of the attainment gap for the disadvantaged. Where a class, group or small number of pupils need to self-isolate due to Coronavirus restrictions, St Herbert's CE Primary and Nursery School will have the capacity to offer immediate remote education.

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. Therefore, at St Herbert's we will ensure that at the heart of our remote learning procedures:

Pupils will receive clear guidance supporting growth in confidence with new material through scaffolded practice of new knowledge or skills. They will also receive feedback on their progress.

In the case of a pupil being absent from school due to a Covid related situation, St Herbert's School will ensure that, following notification from the parents, **remote learning will be available to any affected children by the following working day at the latest. If a whole class or bubble is closed, learning will be available from the first day that the class is not in school.**

Expectations

Expectations for the school:

If a bubble is closed, or individual pupils or groups are absent due to Covid related issues, the school is expected to:

- Provide remote learning according to this policy for those pupils within 24 hours of the start of the absence
- Ensure that pupils can contact a teacher if they have any difficulties
- Inform families if the children's usual class teacher is not available to support learning (if they are the one who is ill, for instance) and let the family know which teachers will be supporting learning remotely.
- Provide additional support for individuals if required through contact with families

Expectations for pupils:

Staff expect pupils learning remotely to:

- Be prepared to access learning during the school day – 9am-3pm although they may not always be in front of a device the entire time
- Try their best to complete the learning set by their teachers
- Behave online in accordance with our school expectations and Online Safety Policy (on the school website)
- Seek help if they need it, from teachers or teaching assistants through the learning platform or via the contact methods detailed at the end of this policy.
- Alert teachers if they're not able to complete work

Expectations for parents:

The school expects parents to:

- Support their children to access and complete the work set remotely to the best of their ability
- Follow the guidance given by school staff with regard to the absence and the learning during that period
- Ensure to the best of their ability, that their internet connection is safe for children to access
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it

Safeguarding and Data Protection

When accessing personal data for remote learning purposes, all staff members will ensure they are following our Data Protection policy and procedures and the regulations under GDPR. Pupil personal details will not be shared and children will all have their own personal login to all remote learning.

Any concerns regarding Safeguarding, will be dealt with under our normal Safeguarding policy and procedures in same manner as they would be in school. (on the school website)

Characteristics of remote teaching

The characteristics of good teaching are more important than the medium of delivery and we will use a range of delivery methods to ensure a quality programme is offered to our pupils.

The format of learning when a bubble is closed is detailed below, while the format for an individual pupil who is absent may vary from this and fit more in line with the learning taking place in school with the other pupils in the class. This will be determined by the individual teachers at the time.

Approaches we will use in remote learning

1. **Access to online resources and materials**

We will ensure that pupils can access resources, such as pictures, videos, worksheets, quizzes and teacher directed activities through our online learning platform. This way, children will be able to learn remotely using strategies, activities and resources which they will be familiar with on a normal school day.

2. **Live classrooms/teaching**

We will endeavour to incorporate elements of live classrooms in our remote learning. Live teaching enables important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teacher skills in the live classroom are not always easy to recreate in a remote environment, but where we can recreate at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective and pupil motivation is better supported so leading to better progress.

3. **Books and paper packs**

On occasions it will be more appropriate to provide paper packs of learning materials for some pupils, for instance, if technology and devices are a limiting factor, or a particular disability applies. Teachers will determine when this is the best approach to be used for individuals or groups.

4. **Feedback and contact with the staff**

Our learning platforms allow for communication between teachers and pupils and also between pupils using a "chat" function. This will be used for feedback regarding learning and as a method of maintaining dialogue between pupils.

Remote Learning Framework at St Herbert's School

Our learning framework, across the school is detailed below. In any cases of absence related to Covid-19, we will be using **Tapestry** in Early Years and **SeeSaw** in Years 1 to 6 to deliver our remote learning. These platforms are already very familiar to all staff, parents and pupils as they are used for Home Learning and Learning Journeys and are well established. These tools were developed as remote learning platforms during the lockdown in March 2020 and we have been able to improve the quality of learning we can offer based on feedback from pupils, parents and staff during this time.

In addition to the basic platforms, we will provide appropriate learning programmes for absent pupils and keep in contact with families using **Zoom, telephone calls**, emails via **ParentMail** and parents' evenings via **SchoolCloud**. Other resources, which include good-quality free and subscription-based online resources, will be linked or embedded, such as Spelling Shed, Tines Tables Rock Stars, Oak National Academy etc.

Structure of learning across the school

Evidence shows that lengthy or open-ended projects or research during absence from school are less likely to lead to strong progress or outcomes. At St Herbert's we will favour the more interactive, teacher-led approaches to delivering the school's planned curriculum described below. The outline structure of learning for each year group if a bubble is closed is detailed in the table, although this may vary depending on the circumstances and opportunities at the time. *If a single child is absent from school due to Covid-19 issues, the learning structure will relate more closely to what is happening in the rest of the class at the time and will not necessarily reflect the information in the table.*

	Nursery	Mrs Renton and Mrs Danby	Key Stage 1	Years 3 and 4	Years 5 and 6
Platform	Tapestry	Tapestry	Seesaw	Seesaw	Seesaw
English content	MONDAY – Dough Gym TUESDAY – Phonics Phase 1 (from Early Years Staffroom and Letters and Sounds) WEDNESDAY – Maths based on White Rose Hub and/or teacher-made THURSDAY – Physical activity FRIDAY – Story and Art activity	• Daily Phonics • Daily Teacher-made video following Read, Write Inc. MONDAY – Funky Fingers WEDNESDAY – Speaking and Listening activities from Talk Boost and Time to Talk	• Teacher-made video related to current text • BBC Bitesize for punctuation and grammar • Phonics/Spelling activity differentiated for groups from Espresso, Mr Thorne, Geraldine • Weekly Spelling Shed Assignment	• Daily activity related to text or SPAG activity • Spelling Shed	• Grammar content: Classroom Secrets • Medium term planning from Espresso and Oak National Academy • Spelling Shed weekly spellings (tailored for individual pupils as required) • Text based teacher led learning introduced if lockdown becomes longer than 2 weeks
Maths content		• Daily White Rose Hub content • Daily Teacher-made videos	• Daily White Rose Hub video link and activity • Game related to current learning with teacher led instructions via video	• Daily White Rose Hub videos and learning • Times Tables Rock Stars • Link in description section on Seesaw	• Daily White Rose Hub videos and related activities • Times Tables Rock Stars
Story read by Teacher		FRIDAY – Story led by staff on rota	Weekly teacher read story with follow up activity	Weekly short story, class novel or poem on Zoom or recorded on Seesaw	Daily Zoom story with class teacher from 8.45 am along with explanations of daily tasks (to be recorded for anyone who can't join at the

					time) Links to be placed on Seesaw.
Other curriculum areas	See above daily schedule	TUESDAY – Creative Activity THURSDAY – Physical Activity	• Weekly PE activity • Weekly Foundation subjects from Oak National Academy/ BBC Bitesize/ Espresso	• Weekly PE activity • Weekly Foundation subjects from Oak National Academy/ BBC Bitesize/ Espresso	• Weekly PE activity • Weekly Foundation subjects from Oak National Academy/ BBC Bitesize/ Espresso
Feedback	Weekly phonecall to families	Written feedback via Tapestry comments	Written daily feedback via Seesaw	Written daily feedback via Seesaw	• Written daily feedback on Seesaw • Verbal comments voice recorded • Class misconceptions addressed in daily Zoom session
Whole class opportunities	Zoom call at the start of lockdown and then as appropriate	Zoom call at the start of a lockdown and then as appropriate	Zoom call at the start of lockdown and then as appropriate	• Zoom call at the start of lockdown and then daily each morning • Last day of remote learning "Welcome back/looking forward" Zoom call	• Zoom call at the start of lockdown • 8.45 am daily Zoom session • Details to go on Seesaw the previous day before 3.20pm
Any particular needs (SEN/vulnerable pupils/additional support)	Teaching Assistants will contact any pupils with SEN for support as determined between teacher and SENDCo	Teaching Assistants will contact any pupils with SEN for support as determined between teacher and SENDCo	Teaching Assistants will contact any pupils with SEN for support as determined between teacher and SENDCo	Teaching Assistants will contact any pupils with SEN for support as determined between teacher and SENDCo	Teaching Assistants will contact any pupils with SEN for support as determined between teacher and SENDCo
Support with technology requirements	• Pupil packs will be collated for those without internet access • Devices possibly loaned from school or funding	• Pupil packs will be collated for those without internet access • Devices possibly loaned from school or funding	• Pupil packs will be collated for those without internet access • Devices possibly loaned from school or funding	• Pupil packs will be collated for those without internet access • Devices possibly loaned from school or funding	• Pupil packs will be collated for those without internet access • Devices possibly loaned from school or funding

	sourced for parents	sourced for parents	sourced for parents	sourced for parents	sourced for parents
Any further information	• Phonecalls immediately to children who do not engage with the system to ensure they can access etc Ensure the pupils understand this structure now, before it may be required	• Phonecalls immediately to children who do not engage with the system to ensure they can access etc Ensure the pupils understand this structure now, before it may be required	• Phonecalls immediately to children who do not engage with the system to ensure they can access etc Ensure the pupils understand this structure now, before it may be required	• Phonecalls immediately to children who do not engage with the system to ensure they can access etc Ensure the pupils understand this structure now, before it may be required	• Phonecalls immediately to children who do not engage with the system to ensure they can access etc Ensure the pupils understand this structure now, before it may be required

Very Young Pupils

Pupils in Early Years and Key Stage 1 are likely to have particular needs which cannot easily be addressed in the same way as those of other pupils. Learning for these pupils will be tailored by staff and communication with parents may be more frequent than in other areas of the school where pupils can learn more independently. Our priority will be progress in early reading. Ensuring continued access to appropriate reading books and resources for early readers will be considered as part of contingency planning. Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is another important part of contingency planning for children at this stage.

Vulnerable pupils and pupils with Special Educational Needs or Disabilities

Likewise, some pupils recognised as vulnerable and pupils with SEND will require specific approaches tailored to their circumstances. Staff will contact families, depending on individual needs to ensure that learning for these pupils can continue successfully. Teachers will know the needs of these pupils well, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school. It is likely that more individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible. A teaching assistant will be assigned to the family and will make regular contact to support if this is considered to be of positive benefit to the family and child.

Access to devices and technology

Access to appropriate devices and connectivity is essential for technology-led approaches to remote education. However, securing access for all pupils is a significant challenge in many contexts. We will maintain an up-to-date record of which pupils and families do not have device or internet access and consider how school technology resources could be used in future to support pupils without sufficient remote facilities. This may occasionally include preparing to provide laptops/iPads and chargers to identified families. A loan agreement will be set up in these circumstances as this is necessary to help safeguard school property and ensure that any equipment obtained under the government's Get Help with Technology Programme (https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19) is clearly identified and ready to be re-distributed for a similar purpose. Information regarding any opportunities for parents to access funding locally will be distributed to all parents (eg Battersby Trust, which has already enabled several families to afford devices for the children's remote learning)

Maintaining aspects of school life online

Our Remote Learning platforms will also be used beyond the individual lesson context for other events such as whole staff briefings and professional development sessions, and for teachers to lead events such as year or whole school assemblies. It is important that these aspects of school life are maintained during any period of disruption. In some cases it is possible for a normal school day to be worked remotely by both pupils and teachers. However, often, it is

necessary to operate more flexibly, for example to accommodate contexts where pupils are having to share a single device within the home, meaning that access to other forms of learning is also needed. However, frequent contact between pupils and teachers is crucial. This contact may, for example, be through presence in a remotely delivered lesson, questioning, feedback, or offline exchange about schoolwork via the learning platform.

Continuing the planned curriculum

Continuing to teach a broad curriculum in the remote environment is important. Subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom, for example sciences, music or technology. However, in these and other cases, video demonstrations such as YouTube may substitute well for practical work and may be accompanied by teacher explanation or commentary.

Physical education is a difficult subject to teach remotely. Some aspects may be delivered using video demonstrations. At the same time, taking account of any restrictions in force and pupils' age and living circumstances, pupils are encouraged to take regular physical exercise to maintain fitness and health.

Training and practical aspects of remote learning

It is important to ensure that teachers are familiar with the practical aspects of the technology used, and know how to use the essential functionality of the programmes and systems in place. This training is regularly refreshed with teachers, and appropriate trouble-shooting support is available where needed, through our IT leader in school (Miss Mann) and our It Support Company (Westcom). We have prioritised this aspect of professional development, since march 2020 and we will continue to explore newly developed systems which can improve the quality of our provision and will be funding some of these developments through our government funded "catch-up premium".

Keeping children engaged with learning

School will monitor pupil engagement and motivation levels with remote education provision and feed this back to parents as appropriate. We will also contact pupils or parents by telephone to explore ways to secure re-engagement if children are finding the remote learning process difficult.

Contacting us in case of issues and difficulties

Our teaching staff and support team will be available by email and telephone during periods of remote learning, as will the Head Teacher. Parents can contact the school via telephone (017687 73017) or the school office email office@stherberts.cumbria.sch.uk during the hours of 8.30 am and 4pm and staff there will direct the contact to the appropriate member of our team.

S Hughes

November 2020