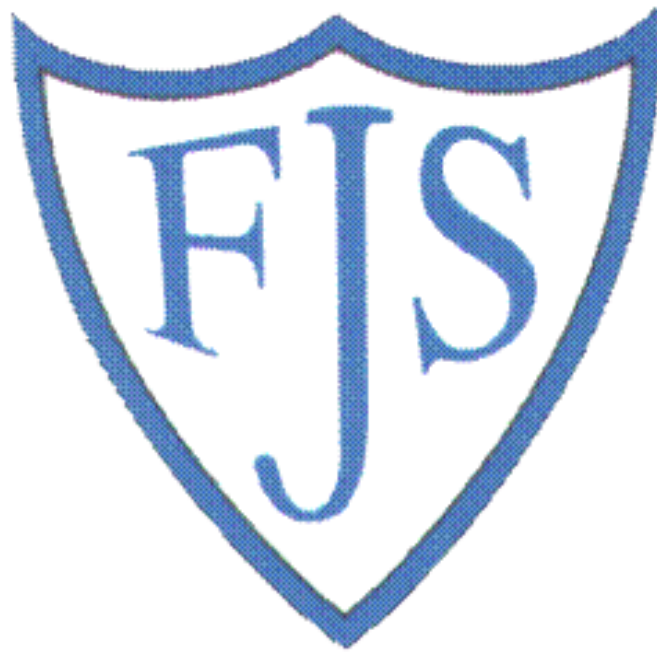


# Forefield Junior School



## Covid-19 Remote Learning Policy

Meeting where agreed and ratified: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

# Jan. '21

This is an update to the policy in place Sept- Dec '20  
It will be reviewed in response to the evolving pandemic

## **MISSION STATEMENT**

*Forefield Junior School is a P.R.O.U.D. school built on **Passion and Respect**, where **Opportunities** can be seized by **Unique and Determined** learners.*

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We are passionate about learning in an environment where everyone is empowered to be themselves and to flourish. We respect and value each and every individual and cherish their unique qualities to create a sense of belonging. We are determined to support personal, social and emotional development by encouraging self-belief and providing opportunities for everyone to express themselves and grow in confidence.

By celebrating their diverse contribution to the life of the school and the wider community, each person will be encouraged to build on their foundations, to instil a belief in everyone that they have limitless potential and are always capable of achieving their best - throughout their lives. As a family we share each other's successes and take pride in them.

We will consistently promote the highest of standards in every aspect of school life, provide a vibrant, stimulating curriculum in a safe and happy learning environment, to foster excellent attitudes and behaviour. The inspirational opportunities we provide will fuel a passion for learning and a sense of pride in all we do.

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***This is what makes us PROUD:***

***Passion, Respect, Opportunity, Unique, Determined.***

## **Purpose**

The purpose of this policy is to set out the procedures that will be in place to ensure pupils are supported effectively in the event that they are unable to be taught on the school site.

In the event of a school partial/full closure or the need for pupils to isolate, the policy will identify steps in place to ensure all pupils are able to access learning while at home.

The need for equity will be identified, and support for both parents and pupils in accessing effective teaching will be addressed.

## **1. Format**

The learning platform used by Forefield Junior School will be Seesaw. The rationale behind the use of this platform is that pupils are familiar with the APP as they will have used it in school and from September 2020 it has been used each week to set 'paperless' homework activities.

### **What should my child expect from immediate remote education in the first day or two of pupils being sent 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. However, all pupils will be able to use familiar online resources/APPs (such as Linguaphone, Active Learning, TT Rockstars etc) in the interim.

The class teacher (if they are well enough) will provide home learning on SeeSaw as soon as possible and no later than the second full day of absence. As we are a three-form entry junior school, other year group teachers may upload work and give feedback – especially if the class teacher is unwell.

Following the first few days of remote education, children will be taught the same curriculum as if they were in school, wherever possible and appropriate.

## **2. Equity**

The use of Seesaw will ensure that all pupils are able to access the learning opportunities provided by the class teachers equally.

All pupils accessing learning through Seesaw have been provided with their remote learning login details (QR code) prior to school/class closures. Class teachers have invited families to access the SeeSaw family APP through the same process, allowing family members to oversee pupils' learning.

In the event that pupils do not have the equipment to access their learning online, they will be able to contact school and we will endeavour to loan a laptop/tablet (either through a government scheme, or using PPG funding). The serial number of the device will be recorded prior to it being taken home.

Families will be asked to sign a 'loan agreement' when taking an iPad or laptop off site. Alternatively, we will provide printed resources for pupils who do not have suitable online access.

We recognise that support at home may be varied and should be considered in the work/activities set for pupils. Teachers will provide full explanation and clear teaching points for pupils to minimise the need for further explanation from parents/guardians.

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

Each day, work set will cover English (including grammar and spelling activities when appropriate), mathematics and an additional subject. There will also be time for reading, times tables and exercise within the 4 hour expectation.

### **3. Support**

Teachers have been using Seesaw since the introduction of iPads to the school in 2017 and have access to online support material.

Pupils (Y4-6) were familiar with Seesaw due to its use in school and Year 3 pupils have had access throughout the Autumn Term. The complexity of tasks will vary due to the experience of pupils and the learning opportunities they have had during their time in school.

Support for parents, in the form of video tutorials, is available via links on the school website.

On the occasion that parents are still in need of support, they will be asked to contact the class teacher, or appropriate staff member, who will arrange to speak with them to offer support.

**4.1. Teaching:** In the event of a partial or full school closure, teachers will set work based on the school's well-sequenced curriculum, building on knowledge and skills, that they would have been taught in school. Teachers will provide clear explanations of new content and adjust the pace and difficulty of what is being taught in response to their assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding. SeeSaw allows us to share pre-recorded videos/voice-overs made by staff alongside video content from Oak National Academy. Pupils can pause or listen again for clarification and if unsure, they can message a teacher, who will send a written message or video/voice recording with further instructions. There will be a tiered approach to the tasks set and teachers will endeavour to meet pupil needs.

**4.2 Feedback:** Teachers will provide feedback in written or verbal form using the tools available on Seesaw. Feedback will address any misconceptions held by the pupils in the work submitted, and acknowledge the work completed. Pupils will be made aware that their work has been seen using the 'like' button. Teachers will not be available to respond to messages from parents during evenings or weekends – but will review submitted tasks at a time appropriate to their individual circumstances.

**4.3 Submission:** Work should be submitted by 4pm. each day. Work submitted after this time may not be responded to by the teacher until the next day.

**4.4 Teacher workload:** must be manageable, setting four pieces of work daily will mean a maximum of 120 pieces of work per day to be addressed (based on a class of 30 pupils). Expectations that work will be completed by pupils before what would be the 'end of the school day', should allow time for feedback/recognition of the work completed. However, due to each teacher's individual circumstances and family arrangements, they will manage their workload with regard to their own well-being.

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

Pupils are expected to engage with daily learning tasks. Our learning platform enables children to complete lessons in any order and at any time during the day thus allowing flexibility to children and their families who are meeting the challenge of home learning in a wide variety of circumstances.

Parents can best support children by:

- ✓ Working with your child to set a routine for the day
- ✓ Providing a space which is conducive to learning and allows children to engage with their lessons with as few distractions as possible
- ✓ Encouraging children to engage fully with each part of the lessons set each day
- ✓ Contacting school to ask for support if there are any issues or difficulties – in each year group a teacher is available each day to respond quickly to concerns or difficulties

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

Monitoring engagement is occurring daily. As well as responding to children's posts our learning platform allows us to monitor when and how often children are posting to their journal.

- ✓ All responses submitted to Seesaw will be responded to by a member of staff
- ✓ Engagement will be recorded weekly using a 5 point scale in the class tracking spreadsheet.

<b>1</b>	<b>No engagement with any of the lessons set.</b>
<b>2</b>	<b>Little engagement with tasks or poor responses that do not reflect the quality of work the teacher expects.</b>

<b>3</b>	Engagement with some lessons or tasks, some lessons or tasks completed to a good standard but others missed or incomplete.
<b>4</b>	Good engagement with the majority of lessons and tasks completed to a good standard.
<b>5</b>	Excellent engagement with lessons and tasks throughout the week.

We will respond quickly where we identify that support is needed.

Actions will be recorded on the class tracking spreadsheet:

<b>S</b>	A message will be sent to the child via Seesaw.
<b>T</b>	A text message will alert parents.
<b>E</b>	An email will be sent to parental email address.
<b>P</b>	Staff may make a phone call.
<b>H</b>	A home visit or pack of work delivered.

**4.5 Assessment:** Teachers will make formative assessments and track pupil progress based on the work submitted by the pupils.

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

Staff will respond to work submitted to the child's Seesaw journal by:

- ✓ 'liking' a child's post to indicate that work has been completed successfully
- ✓ Commenting on a particularly good aspect of a child's response
- ✓ Recording a verbal response to a child to congratulate, support or explain
- ✓ Posing a question which may extend children's thinking or challenge them to take the task further
- ✓ Send the task back with a correction or improvement to make

### Additional support for pupils with particular needs

- ✓ Regular phone contact from the SENCO
- ✓ Opportunity for a virtual face to face 'Keeping In Touch' session
- ✓ Tiered assignments which offer challenges at increasing levels of difficulty
- ✓ Differentiated tasks based on individual needs
- ✓ Alternative tasks suited to the needs of the child
- ✓ Alternative means of accessing home learning for when Seesaw is wholly or partly unsuitable to meet a child's needs eg:
  - Packs of work

- Loans of learning resources
- Bespoke intervention programmes eg Speech and Language

All of these strategies will be discussed with individual families to find the 'best fit' for their child.

#### **4.6 Curriculum timetable for a partial/full school closure:**

We are fully aware of the challenges faced by parents/grandparents regarding home learning and whilst staff will aim to maintain a 'school day,' we understand that not all pupils will be able to complete tasks at the same time/pace as others. Therefore, the class timetable will be the basis for lessons, but some lessons/tasks may need to be adjusted to reflect the restrictions in place. Teachers will endeavour to maintain a 'presence' through posting videos and 'voice recordings' and by responding throughout the day.

English and maths lessons will be set daily. The input will be provided by the year group (or class) teachers, followed by a task for the pupils to complete. There will also be a SPaG task to reinforce spelling/grammar.

Throughout the full/partial closure there will be a balance of other subject lessons – in-line with the expectations for that half-term. science, history OR geography, art OR design technology and computing, music, Spanish and PHSE tasks may be assigned.

Pupils will also be encouraged to utilise the many online resources that they have access to, in order to support their learning, eg: TT Rockstars, ActiveLearn, Lexia, Linguascope etc.

#### **5. Shielding or self-isolating pupils:**

We will use Seesaw to set home learning for any children that are shielding or self-isolating as per government guidelines.

Work will be available to access on Seesaw within 24 hours of reporting the child absent. In the meantime, parents can access video lessons from Oak Academy [www.thenational.academy](http://www.thenational.academy) and BBC Bitesize [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize) and utilise the online resources (as above).

#### **6. Self-isolating staff:**

There are several scenarios where a member of staff may not be able to attend the workplace due to self-isolation rules

- Their child has mild Covid 19 symptoms and are awaiting test results
- They have been advised by Test and Trace to take a Covid test and isolate
- They have been in contact with someone who has tested positive and are required to self-isolate

**6.1 Teachers:** Teachers who are self-isolating, but well, will liaise with their year group partners to set daily work for their class or take on the responsibility of setting work for pupils who are self-isolating.

## 7. Safeguarding:

The use of Seesaw conforms to GDPR regulations in terms of data protection and sharing data.

Seesaw: access to Seesaw is restricted to individual users which means families are only able to access their child's accounts while at home. Any work added to a child's account should be their own, examples of work from their peers should only be shared with the permission of the parent of that child and should celebrate accomplishment or effort alike.

Before setting up online class 'get-togethers' through zoom/teams, parents will be asked to read our expectations/protocols, explain them to their child and give parental permission. The protocols are designed to keep everyone safe (see appendix 1).

Loaned devices: Loan agreements must be in place before a device is taken off site.

## Outcomes

Through remote learning, all pupils will be able to access (via SeeSaw) appropriate learning tasks set by the school.

Where technology is a barrier, school will work closely with parents to overcome this – either by loaning equipment or providing paper copies.

Socially, pupils will be able to maintain regular links with their teacher and some will benefit from class 'get-togethers' via technology.





Appendix 1:

## Forefield Junior School – class get-together sessions

In order to facilitate a class get-together online, please read the following agreement/protocols and return to the teacher via SeeSaw.

**Step 1:** Read our expectations carefully and explain them to your child. Sessions will be short and pastoral in nature rather than curriculum based. The teacher (who may be the year group rather than the class teacher) may choose to read a story, discuss a class topic or have a ‘get-together’ with the class.

- A session link will be posted on SeeSaw. This should not be shared through any other social media or with any other person.
- Any pupil accessing the session does so with the permission of a parent and a parent should remain ‘in the vicinity.’
- Pupils taking part should meet in an environment that is safe, quiet and free from distraction.
- The ‘background’ should ideally be a plain wall and not the child’s bedroom.
- The pupil should be dressed appropriately and on time.
- We expect high standards of behaviour during sessions – teachers will monitor behaviour and will mute or disable cameras if standards fall below our expectations.
- Content should not be recorded or photos/screenshots made of sessions.
- Pupils should not attempt to share inappropriate content/images during the session.
- Pupils should engage and be attentive and show respect for other participants.

The rules are designed to keep everyone safe and if they are not followed, sanctions will be applied and parents informed. Pupils who behave inappropriately will not be invited to future sessions.

**Step 2:** Once you have read/understood and shared our expectations you will need to give parental permission for your child to be invited to a session. You can do this via SeeSaw – your message should state:

Name of pupil: \_\_\_\_\_ I give permission for my child to participate in an online ‘catch-up’ session via zoom. I have read the expectations and shared them with my child.

The name that will appear in the ‘waiting room’ is: \_\_\_\_\_

Signed: \_\_\_\_\_ Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

It is important to let the teacher know what name will appear in the ‘waiting room’ so that they can be ‘let in.’ No pupil will be admitted if the teacher does not recognise the name. The ‘name’ is usually linked to the device and can be found in settings.

**Step 3:** Once we have your permission, teachers will post a zoom link on SeeSaw – including the time/date. To start with, this may be shared with a small sample group, and then expanded. The sessions are **not compulsory** and we understand that not every family will be able to join