



# Lanesend Primary School

## Remote Learning Policy 2020

### Statutory Policy

**Signed:** ..... **Date:**  
**(Headteacher)**

**Signed:** ..... **Date:**  
**(Chair of Trustees)**

**Review Date:** September 2021 (Yearly)  
**Reviewed By:** Headteacher, Progression Team and  
Teaching and Learning Group

## **Lanesend Primary School** **Remote Learning Policy**

At Lanesend, we recognise the importance of maintaining engagement of learning during a period of self-isolation or school closure where both the school team members and children are well. We also recognise that periods away from school will impact if remote learning is not accessible, relevant and active. Without specific planning and focus, it is likely that the gap between children in school and at home will widen, particularly for disadvantaged children with multiple barriers to learning.

We have recognised that there are different scenarios that need to be planned for and supported. We also know that access to technology at home may be limited and that we have to plan differently for these children. With this in mind, we have put in place possible support for each eventuality.

### **Continuous Resources Available for Immediate support**

Paper based packs of basic skills for each year group will be available for collection or delivery if a child goes into isolation for immediate support.

There will be access to:

- Spelling Shed (Years 1 - 6)
- Maths Shed (Years 1 - 6)
- Oak National Academy (Years R - 6)
- BBC Bitesize (Years R - 6)
- White Rose Maths Home Learning (Years R - 6)
- Oxford Owl Home Reading (Years R - 6)
- Rising Stars Reading Planet Home Reading (Years R - 6)

### **Class Dojo**

Class Dojo continues to be our main point of communication between home and school in all year groups. In Years 2 – 6, we will use Class Dojo to set learning via Portfolios, share videos and feedback on tasks. Our assessment will continue through marking the tasks set and FLiCing the relevant objectives.

### **Tapestry**

In Reception and Year 1, we will continue to use Tapestry to set learning, upload resources and feedback on home learning. Our assessment will continue via Tapestry and Year 1 will also continue FLiCing the relevant objectives.

### **Potential Closure Scenarios**

We recognise that any of the following scenarios could need to be put into place at any time and that our response will need to be tailored to meet children's needs.

### **Full School Closure**

In the event of a full school closure, either due to the Government closing schools or to a localised rise in infections and the school being instructed to close by the Department for Education or Public Health, we will implement previous closure plans,

including a weekly whole school home learning document, with Google Drive links for each year group, sent home via email and uploaded on the school website and Facebook page on a Thursday. We will have a weekly wellbeing phone call to every child and a weekly class chat via Go To Meeting.

### **Year Group Closure**

In the event of a year group closure, paper learning packs will be provided to all children immediately, before leaving the school site. The class teachers will spend the first full day planning remote learning timetable, which will include live virtual lessons, and directed tasks from a variety of providers. Information on contact both individually and as a whole class will be sent via Class Dojo. Video learning will be conducted through Go To Meeting. If children are unable to access Go To Meeting at home further paper learning and resources will be available for collection or delivery from the school. Year groups will be given a collection time for a nominated person who is not isolating. Any packs remaining after this time will be delivered to the household. The school holds up to date information of families who have access to IT at home. For those families who do not have a device, the school will provide one for the period of isolation and support families in accessing Internet data if available. All members of staff will be expected to complete a timesheet each day and email this to the Assistant Head of School.

### **Teacher Isolation**

In the event of a teacher going into isolation, but being well and able to teach, the teacher can remote in from home to teach the class with the support of extra adults in the classroom to support the children. If remote teaching is not possible, then the school will either split the class across the other teachers in the year group, or if a senior member of staff is available, they will teach the class. The teacher at home isolating will be expected to complete the planning, provide resources and assess learning. If possible, the children's learning will be delivered for marking and assessment to the teacher isolating at home. The teacher will also be expected to work on their Curriculum area, their Personal Progress targets, and any other areas that they are responsible for and may be directed by the Headteacher to complete a specific project for the school in line with the School Improvement Plan. Teachers will be expected to complete a timesheet each day and email this to the Assistant Head of School.

### **Child Isolation**

In the event of a child going into isolation, but being well and able to learn a paper pack will be delivered by the school with information on accessing basic skills relevant to their year group. The class teacher will contact the family via telephone and talk through support for the period of isolation and direct families to relevant online learning. Updates and feedback will be sent via Class Dojo or Tapestry. If a member of the child's family tests positive, and the child has to remain in isolation for fourteen days, further learning and direction will be given and telephone contact will be made a minimum of twice a week.

### **Children with Education, Health and Care Plans (EHCPs)**

If our children with EHCPs need to self-isolate, we will ask their Key Worker, or another Learning Support Assistant, to continue to provide the same timetable and access to intervention programmes that they would receive in school wherever

possible. Key Workers will deliver video calls or phone calls on a daily basis to these children and learning will be sent via Dojo or Tapestry to supplement the calls.

### **Children with Personal Plans**

If our children with Personal Plans need to self-isolate, we will ask a Learning Support Assistant, to continue to provide the same timetable and access to intervention programmes that they would receive in school wherever possible. Learning Support Assistants will deliver video calls or phone calls these children and learning will be sent via Dojo or Tapestry to supplement the calls.

### **Expectations of Children**

- To complete learning set each day the best they can and to share this with their teachers.
- To respond to feedback to improve or extend their learning.
- To ask for help from their families or teachers if they need it.

### **Expectations of Families**

- To support children to complete learning set each day.
- To upload and share their child's learning with their teacher via Dojo or Tapestry.
- To be linked to Class Dojo and Tapestry (if relevant to their year group).
- To provide a familiar structure and routine wherever possible during normal school hours.
- To communicate any questions or concerns with their child's class teacher in the first instance, via Class Dojo messaging, and to allow a reasonable time for a response, as the it is likely that the class teacher will be teaching full time.

### **Expectations of Staff**

- To ensure all children in their class are set up with access to the websites needed for remote learning, including usernames and passwords.
- To provide learning for all children to complete at home, varied to their needs wherever possible.
- To provide feedback on learning completed by children and to assess this via FLiC or Tapestry.
- To respond to any questions or concerns raised by families within an appropriate timescale.
- To provide a suggested timetable for learning across a week.
- To seek support and advice promptly from the Headteacher if they are unable to access technology to take part in remote teaching.
- To email timesheets daily to the Assistant Headteacher by 9.00am on the subsequent day.
- To make regular phone and video contact with their class or Key Worker child.

If self-isolating and not teaching, staff will be given an individual project to work on, which is in line with whole school improvement priorities. This will be communicated by the Headteacher and will be allocated on a case-by-case basis. Staff may also be asked to support with online learning for their own or another year group.

### **Safeguarding**

As we are making contact with the children through telephone calls and video calls, it is important that we ensure children, families and staff are safe online. Information about using the internet safely will be shared with children and families. When taking part in a video call, we ask that this is done within a shared family space with adults present. Once remote learning is in place, this should again only take place in a shared family space, not in bedrooms. Staff must ensure that the room they are using for video calls is free from any material that may cause offence or be deemed inappropriate for children.

Screenshotting, recording or videoing any of the communication that takes place is not allowed and an appropriate investigation will take place if this occurs. This includes posting or commenting on any form of Social Media.

### **Review**

Remote learning is new for us all and we will endeavour to refine and improve our approach and take on feedback as time goes on. Our ultimate aim is to continue the full learning day through virtual teaching and learning and we are taking steps to implement cameras in to classes to allow this to happen. Our Remote Learning Policy will be updated if and when this is in place.