

Remote Learning Policy



Rationale:

At Bressingham Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

Specific Aims

- To outline our approach for pupils who will not be attending school, as a result of government guidance - individual children who may be self-isolating or the closure of a class bubble.
- To outline our expectations for staff who will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting the school with teaching, marking and planning for pupils.

Who is the policy applicable to?

Every child is expected to attend school from 3rd September 2020. In line with government guidance, pupils, staff and families should self-isolate if they display symptoms of coronavirus or need to self-isolate for other reasons (holiday in an affected area, Test and Trace, contact with someone with coronavirus; as current government guidance).

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<i>Date of Last Review:</i>	November 2020	<i>Next Review Date:</i>	November 2021	<i>Reviewing Body:</i>	Full Governing Body

This policy is intended to outline expectations for any form of partial or full school closure relating to COVID19, and individual cases for any absence related to COVID19.

Remote learning for pupils

- We will provide resources and links to appropriate remote learning for pupils that are not able to attend school for Covid19 reasons, so that no-one needs to fall behind.
- In the following points, an outline of the provision will be made, and some guidance given on the role of pupils, teachers and parents.
- We are aware that these are exceptional times; each family is unique and because of this, should approach home learning in a way which suits their individual needs. We realise that families will be affected in different ways by Covid-related absence or closure in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides.

Expectations of staff

Staff will plan activities and learning tasks that are relevant to the curriculum focus for their classes and endeavour to supply resources to support tasks for home learners.

- If an individual child is absent for Covid19 reasons, we will aim to provide remote learning on the first day of absence (given that we are informed). This may not be at the beginning of the day.
- Following guidance from Public Health England, when a 'bubble' of children is asked to self-isolate and stay at home, a message with an accompanying letter will be sent via ParentMail. Again, staff will endeavour to provide remote learning on the first day of absence. This may not be at the beginning of the day.
- In both situations, work will be made available for daily learning, following a suggested timetable which will be shared with you. Teachers and Support Staff will give support and feedback to pupils via Tapestry, Teams or email.
- Any resources used, including websites and worksheets, should, where possible, be shared with remote learners via Tapestry, Teams or email.
- For those families unable to access the remote learning electronically, separate plans for a work pack to be collected will be made on a case by case basis.
- Teachers and School Leaders will respond, within reason, to requests for support from families at home. This will be done through emailing info@bressingham.norfolk.sch.uk if an individual pupil is absent for Covid19 reasons, or the class emails if an entire bubble is absent.
- Whilst self-isolating, and if able to do so, staff will be given an individual project to work on which is in line with whole school improvement priorities or asked to support with the online or in school learning provision (in the latter case, remotely). These projects will be allocated on a case-by-case basis.
- If unwell themselves, staff will be covered by another staff member for the sharing of activities. Communication with families and planning during this time will not be undertaken until the staff member is fit to work.
- Should staffing levels reach a critical point, the Local Authority will be informed.

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- Feedback on remote learning should be daily where possible. Feedback may be in the form of individual comments or general feedback to the whole class, either in written form, or a short video or voice clip. Written individual replies from staff would be sent using reply to the email used when the photos of work/ activities are sent in; class feedback would be sent to the parent's email address. If there is an opportunity for verbal feedback, a Teams call would be used, using the children's email addresses. In Year R, Tapestry would be used for most feedback.

Pupil and family roles

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. We recommend that each 'school day' maintains structure. To help parents with this, each year group has written a suggested timetable which will be shared via Tapestry, Teams or email.
- If a bubble is closed for Covid19 reasons, there may be some direct input from staff for the whole bubble, groups and/or individuals during a week, using Teams, via the child's email address. Staff will respond, within reason, to requests for support from families at home. This will be done through emailing info@bressinghamprimary.norfolk.sch.uk if an individual pupil is absent for Covid19 reasons, or the class emails if an entire bubble is absent.
- We aim to deal with any request for support or feedback by the next working day. This will be dependent on the time of request and circumstances within school.
- We would encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work alongside the suggested timetable. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with their learning and encouraging them to work with good levels of concentration, accuracy and presentation, then sending the work into school (see below).
- Children should be supervised in their use of the Internet; more information for parents and carers can be found in the school newsletters about internet safety.
- School cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school and alternative solutions will be made available (e.g. paper copies of work).
- Whenever possible, parents can help pupils to photograph and email their work into the class email address each day for feedback; this is the best way of encouraging daily learning and enables staff to give feedback ready for the next day, if possible. Feedback may be in the form of individual comments or general feedback to the whole class, either in written form, or a short video or voice clip. Written individual replies from staff would be sent using reply to the email used when the photos of work/ activities are sent in; class feedback would be sent to the parent's email address. If there is an opportunity for verbal feedback, a Teams call would be used, using the children's email addresses. In Year R, Tapestry would be used for most feedback.
- When on Teams calls, there is a protocol: all those appearing in a call should be appropriately dressed and behave appropriately, as if the meeting were in school; a parent or carer should be present at the beginning of a meeting, for safeguarding; the background should be blank as far as possible and preferably a wall, and should not be in a living room or kitchen

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