Remote Learning Offer

November 2021

Contents

Remote Education Provision

Aims

- To ensure there is a planned approach to remote learning during full and partial school closures
- To ensure there is a planned approach for any 1:1 remote learning
- To set out expectations of staff providing remote learning
- To set out expectations of children receiving remote learning
- To provide appropriate safeguarding and data protection guidelines

Context

The most recent government expectation of online learning can be found in the document *Restricting Attendance During the National Lockdown: Schools* (7th Jan 2021). The key expectations in this document are:

- The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include **both** recorded or live direct teaching time, **and** time for pupils to complete tasks and assignments independently
- The amount of remote education provided should be, as a minimum:
  - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
  - Key Stage 2: 4 hours a day
- When planning and delivering remote education:
  - teach 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 so that pupils can progress through the school's curriculum
  - select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.
- Overcome barriers to digital access for pupils by:
  - distributing school-owned laptops accompanied by a user agreement or contract
  - providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
- Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education. At Bishop Aldhelm's this is Lizzie Sharpe, Deputy Headteacher.

Hamwic Trust Expectations

In addition to the above guidelines, the Hamwic Trust Executive have set the expectation that:
- Where recorded lessons are being used from externals sources, such as the Hamwic Online YouTube site, Oak Academy or the BBC teaching programme, schools will ensure there is at least one recorded or live input from a teacher in the child's year group daily. For example:
  - a welcome at the beginning of the day to set out what the learning will be
  - a class/year group assembly
  - a class/year group story
- Vulnerable children receiving remote learning will be contacted at least twice a week to check on their progress and wellbeing
- All children will receive a personal contact from a member of the school staff at least once a fortnight.

This information is intended to provide clarity and transparency to parents and carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the section titled 'individual self-isolation'.

Expectations and Times During Whole Bubble Isolation

Year	Registration times	Live Sessions	Daily tasks	Extension work	Submitting work	Feedback	Phone calls/contact
F	8:45-8:55 am 12:40-12:50 pm	EYFS Story Time Mon, Wed, Fri at 10:00 am.	All tasks will be uploaded to GC* each day by 8:00 a.m. Tasks will be uploaded as assignments. Daily tasks: English, Maths, Foundation subjects, Phonics (EYFS+Y1), Reading (Y2-6), Stormbreak, Worship, PE (PE Days)	Education city Bug Club	GC or Evidence Me	All work submitted via Google Classroom or email will be acknowledged and responded to within 48 hours.	Every child will be made contact with either via phone call, email or through GC on a weekly basis. In addition, the pastoral team will also be making phone calls to families that require additional support.
1	8:55-9:05 am 1:30-1:40 pm	Key Stage 1 drop in Monday, Thursday and Friday. 11:30am-12.		Optional extension tasks uploaded weekly via Google Classroom	Work submitted via GC assignment or via year group email.		
2	9:25-9:35 am 1:00-1:10 pm						
3	9:15-9:25 am 1:10-1:20 pm	Year 3 Drop Ins Monday, Wednesday and Friday 9:25-9:55					
4	9:05-9:15 am 1:20-1:30 pm	Year 4 Drop Ins Monday, Tuesday, Wednesday 1:00-1:30pm.					
5	8:55-9:05 am 1:30-1:40 pm	Year 5 Drop Ins Monday, Tuesday, Wednesday 11:30am -12					
6	8:45-8:55 am 1:50-2:00 pm	Daily Drop Ins 2:00-2:30pm					

Roles and responsibilities within the remote learning

Aim	Expectation	Responsibility
To plan and set appropriate learning	The following lessons will be provided each day: • English via The National Oak Academy • Maths via The National Oak Academy • Phonics (EYFS + Year 1) • Reading (Year 2-6) • Foundation subjects via The National Oak Academy • Worship • Stormbreak • PE activity on PE days In addition children have access to the following: • Live registration twice a day via Google Classroom. This gives children the opportunity to check in with their teacher and see their class friends. This is during whole bubble isolation. • CDP reading and maths text books • Weekly home learning uploaded onto Google Classroom in the same way that it is done during normal school opening. • Online platforms such as TT RockStars, SpellingShed • Online reading libraries • Project work, set via home learning tasks. • CBBC lessons on TV • Pack of learning ideas that do not involve technology	Allocated year group teacher
To upload remote learning	• An overview of learning with links for each 10 day block of learning will be sent out at the beginning of each block or at the start of a child's isolation. • Lessons will be uploaded on Google Classroom by 8am on the day of use when a whole bubble is isolating. • Links will be provided via Google Classroom and set as tasks. This will allow children to upload their work to the assignment.	Allocated year group teacher
To deliver appropriate and effective live sessions when a whole class is isolating	• Teachers will deliver two live registration times a day via Google Classroom. • Teachers will provide 3 online 'drop in' opportunities each week for children to join to ask work related questions and to share work. • Teachers will deliver live sessions in a setting with a neutral background. • Teacher will ask children to join with cameras on and unmuted. • An adult at home will be asked to be present while the child joins lessons and until the teacher acknowledges the parent. • 1:1 lessons will require a parent present at the beginning and end of a session. Parents are welcome to remain present for the whole 1:1 session. • TAs will also be on lessons where possible to monitor behaviour and offer support. • Chat functions will be set so the child can only chat with a teacher. • Adults will be dressed professionally. • Teachers will ensure that children are dressed appropriately for lessons (uniform is not required).	Teacher + TA

To ensure that those in school receive the same educational diet as those at home during whole school lockdowns.	The children at school will be following the same online learning videos as those at home. Drop In live sessions will take place during the school day where children in class and those at home will be able to ask their teacher questions and share their work. Staff will supervise break times in school and ensure the children have a session of exercise each day.	Allocated teacher/ TA/ HLTA
To check that remote learning is being accessed, completed and checked for accuracy	• Staff will check the work submitted and who has been online to attempt work. • Staff will respond to any emailed/chat function questions from children. • Staff will provide summary feedback to pupils about how they are getting on with their work at least weekly. • Staff will ensure that some lessons give children immediate feedback through teacher checking or self-marking answer sheets. Drop In sessions allow for answers to be given live.	Class teacher, or teacher uploading remote learning
To make regular contact with vulnerable children	• A video or telephone call will be made to the child twice each week. Wherever possible speak to the child and not just the parent.	Pastoral Team
To contact all other children working from home	• Teachers will have contact with all children at least once a week either through Google Classroom or by phone call. Wherever possible staff will speak to the child and not just the parent.	Teaching staff
To ensure that the learning platform is robust	• Staff will check that the network connection is school is working well each day • Ensure children have the necessary IT equipment and stationary to work remotely.	IT manager Deputy Headteacher
To ensure safeguarding concerns are being monitored and addressed as per the Safeguarding Policy	• Staff are clear of how to report any safeguarding concerns they become aware of when children are learning from home. • Children are regularly made aware of how to report any concerns they have about online content. • All children will be asked to carry out an online safety update/assembly at least fortnightly. Regular reminders are also sent out to parents. • Children with safeguarding concerns are taught in school. If this is not possible, ensure that there are regular sightings of the child.	DSL and Safeguarding Team
To monitor the quality of remote learning	• Staff check that learning is consistently high quality for all children • The remote learning offer is on the website • Parents regularly reminded of the channels for in-school communication should they wish to feedback about the remote learning offer. • Questionnaires sent out to parents to allow them to feedback anonymously on the home learning offer.	HT/DHT
To provide remote education from the first day that a child is working from home	From the first day of working from home, children will be able to access the following sessions: • Oak Academy lessons • Access to all online platforms (e.g. TT RockStars, SpellingShed) • CGP Books • Stormbreak sessions	Class teacher

To provide a structured remote education curriculum	During lockdown, when the school is only partially open, we teach the same curriculum remotely as we do in school. This will be in place from the 2nd day of a school/bubble closure. Lessons will be pitched at the appropriate level for the year group. PE sessions for those at home will be adapted from those used in school by providing links to exercise and skills videos to follow.	Teaching staff
To use high quality online resources.	We use the following online resources: • Google Classroom- for registration, drop in sessions and submitting work. • Year group email- for submitting work or contacting the teacher with questions/comments. • YouTube- to watch teacher led videos of lessons and worships. • Oak Academy- to watch video lessons. • Online platforms- e.g. TT RockStars, SpellingShed, Bug Club. • Online Stormbreak sessions to support mental health • Online reading libraries	Teaching staff
To provide resources for children who cannot access digital or online resources	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: • Textbooks and exercise books are provided to all children. • Paper copies of learning will be provided for those that request it. • Teachers will make contact with children who are not engaging with learning online to offer support, guidance and to review the work that they have completed. • A pack of ideas for work not involving technology is provided to all families. All families entitled to free school meals are asked if they require the following support. This is done through a Google Form, text message and individual phone calls. In addition to this, these families can phone or email the school at any time requesting this additional support. • Laptops can be provided for children who are entitled to free school meals who do not have access to technology at home. • Additional data allowances can be applied for, for families entitled to free school meals if they have a contract through: three, Smarty, Virgin Mobile, EE, Tesco Mobile, Sky Mobile, 02. • If families entitled to free school meals do not have access to the internet, and their child is in Year 3-6, then the school can apply for a 4G router.	DHT and teaching staff
To ensure engagement in home learning	Teachers record the engagement of children across all platforms. These are reviewed weekly by the Headship Team. • Children are expected to log on for each registration when the whole class are isolating. • Children are expected to complete work for core subjects and foundation subjects during the day • Children are asked to submit work for checking to their teacher via the year group email or Google Classroom. If they	AHT and teaching staff

	- are not able to access technology, work will be discussed over the phone. - Parents are asked to support children with logging on to the sessions. - Engagement will be checked daily. Teacher will follow up children that have not made contact through registration, email or Google Classroom. - Parents will be contacted by initially the class teacher, followed up by the Pastoral and then Headship Team if children are not engaging with home learning.	
To ensure that children with additional needs are able to access remote learning	- Parents are asked to inform their child's class teacher if their child is struggling so that alternative work can be set. - Online intervention packages are available for children to continue to use e.g. Dyslexia Gold. - Children with EHCPs will continue to have their provision met in school or remotely via 1:1 teaching. - Remote 1:1 sessions take place in some situations.	Inclusion Team

Staff expectations

If staff are given permission to carry out remote learning activity from home, they are expected to:

- Dress professionally for any live lessons
- Be available to respond to children and carry out other work duties required from 10 minutes before the school day begins to 10 minutes after the school day ends
- Respond to messages received from children and parents within the working day about the remote learning on that same day
- Alert the DSL and senior leaders on the second day a child does not attend or access the work set
- Ensure children understand the behaviour expectations within a live lesson
- Only respond to a child or parent using a work email or platform account

Expectations in live lessons

- Both staff and pupils should work in areas of a neutral background when in the home
- Where possible, pupils should work in an open area rather than within their bedroom
- Pupils must be fully dressed for live lessons
- Staff and pupils' cameras will be on during all lessons
- In primary school, parents must be present at the start of the lesson for brief acknowledgement
- The school may record lessons/live sessions for the purpose of safeguarding staff and pupils. If this is the case, lessons will be stored on the school rather than personal networks or equipment. Teachers do not have permission to circulate lessons or place them on social media
- The behaviour policy will be used in remote live lessons as it would be in school. Parents will be informed of any disruptive or inappropriate behaviour
- Pupils and parents do not have permission from teachers to record live lessons or redistribute them in any way. Any recordings that are made and circulated to others, including via social media, will be reported and managed under GPDR law.

Attendance

- Parents will be asked to notify the school if their child is unwell and is unable to access remote learning. In this case, the attendance code will remain X. However, teachers will make a note not to expect the child to attend/submit learning on this day
- Where a staff member leading remote learning becomes unwell, parents will be notified if this means learning will be sent or delivered by a different school contact.

Safeguarding

- Staff are required to alert the Designated Safeguarding Lead (DSL) if they have any concerns about a child's welfare during a period of remote learning
- The school will continue to engage with social services and attend meetings where necessary
- Any parent who wishes to raise a safeguarding concern should do this in the usual way via the school office who will put them in contact with the DSL or Headteacher
- The school will ensure that online safety is referenced regularly within a period of remote learning. Parents will be reminded of the need to ensure their child is only accessing appropriate content while away from school and that personal data is being protected. https://www.bbc.co.uk/newsround/44074704
- Pupils are encouraged to communicate through the remote platform/school email system rather than by personal email. Where a child uses a personal email the teacher will ensure that any response also copies in the parent (or line manager if the parent email isn't available)

Health and wellbeing for staff while working remotely

- In addition to the many resources available on the HET Health and Wellbeing intranet pages, there is a specific section on COVID-19: https://intranet.hamwic.org/health-wellbeing-for-staff/
- Staff can access our confidential Employee Assistance Programme, via Health Assured, offering 24-hour assistance and support, 7 days a week. The number is 0800 0305 182.
- Able Futures offer an access to work mental health support service and can be contacted on 0800 321137.
- The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the extra mental health support for pupils and teachers is available.
- The Education Support Partnership provides a free helpline for school staff and targeted support for mental health and wellbeing.

Individual Self-Isolation

Parents are asked to notify the school straight away if their child needs to isolate.

Child is self-isolating for 10 days either due to having a positive test result for Covid-19:

The school will phone the family on the first day of this confirmation to check in and explain what will be emailed out. Parents will be offered a pack of equipment for their child- this can be collected or delivered. Parents will be reminded that both they and their child can contact the class teacher via the year group email. They are welcome to send through work completed to the email.

The school will then email the family the appropriate Oak Academy planning via the year group email address. This planning has links for maths, English, history and art. Teachers can choose a year group appropriate to the child's level.

Parents will be reassured that the child only needs to do the work once they are feeling fit and well.

Class teachers will phone the child during the isolation period. Contact may also be had via email.

Home Learning Packs:
Each year group will have packs that can be sent home to children at stage 2 or bubble closures. These contain:

- Paper/exercise book
- Coloured card
- Pencil/pen
- Long ruler
- Rubber
- Sharpener
- A few coloured pencils
- An angle measurer made out of two strips of card fastened in the corner by a split pin to make an L shape
- CGP book

Frequently Asked Questions

How often should my child submit their work?
We appreciate that people have different pressures on them at home. We do however want to make sure that your child is receiving feedback on their work and that we continue to monitor and support their progress. Children are able to submit all of their work if they are able to/choose to. However, we recognise that this may be difficult for families. We ask that as a minimum, an English and maths piece is sent to your child's class teacher every week. Teachers are monitoring their classes to check that everybody is able to access learning at home.

Teachers have time allocated time to them at specific times during the week to look through Google Classroom and the year group's emails. They will aim to respond to work produced or emails within 48 hours. Teachers are in school teaching full time so they are limited on the time that they have to respond to these questions.

What should I do if my child is finding the work too difficult?
Please let your child's teacher know via the year group email. They can then direct you to alternative learning to access.

What should I do if my child is finding the work too easy?
Every week, each year group will be uploading additional challenges to Google Classroom. If your child is still finding the work too easy then please let your child's teacher know via the year group email.

What should I do if my child is not able to submit their work via the internet?
When your child's teacher contacts you, you or your child will be able to talk through the work that they have completed that week.

All families have been sent out a pack of activities that will support learning that do not rely on the internet or technology. We hope that your children will enjoy these.

Does my child have to complete all of the work set for the day?
No. We would ask that children aim to complete some English and Maths work, whether online or through texts books, as a minimum each day. We appreciate that some days are more challenging than others.

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10 TOP TIPS
REMOTE LEARNING FOR PARENTS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.

1) Take an active interest in your child's learning

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.

2) Monitor your child's communication and online activity

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.

3) Establish a daily schedule and routine

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.

4) Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teacher's will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.

5) Ensure your learning device is in a public space in the home

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.

6) Implement safety controls and privacy restrictions on apps and software

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.

7) Ensure your child only uses official school communication channels

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.

8) Familiarise yourself with relevant school policies

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.

9) Maintain feedback with teachers

Engage in communication with teachers where possible and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.

10) Monitor your child's wellbeing and mental health

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.