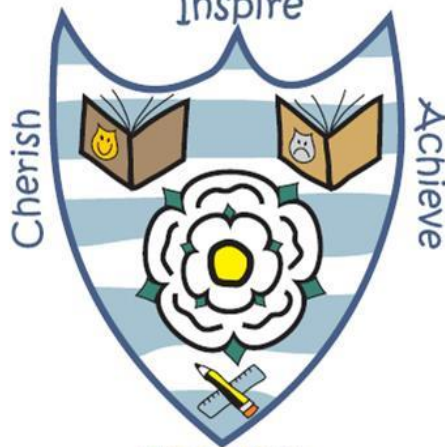


Birkwood Primary

Inspire



Together
School

REMOTE LEARNING POLICY

UPDATED JANUARY 2021
(TO BE REVIEWED MARCH 2021)

Commitment to Remote Learning

It has been documented that 'remote education has made a significant contribution to enabling students to continue to learn and progress, and to mitigating any widening of the attainment gap for the disadvantaged.' (DfE, 2020).

Furthermore, with an ever-present risk to localised outbreaks of the coronavirus, we must look to plan for 'high quality and safe remote learning that aligns as closely as possible with in-school provision. Remote learning should offer a broad and balanced curriculum to all pupils.' (DfE, 2020).

At Birkwood Primary School, we are committed to six underlying principles, as agreed by the Barnsley School's Alliance, which underpin our remote education plans:

1. Safeguarding pupils from harm, online and offline, remains the key priority.
2. Pupils will continue to be taught a well-sequenced curriculum.
3. Teachers will continue to set work that scaffolds pupils' practice and helps them to apply their new knowledge and skills.
4. Pupils will continue to receive feedback that helps them to make progress.
5. No child should be disadvantaged by a lack of technology at home.
6. Remote education plans should not place unreasonable demands on parents/carers' help or support, or the workload of teachers.

At Birkwood Primary School, the platform we have chosen to support remote teaching and learning (Live) is Microsoft Teams. To promote the ability to be able to provide accurate feedback, we have invested in the use of Seesaw. To complement these online platforms, we have also ensured that we make the best use of our current resources (TTRS, Spelling Shed, ActivLearn and Purple Mash) by providing support on setting tasks and monitoring progress. We are committed to providing the training, support and guidance required to ensure that school staff, parents/carers and pupils feel confident to use our system safely and effectively.

School will also provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access. However, we will do our very best to support all pupils to access our online learning offer at home, such as by loaning laptops or other hardware as appropriate. We have worked hard to identify those children in need of technological support at home and have purchased a small number of laptops based on the data provided, to enable access to the above platforms. We have also received support from the Government in gaining an allocation of laptops.

Our approach has been carefully considered in relation to the pupils' age, stage of development and/or special educational needs. We are committed to working with parents and carers, especially those of younger children and pupils with SEND, who may not be able to access remote education without adult support. We will endeavor to ensure that all pupils continue to access a broad and ambitious curriculum.

Delivering remote education

We will ensure that pupils have meaningful and ambitious work each day in a number of different subjects. We will plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

We have created individual class pages on our website that provide an overview of what a 'typical' week at Birkwood Primary School would look like in the event of a closure or self-isolation. The 'Remote Learning' tab is on the right-hand side of the main page www.birkwood.org.uk.

We have provided links to our remote learning platforms and offer support for both children and families. The content covers the key areas of the curriculum and where work is located and how it is best to be taught. We have also created individual class videos to provide support for parents/carers and children when taking part in remote learning.

We will teach a planned and well-sequenced curriculum so that knowledge and skills are built stage by stage and the skills to be practised in each subject.

Our planning is to be sequential and build upon previous learning. It will take into consideration assessment of previous work and move forward appropriately, as it would do on a 'normal' school day. This will be themed around our topic during the time of closure and will still provide opportunities for children to be creative and have fun whilst learning at home. We have a wide range of tools and resources that we have planned to utilise to best support our children at home and to keep them engaged. This has been done by collaborative planning between subject leaders and key stage remote learning leaders. To provide extra- support for focused, age appropriate learning, we have appointed Key Stage Leaders to support the Remote Learning Lead to ensure that the tasks set are well-sequenced, appropriate, but still provide an element of challenge. These tasks will also provide opportunities for self and teacher assessment on a daily basis, along with phone calls made on a regular basis to provide help and support (also linked to wellbeing).

We will provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.

We aim to deliver three 'Live Lessons' per day in the event of a bubble closure. These will target both literacy, maths and foundation subjects which will be supported with work set using our Seesaw learning platform and Teams Notebook. Work in other areas of the curriculum will combine a range of online resources (Purple Mash, Activ Learn) which have the facility to provide explanations for children and also assess the work that has been completed. To add further support, we are constantly researching and listening to advice on the range of useful resources (Recorded videos, tutorials and tasks) that we can incorporate into our practice. These are to be hosted through our Class Seesaw site linked to the appropriate lesson's task.

For children that are at home to self-isolate, we have agreed to provide work that reflects that which would have been taught at school. This will combine a range of work packs, online platforms (Seesaw, Purple Mash) and the opportunity to watch teaching live. However, in the instance of this not being available, we will ensure that all work is explained with a key teaching points on our chosen platform, linked to the work set.

We will 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.

Teachers, regardless of isolation or a bubble closure, will input and check work on a regular basis. This will not always take the form of a phone call, but instead will require teachers to respond to questions and comments on our learning platform, voice record feedback on seesaw. They will also respond to work completed by setting appropriate tasks, allocating books and sharing posts on Twitter, Seesaw or our school website. The work completed will constantly be assessed and the teaching will respond to individual and whole class needs, dependent on the tier of closure.

We have made our remote learning a high priority in school and we have already been providing work in school using our online platforms and setting homework that we feel best prepares our children in the event of self- isolation or a bubble closure. All classes and teachers will take registers of children that are present on particular platforms and this will be followed up by phone calls to provide support. Phone calls to those children and families who have been absent will be made to ensure health and well-being.

In addition to the information on what schools should be doing to protect their pupils online, as outlined in the statutory guidance keeping children safe in education, we will implement any additional measures that will help to keep pupils safe online.

As stated in the Government guidance - Safeguarding and remote education during coronavirus (COVID-19) (October, 2020), keeping pupils and teachers safe during remote education is essential. We are aware that teachers delivering remote education online should be aware that the same principles set out in the school's staff Code of Conduct apply. We have also made additions to our E-Safety Policy to reflect the changes in remote learning (to include live teaching)

At the beginning of every academic year, children and their parents/carers sign an E-Safety agreement, these underline key messages when using the internet through a range of devices. The messages are consistently reinforced through our Twitter page for parents/carers and are taught regularly through our curriculum. To add to this, we have termly E-Safety assemblies to reinforce our E-safety messages.

We have also considered that parents/carers must be informed that children are to be interacting with their teachers online; a remote learning address has been sent to parents/carers to underline our intentions, including a Consent Letter (see Appendix 1).

In relation to Live Learning, we have carefully considered safeguarding implications that may occur during day- to- day lessons. Referring to Government guidance, we believe that *'teaching from home is different from teaching in the classroom.'* We have suggested that teachers should try to find a quiet or neutral area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, we will ensure that we consider what will be in the background. There will be a function available to turn cameras and microphones off. The interaction will take place through live chat as we feel this will allow teachers and support staff to interact most effectively.

Method of providing information to key stakeholders

Birkwood Primary School will ensure that all key stakeholders, including Governors, staff, parents, carers and wider community are aware of this policy in the following ways:

- Policy to be delivered to staff during a staff meeting
- Governors to be updated through a Governors' Meeting
- Parents and carers to be informed through a letter home to all children in school
- The wider community informed through uploading the policy to our school's website

This will ensure that all key stakeholders are aware of their role within the delivery of remote learning and that they are informed in a formal and consistent way.

Special educational needs

For pupils with SEND, our class teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress, even if they are not able to be in school due to self-isolating. It is our duty to ensure that the needs of provision maps and EHC plans are met in order to support our SEND children. Regular contact will be made to ensure that the family around the child feel equipped and ready to support their children at home.

We support the ethos that all children should have access to high quality education, regardless of specific educational needs, and we will do our utmost to ensure our practice is inclusive and allows all children to access learning platforms.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to support. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. Decisions will be considered on a case by case basis, avoiding a one size fits all approach.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, we have robust systems in place to keep in contact. 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 (as far as possible) and to monitor regularly. This will be highlighted in our pre-bubble closure checklist and will allow us to provide the necessary technology in their home environment. Where this is not possible, we will strive to ensure that their experience at home reflects, as closely as possible, the education that they receive in school.

PROCEDURES

Key Actions taken to ensure effective remote learning in the event of school closure

In order to ensure that our remote learning is effective and meets the needs of our children and their families, we have considered a range of measures that need to be met prior to a bubble closure.

We have:

- Undertaken a survey of pupil's access to ICT at home
- Created a 'Remote Learning' Tab on the School's website
- Ensured school has an up to date email contact for all pupils in school
- Created 'Bubble Boxes' for each teacher to ensure they have the resources to teach remotely
- Provided staff CPD on the use of Teams and Seesaw
- Ensured children can access/have up to date log ins for platforms such as TTRockstart, Spelling Shed and ActivLearn
- Shared clear expectations of remote high-quality teaching and learning with all staff
- Ensured that example timetables of 'what a week would look like' are in place

Leaders - actions taken to ensure effective remote learning in the event of school closure

In order to ensure that our practice is in line with Government Guidance and that we support our children and their families effectively, and in a safe manner - in the event of a bubble closure we have agreed the following procedures:

- Positive case / test is confirmed leaders to inform Public Health England
- Headteacher to follow Public Health England guidance on bubble isolation or potential bubble closure
- Headteacher to inform staff who are in the bubble about to be closed
- Headteacher to inform Remote Learning Lead and the specific Key Stage Leader of bubble closure to liaise with teacher to begin the process of assigning work
- Parents/Carers informed of bubble closure / isolation guidance issued by Public Health England
- Key Stage Leaders to email/ text remote platform log on details to all parents/carers
- Support FSM children at home with appropriate food by means agreed and available
- Ensure any children who do not have access to technology (including internet) to be catered for
- Ensure that cover is provided for Key Stage Leader to liaise with teacher (and support staff) of the closed bubble
- Provide online learning for all children in closed bubble and Learning Packs if appropriate

Staff Members (of confirmed bubble closure) actions to take place

A series of organised measures have been put in place to provide support for staff of a bubble declared closed. In the event of a bubble closure, staff will:

- Supervise all children in their bubble until all children leave the premises
- Collect their 'Bubble Box' and inform member of SLT
- Collate resources that will constitute learning packs
- Contact Key Stage Remote Learning Lead to begin preparation of packs, if required
- Prepare registers
- Obtain phone numbers and email addresses to ensure academic and wellbeing support can begin with immediate effect.

Remote Learning Consent Form in the event of a Bubble Closure

We ask that you support your child, where possible, by:

- providing them with a workspace that is quiet, safe and free from distractions with an adult nearby if necessary
- making sure your child is dressed appropriately
- ensuring that online communication is only between teachers and pupils
- ensuring all camera functions and microphones are switched off
- reinforcing that recording and photographing live teaching is strictly prohibited

All parent to teacher communication should be through group forums (Microsoft Teams) and should not take place on a 1:1. Neither parents/carers nor pupils may record, share or comment on public forums (Facebook, Twitter).

We have worked hard to ensure that your child's experience in remote learning will be beneficial, whilst putting in place measures to ensure that they are safe and protected at all times.

By completing this consent form, you are giving consent for your child to use Microsoft Teams and Seesaw for the purpose of remote learning with Birkwood Primary School staff in the event of a bubble closure.

Please return to your child/ren's class teacher; one for every child.

With very many thanks and kindest regards,



Mrs Julie Allen MBE
Headteacher

.....
Date:.....

Name of
Parent/Carer:.....

Name and class of child..... Class.....

I give consent for my child to take part in online learning (Using Microsoft Teams and Seesaw) in the event of a bubble closure (Please 'x' in the box provided if you agree)

I agree to follow the key guidelines when taking part in online learning and support my child in adhering to the pre-agreed E-safety Agreement (Please 'x' in the box provided if you agree)