St James' CofE Primary School

Remote Learning Contingency Planning for National Lockdown

At St James' CofE Primary School we are committed to:

- using 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,
- giving all pupils access to high quality remote education resources,
- selecting the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and making sure staff are trained in their use,
- providing printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access,
- recognising that younger pupils and some pupils with SEND may not be able to access remote education without adult support and working with families to deliver a broad and ambitious curriculum,
- setting assignments so that pupils have meaningful and ambitious work each day in a number of different subjects,
- teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject,
- providing frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos,
- gauging 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,
- enabling 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,
- planning a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

National Lockdown Remote Learning January 2021

Step 1. All Parents will be notified in the event of a Lockdown, as soon as possible.

Step 2. All parents will be notified if their child/ren are to be allocated a place in school – following government guidance.

Step 3. All parents will be asked if their child/ren have access to a device and consistent internet access.

Step 4. School devices will be allocated to children in need. A limited number is available, (50 at present). Parents will be asked to sign a device loan agreement and provided with guidance and a helpline.

Step 5. A member staff will contact all parents to ask if SEESAW and TEAMS is accessible from home, informing the class teacher of any pupils not able to access either.

Step 6. If remote online learning is not available or preferable arrangements will be made for a paper-based curriculum work pack, including class Knowledge Based Organisers, to be sent home.

Step 7. All children will be allocated a school email address for accessing TEAMS and be provided with free Office 365 link.

Step 8. All children have signed a remote learning code of conduct and been taught how to keep themselves safe online, prior to Lockdown.

Step 9. **Remote learning**

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At St James' we are committed to setting meaningful and ambitious work each day in an appropriate range of subjects, and to provide teaching that is equivalent in length to the core teaching pupils would receive in school. This may include both recorded or live direct teaching time and time for pupils to complete tasks independently. Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school- led video content.

Headteacher, SLT & Church lead will:

➢ Deliver welcome to the day & weekly 'Talk Topic'.
➢ Deliver weekly TEAMs worship to all children and parents.
➢ Ensure teachers have the time to upload and comment on work.
➢ Ensure staff feel secure in providing TEAMs sessions.

Subject leads will:

➢ English lead - Upload weekly online SPaG activities linked to year group medium term plans.
➢ English lead – Upload weekly reading for pleasure materials, for parents to share with children.
➢ PE lead – Provide a physical activity menu – via SEESAW.

Learning mentors will:

➢ Provide a wellbeing menu for all children – via SEESAW.

Teachers will:

➢ Provide a daily online Maths and English lesson in line with classroom learning – via SEESAW.
➢ Upload to SEESAW weekly foundation activities linked to our Knowledge Based Curriculum.
➢ Deliver a weekly TEAMs spelling session involving all children.
➢ Provide all children with encouragement and support.
➢ Comment on children's work, at least weekly.

Children will have individual online access to:

➢ Times Table Rock Stars, Phonics Heroes and a variety of known websites used in school, including Oak Academy.

Pupils will:

➢ Complete work to any deadlines set by teachers.
➢ Complete their work at the high standard expected.
➢ Seek help if they need it, from teachers.
➢ Alert teachers if they're not able to complete work.

Parents are asked to:

➢ Promote remote learning.
➢ Monitor their child/ren's work.
➢ Approve work before children post onto SEESAW, ensuring work is of a good standard.
➢ Support their child/ren by securing a safe and quite home learning space.
➢ Seek help from the school if they need it.
➢ Make the school aware if their child is sick or otherwise can't complete work.
➢ Younger children in Early Years, Reception & Key Stage 1 often require high levels of parental involvement to support their engagement with remote education, which makes

2

digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely, so paper-based learning packs will be sent home to support parents.

➤ We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.

Step 10. A member of the Pastoral team or SLT will contact each parent during Lockdown to evaluate the home learning – engagement, challenge etc, feeding back to the class teacher and SLT.

In the event of a class teacher being unwell and unable to deliver remote learning during lockdown a member of SLT and class TA will support remote learning.

In the event of a self-isolation or closure, the child will not engage in home learning tasks.

If this happens, we would urge parent/carers to contact school via telephone 01942 703952 or email stjameswigan@ldst.org.uk

A member of staff will contact you to discuss barriers to learning. A Learning Mentor may become involved with the family to support the well-being of the child. This will be done via telephone conversations.

We understand this can happen for a number of reasons. We will try and work with the family to encourage the child to re-engage. Seesaw activities can be completed by the child at any time of the day, at a time suitable for the family. The mental well-being of both parent/carer and child is also of importance to the school. We know there may be difficulties and we just ask everyone to do their best in supporting the learning the school is providing.

1. Statement of School Philosophy

The provision of high-quality teaching and learning is at the core of everything we do at St James' CofE Primary school. Our remote learning policy seeks to ensure that this remains to be the case in the event of (i) single pupil self-isolation (ii) classes, year groups or 'bubbles' being required to work at home, or (iii) whole school closure due to Covid-19.

2. Policy Aims

This Remote Education Policy aims to:

• Ensure consistency in the approach to remote learning for all pupils (inc. SEND pupils and disadvantaged pupils) who aren't in school through the use of quality online and offline resources
• Provide clear expectations of members of the school community with regards to the provision of high-quality remote learning
• Secure continuous delivery of the school curriculum
• Support effective communication between school and families and support attendance

3. Who is this policy applicable to?

Reviewed by SLT January 2021 taking into consideration National Lockdown

- A child *(and their siblings if they are also attending St James' CofE Primary School)* if absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.

- A child's whole bubble if not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

- Remote learning will be shared with families when they are absent due to Covid-19 related reasons and not to all at start of week.

4. Home and School Partnership

St James' CofE Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

St James' CofE Primary School will provide a refresher instruction sheet and induction task for parents on how to use Seesaw as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine.

St James' CofE Primary School would recommend that each 'school day' maintains 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 work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

In line with St James' CofE Primary School's 'digital charter' we would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules, and this applies when children are working on computers at home.

5. Safeguarding During a School Closure

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.

- The DSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible.
- The DSL will arrange for regular contact with vulnerable pupils, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be logged and suitably stored.
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

6 Other roles and responsibilities

Designated safeguarding lead

Reviewed by SLT January 2021 taking into consideration National Lockdown

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

IT Technicians – Little It company

https://littleit.freshdesk.com/support/tickets/new

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

The SENCO

Liaising with the ICT technicians 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 EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support

Local Governing Body

The governing board 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

7. Links to other policies

This policy is linked to our:

- Safeguarding policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for … *SEESAW*

Useful links

White Rose Maths / maths activities

https://resources.whiterosemaths.com/resources/

Number Blocks

https://www.bbc.co.uk/cbeebies/shows/numberblocks

Phonics – (Phonic Hero's)

https://www.**phonicshero**.com/new-**login**

SEESAW

https://web.seesaw.me/

National Oak lesson

https://www.thenational.academy

Classroom Secrets

https://**classroomsecrets**.co.uk/**login**

Spelling Shed

https://www.spellingshed.com/en-gb

Times table Rock stars

https://tt**rockstars**.com

Digital 5 a day

https://www.childrenscommissioner.gov.uk/digital/5-a-day/

Reviewed by SLT January 2021 taking into consideration National Lockdown

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Immediate remote learning provision will be provided via paper-based packs, including all knowledge-based organisers and a daily SEESAW lesson from the class teacher. All learning linked to St James' CofE curriculum.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, PE, Science & PSHE.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Early Years (Nursery, Pre-School & Reception)	1-2 hours a day, broken into manageable chunks
Key Stage 1 Years 1 and 2	3 hours a day, broken into manageable chunks
Key Stage 2 Year 3, 4, 5 & 6	4 hours a day, broken into manageable chunks

Reviewed by SLT January 2021 taking into consideration National Lockdown

Accessing remote education

How will my child access any online remote education you are providing?

1. SEESAW

2. TEAMs

3. Internet based school approved learning sites

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- laptop loans can be easily arranged by calling the school office - 01942 703952

- for any parents having difficulty accessing the internet on a continuous basis contact school for the most up to date information on how to access support

- printed materials are always an option and delivery can be arranged by contacting school

- arrangements will be made for paper-based marking to take place on a regular basis, school will contact parents to arrange for paper packs to be safely returned to school for marking, teachers will provided verbal feedback.

Reviewed by SLT January 2021 taking into consideration National Lockdown

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Some examples of remote teaching approaches:

- some live teaching (online lessons) via TEAMs. Children will be provided with a personal email address and password and access to free Office 365

- recorded teaching e.g. SEESAW video/audio recordings made by teachers & Oak National Academy lessons

- printed paper packs produced by teachers

- textbooks and reading books pupils have at home

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- long-term project work and/or internet research activities (as per the schools full opening guidance, we will avoid an over-reliance on these approaches).

Reviewed by SLT January 2021 taking into consideration National Lockdown

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- have high expectations of your child and their education

- ensure your child is ready to learn – enough sleep, exercise, balanced diet

- set up a quiet learning space in the home

- set routines to support your child's education e.g. times for learning during the day

- ensure your child has rest breaks

- encourage and praise your child's efforts

- be a critical friend – discuss how to make work even better

- celebrate successes together

- contact school if there are any barriers to learning

- have fun!

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- your child's teacher will be able to monitor engagement daily

- a member of our senior leadership team will monitor whole school engagement weekly

- one of our learning mentors will make well-being calls to parents of children not engaging in remote learning to discuss any barriers and how to support improved engagement.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Reviewed by SLT January 2021 taking into consideration National Lockdown

- Class teachers will comment daily giving encouragement and addressing any immediate concerns via SEESAW

- Class teachers will give feedback to move learning on at least once a week

- Some lessons will be followed by a quiz.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

In this section, please set out briefly:

- we will work with families to deliver remote education for pupils with SEND by providing work that is appropriate to the child's ability and/or accessibility, providing devices and resources to support engagement
- our younger children will receive a remote learning appropriate to their needs e.g. paper based, work books, digital SEESAW.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- We will ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

Reviewed by SLT January 2021 taking into consideration National Lockdown