

## REMOTE LEARNING POLICY AND PLAN

September 2021

**Responsibility:** Nicki Starling  
**Approved by Governors:** 22.9.2021  
**Review Date:** September 2022



### **Our Vision**

At Dovers Green we believe that children should learn in a safe, caring, inclusive and stimulating environment. We are aware that our children bring different experiences, interests and strengths, which will influence the way they learn and develop their independence.

All children will be nurtured to reach their full and unique potential both academically and in becoming responsible and caring citizens. All members of the school community have an equal opportunity to develop in confidence and strive to continually improve within a setting in which they feel valued. Our approach to Remote Education continues this.

### **Aims**

This contingency plan sets out our plan for providing high quality remote learning for children who are absent from school due to self-isolation; a 'Bubble' has to be at home due to advice from Public Health England or in the event of a local or national lockdown. Guidance has been taken from The D f E guidance

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

- We aim to provide children with a planned programme that is of equivalent length to the core teaching the children would receive in school with an emphasis on learning of basic skills in phonics, reading, writing and maths which will be taught in a planned and sequenced way so that knowledge and skills are built incrementally.
- We are mindful of the pressures of family life and working parents and therefore we have carefully considered a minimum expectation of daily activities to be completed for each year group. Within each year group sequenced learning activities across the curriculum will be included in 'learning packs' for those families who have the capacity to complete them. We will aim to provide some learning that the children can access independently, but we recognise that for our young, Early Years and infant aged children and those with SEND will need adult support and we will work with parents and carers to deliver the curriculum in a manageable and realistic way.
- We aim to prioritise the well-being of our children and to ensure that they remain connected with the school community.
- All learning packs will include links to direct online teaching, for example Oak Academy, CBBC and White Rose so that new content is clearly explained.

### **Who is this policy applicable to?**

- A child (and their siblings if they are also attending Dovers Green School) is absent because they are awaiting test results and they are required to self-isolate. The rest of their school bubble is attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school due to advice from Public Health England.
- The whole school is closed because of Covid-19, except for vulnerable and keyworker children (as defined by government guidance)

## **Content and Tools to Deliver This Remote Education Plan**

Resources to deliver this Remote Education Plan include:

- Seesaw- our chosen remote learning platform
- Online tools for EYFS and KS1 - *Email, Zoom and YouTube*
- Use of recorded and live video for start of day greeting, instructional videos and assemblies
- Phone calls home
- Email messages
- Printed learning packs - these will be provided for children who are off awaiting test results and parents who are unable to access online learning despite school support
- Use of BBC Bitesize, Oak Academy, Oxford Owl, Read Write Inc, White Rose

## **Home and School Partnership**

Dovers Green School is committed to working in close partnership with families. We recognise each family is unique and because of this remote learning will look different for each family in order to meet individual needs.

Where possible, it is beneficial for children to maintain a regular and familiar routine. The School will set learning and contact in a way that encourages a daily structure.

We would encourage parents to support their children's learning by:

- Providing a quiet space
- Supporting with accessing online resources
- Encouraging children to do their best
- Ensuring that children stay safe online

Every effort will be made by staff to ensure that learning is set promptly. If parents have any problems accessing the learning, they should contact the school.

## **Roles and responsibilities**

### **Teachers**

With the exception of a year group being closed or lockdown, teachers will be in school according to their usual 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. If a teacher is isolating or caring for a dependent who is isolating, they will be expected to work from home.

### **Teaching Assistants**

Teaching assistants must be available for their normal 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. If a teaching assistant is isolating or caring for a dependent who is isolating, they will be expected to work from home. During the school day, the teaching assistant must complete tasks as directed by a member of the Senior Leadership team.

### **The Senior Leadership Team (SLT)**

SLT are responsible for:

- Co-ordinating the remote learning approach across their year group including monitoring of engagement.
- Monitoring the effectiveness of remote learning - through regular meetings with teachers, reviewing work set and addressing feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Managing and dealing with all safeguarding concerns, including DSLs monitoring CPOMS. For further information, please see the Safeguarding and Child Protection Policy.
- Liaising with and supporting all staff.
- Monitoring and evaluating the effectiveness of the remote learning, including monitoring the levels of engagement and provision for vulnerable groups.

- Liaising with parents regarding individual needs.

### **The SENCO**

Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the SLT and other organisations to make any alternate arrangements for pupils with EHC plans and ISPs.

Liaising with parents of children with SEND and ensuring home learning is accessible to all children.

### **The ELSAs / Home School Link Worker (HSLW)**

Ensuring that parents of children with emotional needs are supported through regular phone calls.

Supporting children in school who have emotional needs.

Provision of wellbeing/mental health resources for the individuals and for the school website.

### **Children and parents**

Children are expected to:

Complete and submit the minimum amount of work set by their teacher.

Ask for help if they need it from their teacher.

Parents are expected to:

- Make the school aware if their child is sick or otherwise can't complete work. Parents will need to give details about the child's symptoms.
- Seek help from the school if they need it via the class email.
- Be respectful when making any complaints or raising concerns.

Respect teacher's working hours and use appropriate language in all discussions (Staff have the right to terminate any conversation and seek support from the SLT).

### **Governing Body**

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.

### **Links with other policies and development plans**

This policy is linked to our:

Safeguarding

Behaviour policy

Child protection policy

Data protection policy and privacy notices

Online safety acceptable use policy

Scenario	Purpose	Action											
<p>1. Child is ill with COVID symptoms and awaiting test results.</p> <p>If positive result, go on to step 2. If negative result the child can return to school.</p>	<ul style="list-style-type: none"> <li>To support the parent and child by providing routine</li> <li>To revise key skills eg, phonics, reading practice and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>A member of the office team will phone the family to discuss whether the child is well enough to complete home learning. If yes, learning pack will be sent home in-line with the content being taught in school on day two of the child's absence. This will either be sent via Seesaw or a paper copy delivered depending on IT access.</li> </ul> <p>Parents have been advised that we have a minimum expectation of work to be completed for each year group focusing on basic skills as follows:</p> <p><u>Year R</u></p> <table border="1" data-bbox="1086 536 2128 691"> <tr> <td>10 minutes of phonics</td> </tr> <tr> <td>10 minutes of reading</td> </tr> <tr> <td>10 minutes of maths (including counting forwards and backwards to 10, recognising numbers, matching numbers)</td> </tr> </table> <p><u>Year 1</u></p> <table border="1" data-bbox="1086 799 2128 991"> <tr> <td>10 minutes of phonics</td> </tr> <tr> <td>10-15 minutes of reading</td> </tr> <tr> <td>20 minutes for an English task which will involve some writing</td> </tr> <tr> <td>20 minutes for a maths task (including 5 minutes at the beginning for quick counting 1s, 2s, 5s, 10s, number bonds to 10, one more or less than)</td> </tr> </table> <p><u>Year 2</u></p> <table border="1" data-bbox="1086 1099 2128 1291"> <tr> <td>10 minutes of phonics or spelling or grammar</td> </tr> <tr> <td>At least 15 minutes of reading</td> </tr> <tr> <td>20 minutes for an English task which will involve some writing</td> </tr> <tr> <td>20 minutes for a maths task (including 5 minutes at the beginning for quick counting 1s, 2s, 3s, 5s, 10s, number bonds to 20, 1 and 10 more and less than)</td> </tr> </table> <p>Additional cross-curricular work linked to current learning will also be included in the learning packs for those who are able to complete it.</p>	10 minutes of phonics	10 minutes of reading	10 minutes of maths (including counting forwards and backwards to 10, recognising numbers, matching numbers)	10 minutes of phonics	10-15 minutes of reading	20 minutes for an English task which will involve some writing	20 minutes for a maths task (including 5 minutes at the beginning for quick counting 1s, 2s, 5s, 10s, number bonds to 10, one more or less than)	10 minutes of phonics or spelling or grammar	At least 15 minutes of reading	20 minutes for an English task which will involve some writing	20 minutes for a maths task (including 5 minutes at the beginning for quick counting 1s, 2s, 3s, 5s, 10s, number bonds to 20, 1 and 10 more and less than)
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		<ul style="list-style-type: none"> <li>• If a parent needs to contact a teacher in this time, they should send a message via Seesaw/class email. Teachers will only be available after school hours to answer any messages.</li> </ul>
<p>2. Child is isolating for 10 days because they have tested positive for Coronavirus.</p>	<ul style="list-style-type: none"> <li>• To maintain contact and relationships with the class teacher</li> <li>• To ensure that current learning is supported to minimise need for catch-up on return to school</li> </ul>	<ul style="list-style-type: none"> <li>• Parents will be sent a learning pack via Seesaw or a paper copy will be delivered. This will include a focus on basic skills as detailed above and additional cross-curricular work for those families who are able to manage it.</li> <li>• In the learning packs there will be clear guidance on what work needs to be submitted and when, which will be sent through Seesaw. Where possible, recorded or videoed instructions will be provided.</li> <li>• Teachers will give feedback on work submitted as appropriate.</li> <li>• Parents can contact teachers through Seesaw/class emails, but must be aware that teachers are teaching full time and therefore may only be able to respond after school hours.</li> <li>• All children will be contacted at least once in the 14 days by the class teacher and some more frequently as detailed in our risk-assessment in place which identifies our vulnerable children, including children with SEND. Conversations with children will focus on learning but also on their well-being. Any concerns will be discussed with the head teacher (lead DSL) or a deputy DSL.</li> <li>• Parents with no or limited access to a device for online learning will be offered a device that they can use at home.</li> </ul>
<p>3. Larger groups of children (classes/year groups) that have been asked to stay at home following advice from Public Health England.</p>	<ul style="list-style-type: none"> <li>• To maintain current learning and consistency of approach for all children</li> <li>• To maintain contact with the teachers</li> <li>• To support routines for children's mental health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will be providing live/recorded lessons via Seesaw/Zoom</li> <li>• At 9.00 every morning there will be a whole class zoom register. The teacher will greet the children and give any key learning points for the day. This Zoom will last no more than 10 minutes.</li> <li>• At 1.00 there will be afternoon registration on zoom, where the teacher will meet and greet the children.</li> <li>• If parents/children require any help during the day, they will message the teacher via Seesaw and the teacher or TA will respond. This support will be time limited, to maximise availability to all.</li> <li>• Parents with no or limited access to a device for online learning will be offered a device that they can use at home.</li> <li>• If the teacher is unwell, the class will be allocated between the other two teachers until the teacher is better.</li> <li>• If 2 teachers are unwell, we will use TAs to support the remote learning if possible.</li> </ul>

		<ul style="list-style-type: none"> <li>• If all 3 teachers are unwell, we will use TAs to support the remote learning if possible.</li> <li>• We will also use Oak Academy resources for Curriculum and English plus Oxford Owl for phonics and reading and White Rose for Maths.</li> <li>• We will also provide a 2 weekly 'Ideas for other activities to do at home' which will include other curriculum areas such as PE, Music and Art.</li> </ul>
<p>4. Whole school closed except for vulnerable/keyworker children, as defined by government guidance (this will be strictly adhered to)</p>	<ul style="list-style-type: none"> <li>• To maintain current learning and consistency of approach for all children</li> <li>• To maintain contact with the teachers</li> <li>• To support routines for children's mental health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will be providing live teaching sessions via zoom or Seesaw.</li> <li>• Teaching assistants will be in class with vulnerable/ keyworker children supporting them accessing the class remote learning plan.</li> <li>• At 9.00 every morning there will be a whole class zoom register. The teacher will greet the children and give any key learning points for the day. This Zoom will last no more than 10 minutes.</li> <li>• At 1.00 there will be afternoon registration on zoom, where the teacher will meet and greet the children.</li> <li>• If parents/children require any help during the day, they will message the teacher via Seesaw and the teacher or TA will respond. This support will be time limited, to maximise availability to all.</li> <li>• Parents with no or limited access to a device for online learning will be offered a device that they can use at home.</li> <li>• If the teacher is unwell, the class will be allocated between the other two teachers until the teacher is better.</li> <li>• If 2 teachers are unwell, we will use TAs to support the remote learning if possible.</li> <li>• If all 3 teachers are unwell, we will use TAs to support the remote learning if possible.</li> <li>• We will also use Oak Academy resources for Curriculum and English plus Oxford Owl for phonics and reading and White Rose for Maths.</li> <li>• We will also provide a 2 weekly 'Ideas for other activities to do at home' which will include other curriculum areas such as PE, Music and Art.</li> <li>• We hope to do regular whole school assemblies- this will be advised via class email.</li> </ul>