



## Remote Education Policy

### **Aims:**

- To provide clarity of expectations for remote learning and teaching from all stakeholders at Bells Farm in the event of a local or national lockdown;
- To signpost information about expectations for remote learning in the event of a class closure or a child having to self - isolate while otherwise well and able to access learning.

### **Safeguarding commitment**

The welfare and safety of children who attend our school is our paramount concern. We will promote the health, well-being and safety of the pupils in all we do. We recognise that our children have the right to protection, regardless of age, gender, race, culture or disability. We understand our responsibilities set out under section 175 of the 2002 Education Act and the latest version of the Statutory DfE Guidance 'Keeping Children Safe in Education' to work together in partnership with other agencies to help children to grow up in a healthy and safe environment.

### **Equal opportunities commitment**

At Bells Farm we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

### **Introduction**

This policy is intended to provide clarity and transparency to children and parents or carers about what to expect from remote education for those children who, due to national lockdown which includes school closures to all but the most vulnerable children and children of critical workers, are unable to attend school for an indefinite period of time.

At Bells Farm, we want to strive to ensure that in the current pandemic, children's access to education is maintained if they are unable to attend school. It is vitally important to note that if children are too ill at home to complete work, that this is not expected – just as in normal sickness absence circumstances.



Our website sets out the expectations for children who are self-isolating due to close contact with positive COVID 19 cases outside school, or due to bubble closures in school. This information which is continually reviewed can be found at the following link:

<https://home.bellsfarm.org/wp-content/uploads/2020/09/Blended-Learning-Plan.pdf>

### **1. Initial stage of remote learning: communication in the event of a national lockdown**

1.1 As soon as the senior leadership team have been notified of school closure due to lockdown, communication of this will be sent immediately to parents and carers via the School Gateway app and Twitter. The website will also be updated.

1.2 Parents and carers will then be sent a Google forms questionnaire to apply for a place in school for their children if they are critical workers. They will then receive a response to this within 24 hours. Parents and carers will then expect to receive a letter from the head teacher on a weekly basis with updates and plans, and additional updates throughout the week as they arise.

#### **1.3 Collection of resources**

Parents and carers will be asked to come to the school to collect their children's ziplock bags of equipment plus enough work for the first two days of lockdown. The collection points and times will be organised to maintain safety at all times. Parents and carers who have not collected the resources will be contacted initially by phone and if contact is not made, will be visited by the Family Support Co-ordinator for a check on welfare, and a delivery of the resources. This visit will be carried out safely, with full social distancing in place.

#### **1.4 Distribution of laptops**

All children will need online access at home and a suitable device (tablet or laptop) to fully access the curriculum. As we know that some children do not have suitable online access at home, we take the following approaches to support those pupils to access remote education:

- Immediate survey of current broadband capability and access to suitable devices;



- Loan of laptops from the DfE allocation plus school resources should there be a shortfall;
- Ongoing communication with DfE by the ICT Operations Manager to request any shortfall be made up

## **2. Accessing remote education**

- 2.1 Parents and carers will be directed to the home learning section of the website, where a new tab will have been created to clarify the learning to be accessed. Each day, the learning will be accessed via an interactive timetable which is updated weekly for each class.

## **3. Design of the remote learning curriculum**

- 3.1 The teaching staff and Senior Leadership team (SLT) will meet regularly to plan the learning which will be taught in school whilst remaining accessible for children at home.
- 3.2 The timetabled curriculum will adhere to the following principles:
- We will teach the same curriculum remotely as we do in school;
  - The timetable will be a guide for parents and carers to help with keeping the children in a routine similar to the school day;
  - The curriculum will be planned with expectations that children will continue to follow their year group requirements from the National Curriculum;
  - The curriculum will be planned to allow for the recommended minimum amount of remote learning to be provided for children nationally: 3 hours for children in Reception and Key Stage 1 and 4 hours for Key Stage 2;
  - The curriculum will be broad and balanced so that subjects other than English and maths will be planned for as they would be in normal circumstances, which may include blocking over a period of time;
  - The learning will be a mixture of recorded lessons, live lessons and direct instructions through annotated worksheets.
  - Wherever possible, the curriculum will match the aspects of learning which would have been planned for in normal circumstances. There will be considerations which will affect this, including:



- Whether the learning is completely new learning and how effectively this can be taught remotely;
- Whether prior assessment and knowledge of the children's progress leads to the need for additional practice;
- Whether the planned learning will require practical sessions which require guidance and resources not easily accessed from home.

In considering the above, all solutions will be evaluated, and will include: planning more challenging learning to form part of the live lessons and postponing certain topics until return to normal school opening, and bringing forward more accessible topics from the long term curriculum plans.

- 3.3 The Deputy Head Teacher (DHT) in her capacity as curriculum leader, will keep a record of weekly planning in each subject so that the coverage can be reviewed on return to normal school opening.
- 3.4 The DHT will meet with class teachers on a weekly 1:1 basis to review the week's remote curriculum and plan for future learning.

#### **4. How education will be provided remotely**

- 4.1 We use a combination of the following approaches to teach pupils remotely:
- Use of recorded lessons for English and maths, from Oak National Academy and White Rose Maths, with supplementary resources/learning added as necessary;
  - Use of Microsoft Teams to allow for one live lesson per day for each class – planned on a two or three week rotation between English, maths and foundation subjects/PSHE;
  - Use of 'Loom', allowing PowerPoint material to be more accessible through recorded narration by the class teacher;
  - Use of written instructions and worksheets to supplement all of the above and to ensure that the basic skills in English and maths are practised.

#### **5. Engagement and feedback**

- 5.1 It is a requirement and expectation that all children engage with the curriculum set out for their class on the home learning website.
- 5.2 Where it is identified that due to particular special educational needs that some children may not be able to access the learning, the SENCO will



- communicate with those families and provide additional support through the SEN page on the website and through live small group tuition.
- 5.3 As soon as lockdown begins, a dedicated email address goes live for each class. These are monitored by teachers and teaching assistants for queries and submission of work for feedback. Additionally a general email address, monitored by SLT, is available for parents to make contact.

### **Checks on engagement**

- 5.4 Each family will receive a phone call within the first two days of school closure from an allocated member of staff. This phone call is check on safety and welfare and to check that the family have the resources the children need for home learning.
- 5.5 Children who are clearly engaging with the learning, as evidenced through enquiries and submitted work via the class email addresses are given the option to have the phone calls on a fortnightly basis. Once live learning lessons are established during the lockdown period, daily attendance and continued submission of work negates the need for regular phone calls, but these will always be made on request of parents and carers.
- 5.6 The SLT, SENCO and Family Support Co-ordinator will continue regular weekly phone calls to vulnerable children, SEN children and any child who is not engaging daily with remote learning.

### **Feedback and marking of work**

- 5.7 Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked by class teachers are also valid and effective methods, amongst many others. Our approach to feeding back on children's work is as follows:
- All submitted work is monitored and receives feedback via brief written comments by the class teacher or teaching assistant, depending on which member of the team is working from home and which is in school teaching a class bubble.
  - Excellent work which is of a high standard or represents significant effort and improvement is added to the class blogs.
  - There is an expectation each week that specific pieces of work are submitted for assessment as they represent key assessment opportunities. Children not engaging with this requirement will receive a phone call (see above) to check on what support is needed to enable them to complete and submit the work.



- Through assessing the pieces of work required for submission, the teacher will have a clearer picture of understanding and this will feed into the following week's planning as needed.
- During live lessons, teachers can take opportunities for whole class feedback, either feeding back on follow up tasks completed the day before or on the pieces of work which have been submitted that week.

## **6. Procedures at the end of lockdown**

- 6.1 Once the SLT have been notified that school will be re-opening, parents and carers will be notified immediately through all the usual channels.
- 6.2 Children will be expected to return to school on the date of reopening and to return with their ziplock bags, laptops (if borrowed) and completed workbooks.
- 6.3 The Family Support Co-ordinator will conduct safe and well checks on families who have not reported an absence which can be authorised.
- 6.4 The first day in school will be used as an opportunity for reintegration, check on welfare and checks on learning.
- 6.5 The completed workbooks will be reviewed for each child by their class teacher.
- 6.6 The teaching staff and SLT will meet during this week to review engagement, progress by individuals and as a class through the curriculum.
- 6.7 Planning for the remainder of the term and year will take account of all available information above in order to establish the proportion of learning time required for recovery and the time needed to continue with the year group curriculum.

The policy will be reviewed annually.

Person(s) responsible: Tammy Williams – Deputy Head Teacher

**Date of policy: January 2020**

**Date of review: January 2021**



## **Appendix 1: Code of conduct for online home learning**

### **When my child is learning online at home:**

As a parent/carer I will:

- Monitor my child's internet use and check that they are using technology safely.
- Check my online protection systems to ensure their time online is as safe as possible.
- Check that they understand the task they have been set. If not, I will give help and support where required.
- Make sure my child is sitting comfortably and in the correct position to learn.
- Ensure that they have a suitable amount of time away from the screen during the day.
- Discuss their work with them after they have completed it.

During live lessons with the class teacher, I will:

- Make sure my child has a quiet place to sit on their own, away from noise and other distractions.
- Ensure that they are on time for the lesson. Children arriving more than 5 minutes late may not be admitted to the lesson.
- Make sure that they are dressed and ready to learn, and remain attentive as they would in class.
- Check that the background and foreground in camera view are appropriate.
- Check that they have eaten and had a toilet break before the session starts. Children should not be snacking during the lesson as this would not happen in class.
- Keep an eye on them from a distance so that they are focused on their teacher and classmates on screen and do not have interruptions from family members.
- Make sure the children understand that they must not take photos of the screen or record online interactions in any way.