

Remote Learning Policy

Value Statement (who we are):

Coombe Hill Infants' School is an inclusive, community school with a strong tradition of mutual respect and tolerance within a nurturing family environment.
We provide an outstanding education for all children.

Vision Statement (what we strive for):

Our vision is to develop strong minds, bodies and spirit in preparation for life. We sow the seeds of curiosity, enthusiasm and resilience to ensure all children continue to delight in their lifelong love of learning.

Responsibility: Headteacher

Reviewed on: October 2020

Reviewed by: Curriculum and Standards

Next review Date: October 2021

Governor Committee: C & S

"Safeguarding is everyone's responsibility"

Coombe Hill Infants' School complies with the relevant legal duties as set out in the Equality Act 2010 and the Human Rights Act 1998; we promote equality of opportunity and take positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of our work.

1. Statement of School Philosophy

Coombe Hill Infants' School has always strived to be creative, innovative and supportive of our parents and children in the best way possible to make learning purposeful and holistic. These are unprecedented times and in the event of COVID related absences, or a whole school closure, this policy is about ensuring a shared understanding and agreement of what remote learning will look like for children at Coombe Hill Infants.

2. Aims

This Remote Learning Policy aims to:

- Ensure continued high quality delivery of the school curriculum, as well as support of motivation, health and well-being and family engagement
- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and where appropriate, teaching videos (whole-school/year group/class bubble closure only)
- Provide clear expectations of members of the school community with regards to delivery of high quality remote learning which reflects the carefully planned curriculum delivered in school in a simplified form
- Support effective and regular communication between the school and families

This policy operates in conjunction with the following school policies:

- Behaviour policy
- Data protection policy
- Online safety policy

Guidance has been taken from the following documents:

[EEF Covid 19 Support Guide for Schools](#)

[DfE Remote Education Good Practice Guidance](#)

[DfE Guidance for Full Opening: Schools \(Remote Education Expectations\)](#)

3. Who is this policy applicable to?

This document outlines our contingency plans for remote learning. It distinguishes between:

- **Circumstance 1**- the default plan to be implemented for individuals who are absent due to awaiting test results/ household is required to self isolate. The rest of the school bubble are attending school and being taught as normal.
- **Circumstance 2**- Whole class or year group bubbles who are not permitted to attend school because they, or another member of their bubble, have

tested positive for Covid-19. Children at home due to prolonged whole school closure.

Remote learning tasks will be shared with families when they are absent due to Covid related reasons. If a child is absent due to general illness, quarantining after a trip overseas or a holiday, remote learning will **not** be provided.

4. DfE Guidance on Remote Education: Summary of Key Points:

Remote education, where needed, is high quality and aligns as closely as possible with in - school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

- *Develop remote education so that it is integrated into school curriculum planning: remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.*
- *Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. In developing these contingency plans, we expect schools to:*
 - *Use 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.*
 - *Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback.*
 - *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, and so schools should work with families to deliver a broad and ambitious curriculum.*
 - *Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. 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.*
 - *Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.*

We expect schools to avoid an over-reliance on long-term projects or internet research.

5. Content and Tools to Deliver Remote Learning

In the event of pupils absences, the following will be offered:

Circumstance 1 (Small number of pupils self-isolating)	Circumstance 2 (Whole class/year group/ school bubble closures)
<p><i>Weekly</i> contact which may be in the form of:</p> <ul style="list-style-type: none"> ● Tapestry (EYFS and Year 1) ● Google Classroom (Year 2) ● Phone calls home <p>- Printed learning packs where appropriate</p> <p>- Physical materials such as story books and writing tools where appropriate</p> <p>- Access to simplified Medium Term Planning with some linked resources</p> <p>- Devices to support home learning offered where appropriate</p> <p>- Continued use of school subscriptions and educational websites to support learning:</p> <ul style="list-style-type: none"> ● Mathletics and Mathseeds (homework set weekly) ● Reading Eggs, Fast Phonics, Reading Eggspress, Oxford Owl ● White Rose Premium maths resources and daily home learning videos ● Directed videos on BBC Bitesize 	<p><i>Daily</i> contact which may be in the form of:</p> <ul style="list-style-type: none"> ● Tapestry (EYFS and Year 1) ● Google Classroom (Year 2) ● Phone calls home <p>- Printed learning packs where appropriate</p> <p>- Physical materials such as story books and writing tools where appropriate</p> <p>- Access to simplified Medium Term Planning with some linked resources</p> <p>- Devices to support home learning offered where appropriate</p> <p>- Use of school subscriptions and educational websites to support learning:</p> <ul style="list-style-type: none"> ● Mathletics and Mathseeds (homework set weekly) ● Reading Eggs, Fast Phonics, Reading Eggspress, Oxford Owl ● White Rose Premium maths resources and daily home learning videos ● Directed videos on BBC Bitesize <p>Use of recorded video where appropriate for instructional teaching inputs and assemblies</p>

Please be aware that in Circumstance 1, the class teacher is also responsible for face-to-face learning for the rest of the class who are still in school.

6. Home and School Partnership

Coombe Hill Infants' is committed to working in close partnership with families and recognises that each family is unique. Because of this, remote learning will look different for different families in order to suit their individual needs.

Where possible, it is beneficial for children to maintain a regular and familiar routine. In the event of a school closure, or when isolating families are waiting for test results rather than absent due to illness, we would recommend that each 'school day' maintains some structure.

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 maintain good levels of concentration.

In line with the school's e-safety guidelines, it is essential that parents monitor their child's use of the internet and support them with access to school directed resources.

Should accessing work be an issue, parents should contact school as soon as possible and alternative solutions may be available. These will be discussed on a case-to-case basis..

Parents/Carers are issued with 'Guidelines for Pupils for Live Sessions & Remote Learning'.

7. Roles and responsibilities

Teachers

When providing remote learning, teachers are responsible for:

- Setting and monitoring completion of work for the pupils in their classes or year groups
- Setting work that is a simplified version of the timetable for the class had they been in school, with learning tasks that are achievable by all in a home setting with limited teacher input
- Providing quality first teaching and resources suitable for all ability levels- taking into account children who require personalised support
- Providing work packs for pupils who do not have access to a printer – these packs can be collected from school
- Providing feedback on pupil's work

Teachers in EYFS and Year 1 will set work/activities on Tapestry, in addition to directing families to the resources on the school website

Teachers in Year 2 will set work on Google Classroom in addition to directing families to the resources on the school website

All teachers will encourage the regular use of the Athletics/Mathseeds (completion of weekly homework tasks) and Reading Eggs apps.

In the event of **Circumstance 2** (whole bubble lockdown of class, year group or school), teachers are additionally responsible for providing *daily* contact with pupils, and using recorded video where appropriate for instructional teaching inputs and assemblies.

Teachers may use live sessions to motivate and engage pupils with their learning. If (in Circumstance 2) teachers use live sessions or upload a video to support home learning, they will undertake these videos/live sessions take place in an appropriate room having considered their surroundings.

In both circumstances, teachers will continue to provide quality first teaching, in line with typical non-Covid provision.

Keeping in touch with pupils who aren't in school and their parents:

- Parents of absent children should be contacted via phone, and where possible, teachers should speak directly with the children. This should be to check wellbeing, and offer support and guidance on how to access online learning resources. In the event of prolonged absence or whole bubble closures, notes should be taken of each phone call. If calling from a personal mobile, teachers should withhold their telephone number.
- Complaints or concerns shared by parents or pupils should be reported to a member of SLT and dealt with as soon as possible
- Any safeguarding concerns should be recorded and reported immediately to Designated Safeguarding Leads

Any staff using online communication should refer to 'Guidelines for staff communicating directly with parents online'.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc. monitoring of engagement.
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and year group 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
- Managing the workload and wellbeing of staff

Designated Safeguarding Lead

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

The SENCO

The SENCO is responsible for liaising with class teachers and senior leaders 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 personalised learning plans continue to have their needs met while learning remotely
- Identifying the level of support

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work set by teachers to the best of their ability
- Seek help if they need it, from parents and teachers

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
- Alert teachers if their child is not able to access remote learning
- Communicate respectfully with teachers regarding any issues

Governors

The school governing body is responsible for:

- Monitoring the implementation of this policy and ensuring a frequent cycle of review
- Ensure that there is equal access to resources by all pupils
- ensure that provision is secure with regards to data protection and a risk assessment for remote learning has been completed for each age group

The school will endeavour to deliver this policy, however in some circumstances it may be subject to change at short notice.

8. Monitoring and Review

This policy will be reviewed on an annual basis by the headteacher.

Any changes to this policy will be communicated to all members of staff and other stakeholders.

The next scheduled review date for this policy is October 2021.