Milverton Community Primary School

Remote Blended Learning Policy

Approved by:	Governors	**Date: 01.03.2021**
Last reviewed on:	N/A	
Next review due by:	01.03.2023	

Contents

Introduction

During the school closures in response to the coronavirus (COVID-19) outbreak in the UK, schools found they had to quickly adapt to providing pupils with learning opportunities they could access from home. Over the course of the subsequent lockdown period, school leaders and teachers had to develop systems for delivering home learning to their pupils for a significant amount of time. Now that schools have reopened to all pupils and classroom learning is returning largely to 'normal', it is more important than ever to have a plan in place to support any potential home learning for classes, year groups or the whole school, should a need to isolate or close again happen during the ongoing pandemic.

To be fully prepared in the event of future closures, partial closures or isolation of bubbles, Milverton Community Primary School and Pre-School has carefully considered, consulted on and developed this policy for remote learning. The overarching goal is to enable pupils to access high-quality teaching and learning even when they are unable to attend school. The policy outlines how teachers and other school staff will work to provide remote learning, whether they are delivering blended learning through the provision of both in-school and online lessons, or only accessing online home learning.

Aims

The aims of this policy are in line with current government guidance on schools reopening from September 2020. The specific aims are:

- to plan and outline how and when the remote learning policy will be implemented in Milverton Community Primary School and Pre-School
- to support all pupils in their access to high-quality remote teaching and learning
- to provide a clear remote learning strategy, including how and when learning should be assigned remotely, how it will be communicated, how pupils will submit work and how they will receive feedback on submitted work
- to anticipate, identify and address any concerns associated with remote learning, relating to safeguarding, data protection, and health and safety
- to make staff roles and responsibilities clear in relation to remote learning;
- to declare the software and online tools approved for use by the school to support remote learning;
- to declare how and when the school will support the delivery of home learning by staff, including the possible provision of hardware.

Section One: Remote Learning Strategy

Circumstances where this policy will become operational:

The systems and procedures outlined in this remote learning policy will come into effect under any of the following circumstances:

- a pupil, groups of pupils, class or bubble are required to self-isolate at home
- in the implementation of a local area lockdown and subsequent school closure
- if a member of staff is required to self-isolate but able to work from home

Systems and digital workspaces:

The systems, processes and workspaces to be used by the school to deliver remote learning:

The school website www.milvertonprimary.co.uk will be used as the communication tool throughout, to enable effective home-school links for parents and teachers.

If one or a small number of children are self-isolating at home, the school's website will be used to share work from class that the child may undertake and this will be responded to using the class email address structure.

Staff members will communicate clearly with the member of staff with access rights to the school website and submit agreed home-learning timetables and resources at agreed times, in the agreed format.

Class email accounts will be monitored on a daily basis and any parental emails will be responded to within 48 hours.

If a class or phase bubble of children are required to self-isolate, there is a local lockdown or there is a full school closure structured learning will be in the form of:

- the first few days will follow the Government recommended Oak Academy Trust lessons with mathematics following the White Rose Maths Hub Long Term Plans for each year group
- for the next two weeks, home-learning timetables of quality guidance, links to recorded lessons, links to carefully selected web material, links to quality teacher-made resources on Google Drive and teacher recorded material, using the school's YouTube Channel will be in place.
- For longer periods beyond two weeks, Google Classroom will be used to set, collect and review work by the class teacher. Setting and monitoring work will be undertaken by a class teacher from the current phase bubbles from home or school (critical worker children are still entitled to school lessons).
- A weekly Zoom or Google Meet meeting will be offered for further feedback, social interaction and the maintenance of a sense of belonging and a check on well-being.
- If a pupil is not attending a weekly video meeting, or there has been little or no email contact and/or submission of learning during the week then a welfare phone call will be made.
- A weekly record will be kept of contact made and feedback given.
- If there is no contact and cause for concern, a home safeguarding visit may be made by members of the school senior leadership team in order to check on well-being and, offer help and support.

If the class teacher is required to self-isolate but is able to work from home, they will be responsible for planning the work their class is to undertake whilst at school.

Should a child be unable to access remote learning digitally, paper copies of work will be provided. Parents must contact the **school office** to discuss arrangements.

Lesson sequences, content and planning

How, what and when teachers will plan and deliver learning remotely:

Lesson sequences will be planned by members of staff using the agreed timetable for home-learning that has been previously agreed.

The timetables will follow the requirements of the National Curriculum for England.

The timetables contain good quality resources chosen by teaching staff to maintain learning and progression.

The timetables should take into account of the needs of the children (especially those with SEND) and, as far as possible, the needs of the child's home situation.

The timetables adhere to the Government's recommendations of 3 hours of learning for Key Stage 1 and 4 hours of learning for Key Stage 2 pupils.

The timetables will take a daily session-by-session approach. There will be three distinct sessions: maths (60 minutes), English (60 minutes to include reading/phonics, writing, weekly spelling and grammar) and quest (60 minutes including history, geography, art, DT, RE, MFL, PSHE). There will also be links to good quality daily PE/exercise sessions, free reading material, times tables games and parental support material. This will fulfil the remainder of the Government's expectation for hours spent on home learning.

Resources for home-learning, if not web based, will be either: copied onto the timetable, accessed via Google Drive or linked via the class pages of the school website. The school YouTube channel might also be used by the EYFS and Key Stage 1 to share staff reading books with pupils.

Timetables will be submitted to the member of staff with access rights to the school website by the end of Thursday of any given week. The member of staff with the responsibility for the upkeep of the school website will upload the required resources for parental access on the Friday of any given week.

Video and Live Lessons:

How will teachers deliver online lessons?

Pre-recorded lessons are video lessons provided either by school staff, or, other Government recommended or teacher evaluated quality sources. These are not 'live' but made available for pupils / families to access when needed.

Live video sessions involve live interaction between staff and pupils at a set time during the day.

Teachers will not be expected to deliver live video lessons, as there are a wide range of high-quality, professionally produced pre-recorded video resources available.

Teachers may provide pre-recorded teaching through the use of videos uploaded to Google Classroom or provided via a YouTube link using the school account.

Live video sessions using Google Meet and/or Zoom may be used to engage all pupils and to support pupil wellbeing. These might take the form of a 'class meet' or opportunity for teachers to answer questions, give feedback and clarify key learning points.

Safeguarding & Online safety expectations:

How will everyone stay as safe as possible when online?

School will ensure the following:

- Only accounts set up by the school are used. Administrative access to these accounts is by our technology support provider.
- Staff and learners will use a safe and appropriate place (not a bedroom), with no inappropriate objects or inappropriate information visible. When inappropriate objects/information is visible, school staff will ask the responsible adult attending with the child to switch off their video until such objects are removed. If this is not done, it may be necessary to end that child's involvement in the session.
- There will be two members of staff with the video session. If this is not possible, the session will be recorded to ensure that children and staff have peace of mind about safety and security.
- Staff will keep written records of anything that causes concern during the session and report this immediately to the Headteacher or, in his absence, the Assistant Headteacher or DDSL.
- Permission for recording must be obtained from parents and carers, stating that videos of sessions will be stored within the class drive in the school's G-Suite account.

- Recordings will only be accessed by staff linked to that class (including staff with responsibility for safeguarding) and staff with administrative responsibility for the G-Suite account.
- Recordings will be made available to pupils unable to attend the live-streamed session.
- Staff responsible for safeguarding will have access to the recordings in the event that an issue with the session being reported.
- Recordings will be kept for 10 days before being deleted.
- Expectations for behaviour will be the same as those in the classroom.
- Inappropriate behaviour will be dealt with in line with our school behaviour policy and may result in the school removing access for individuals, for a class or for the school.
- Online safety habits will be reinforced within each session and learners will be helped to understand livestreaming as part of learning and not something for primary aged children to use through social media.
- 'Chat' will be used only for learning purposes.
- Video can be used as this may benefit the well-being or learning of children. There may be times when staff request that video be turned off.
- Our Data Protection Officer has been informed about our use of livestreaming and a privacy impact assessment has been done.
- Parents and carers will be informed when a livestreaming session will be taking place and the time limit for the session.

Parents and Carers must ensure the following:

- Online sessions must only be accessed in a shared family area (never a bedroom).
- They know and have agreed that if the session is recorded, this will be saved within the school network
- No one else will take screen shots or recordings of the session.
- No images or recordings of the session will to be shared within or outside of the safe environment created by home and school.
- Normal classroom standards of behaviour are reinforced and expected.
- If these are not adhered to, they know and support the removal of access to these sessions.
- Chat is used only within the session, when made available by staff, and is used positively and appropriately to support learning or wellbeing.
- Livestreaming may be used for learning and that all livestreaming by primary-aged children, must be supervised by a trusted and competent adult.
- Habits for responsible use of technology are expected and reinforced, including the wearing of appropriate clothing.

Communication and visibility

How will communication take place?

Teacher to teacher:

- Teachers will communicate with each other via email or phone or verbally when part of a bio-secure bubble.

Teacher to parents/carers:

- Teachers will communicate with parents using the class email system and via private messages within Google Classroom depending upon which platform has been chosen at the time.
- Teachers will be available and 'online' within their contracted school hours on their normal working days if they are **not** teaching children entitled to come to school. If teaching face to face, a response should be attempted with 48 hours.
- Weekly phone calls will be made to parents or carers whose child is unable to join Zoom, who have not emailed within the week or have not submitted work via the class email system. A weekly record of contact is kept.

Teacher to pupil and pupil to pupil:

- Teachers will not reply to any form of communication sent from a child's own email account.
- Zoom will be used on a weekly basis to meet live with pupils when an adult/carer is present within the close proximity of the child.
- Weekly phone calls will be made and parents and carers will be asked if the member of staff making the call can speak with the pupil(s) who were unable to join Zoom, or from whom we have not had email contact or work submitted via the class email system. A record of this is kept, patterns studied and relevant staff notified.
- Private peer communication will not be permitted on Google Classroom for pupils, but communication can be made using the Class Stream, which the class teacher or teaching assistant will monitor closely.
- 'Google Meet' can be used for live interaction with pupils – this will not take the form of lesson delivery, but will be used for stories, games or activities to encourage participation and communication from pupils. Any Google Meet sessions will be recorded by the class teacher leading them.

Providing pupils with feedback

How will pupils submit and receive feedback on their work?

Pupils will:

- submit their work via the class email system or Google Classroom using the upload links.
- receive feedback on their work via the class email system or Google Classroom.
- have a written comment, firstly stating positives and then no more than two possible areas for improvement. These will be completed by the class teacher / staff member responsible for reviewing the piece of work, ideally on the same day it is submitted, or within two working days of it being submitted if the teacher has teaching commitments.
- have submission dates set depending on the pupil's work, and as appropriate to the age and the needs of the child.

Pupil engagement

How will staff engage and encourage pupils during online learning?

Teachers will engage and encourage children during their online learning through the use of carefully chosen and evaluated activities and positive reinforcement, for example:
- Using supportive private feedback
- Using supportive comments on class streams
- Using questions and activities designed to encourage collaboration and communication, for example, through the use of other secure websites / apps designed to encourage participation in their own learning.

Parental engagement

How will staff encourage parents to engage in their children's remote learning?

Parents will need to support children in their remote learning, therefore activities planned should:
- be clearly explained with relevant supporting material, if appropriate
- require some parental involvement in some activities
- be 'offline' as well as computer based

Parents should be encouraged to communicate with teachers via Google Classroom messages or the class email system if they require support.

Phone calls can also be placed to families if appropriate, particularly those who are not able to access online learning.

<u>**Building independence**</u>

How will staff support pupils to develop their levels of independence?

Pupils will be able to:
- see the timetables of work and are encouraged to set their own timescales
- access their daily sessions on Google Classroom and the deadlines for submission.
- weblinks are used to guide pupils towards appropriate resources to support their learning, including explanatory videos, texts and knowledge bases they may need.

<u>**Roles and responsibilities**</u>

What are the roles and responsibilities of all staff, pupils and parents involved in remote learning?

Class teachers will:
- plan and deliver engaging lesson content and tasks
- feedback on work that children complete.
- communicate with parents regularly, including more specific support via private messages on Google Classroom and/or email and phone calls where necessary.

HLTAs will:
- support the teaching and learning within the classroom bubble
- feedback to children in class
- support the class teacher with their responsibilities

Teaching assistants will support:
- the planning and development of resources
- in responding to children's work and messages
- the class teacher when making welfare phone calls

Pupils will be expected to:
- participate in remote learning, either digitally or on paper, completing tasks as asked and responding to feedback where necessary
- they will also participate in class communications, through public comments, whole class activities and Google/Zoom meetings.
- maintain their self-discipline and standard of work as if they were in class
- Co-operate with other members of their family with learning

Parents will be expected to:
- support their child in their remote learning as much as possible by assisting them in completing tasks ensure the child has access to the work they need to do (whether digitally or on paper),
- help their child to use technology responsibly and safely
- communicate with staff respectfully if they need support or in order to give feedback on how they and their child are managing the work set.

Section Two: Safeguarding, Health and Safety Considerations

<u>**Security and online safety**</u>

How will the school ensure remote learning complies with GDPR regulations and provide a safe learning environment for all pupils and staff?

All staff are up-to-date with GDPR.
All timetables and school website communication is GDPR compliant.
Google Suite for Education is GDPR compliant. Pupils have a personal log on for Google Classroom. As such, personal data is protected. Where staff use 'Google Meet' they will ensure that meetings are recorded from the outset so there is a record of each one. YouTube will only be used for sharing videos of staff providing lesson content, and this will be done through an unlisted link added to timetables and Google

Classroom. Other collaborative sites used require a given code, link or password to join, and will not contain any personal information relating to pupils or their images.

Promoting good digital citizenship

What strategies will be implemented to encourage pupils to be good digital citizens?
How will online pupil behaviour during remote learning be monitored and managed?

All classes undertake regular E-Safety units of teaching, and E-Safety rules are embedded within all lessons involving technology. Pupils and parents agree to an Acceptable Use Policy, and a digital version of this will be uploaded to each class stream within Google Classroom asking parents to discuss with their children and agree once more before accessing the online learning provided.
Pupils are not able to communicate with each other privately within Google Classroom, and public comments will be monitored by staff. If inappropriate comments are identified, they will be deleted and parents will be contacted with a reminder about the AUP for digital learning.

Screen time and being active

How will the school ensure that staff and pupils take precautions to limit screen time and encourage children to be active in their home environment during times of remote learning?

Staff will be available and responsive online between the hours of 9am and 3:30pm. Daily tasks set for pupils online will not exceed those given in a normal school day, and will be a mix of activities that can be completed on and offline, including activities that require children to utilise resources at home in a creative, physical or social way.

Workload

How will school leaders manage the workload of staff?

Staff will only be required to monitor and respond to work submitted or messages from parents during normal working hours (9:00am – 3:30pm).
It is the responsibility of all staff to manage their workload and discuss with a colleague or line manager if they have concerns.
It is not expected that the provision of online learning should lead to an overall increase in working hours and staff should endeavour to complete planning, uploading, marking and providing feedback within their normal working hours.

Wellbeing

How will the wellbeing of all stakeholders be monitored and supported during times of remote education, and what strategies will the school employ to support the wellbeing of those pupils, families and staff with identified concerns?

We have high levels of uptake for critical worker face-to-face class lessons.
Class emails will be the first point of contact for parents to share concerns with staff.
If families are not engaging, staff will make a weekly phone call.
In the event that no regular contact is made, a home visit might be made by a member of SLT to ensure the wellbeing of pupils and their families and to determine if any further support is needed.
Staff will remain in regular contact with their phase colleagues and the SLT.
Staff in school will regularly check in with those isolating and will be proactive in offering support in the event of concerns arising.

Section Three: Software and Hardware

What **software** will the school approve for use during remote learning and how will this be accessed?

Primarily, Google Chrome, Google Drive and Google Classroom will be used for remote learning.
The school YouTube account may be used to upload and share videos by staff where appropriate.
The website will be updated with whole school messages.
All of these are accessible via PC, laptop, iPad and other mobile devices.

What hardware and software is available for staff when providing remote learning while in the school building?

All teaching staff have class PCs that can be used to provide remote learning whilst in the school building.
The software being used is all accessible online.

What hardware will teachers have access to if working from home and how will any technical issues be addressed?

The majority of teaching staff have a school laptop which they can use when offsite.
Software can also be accessed via personal PCs, laptops, iPads and other mobile devices.
The ICT subject lead and ICT technical support (Hi JoshHiComputeam) are able to offer support in the event of technical difficulties.

How will the school support and enable pupils to access remote learning through the technology available to them?
How will the school address the technological divide for disadvantaged pupils?

Whilst the majority of our pupils have been able to access remote learning through technology they have available at home, we recognise that not all can do this. In such situations, we will provide paper-based versions of the online learning. Parents should email the school office to discuss this. We may also be able to arrange a loan of school equipment, such as a laptop or Chromebook, to support children without easy access to technology at home.

Section Four: Subject Specific Information and Resources

Maths
The White Rose Maths Hub will provide the bulk of the maths resources suitable for home learning. Parents and children can access videos explaining topics. Teachers will provide additional resources to complement these units, including White Rose worksheets.
See Appendix 1 for further resource suggestions

Reading
Oxford Owl, Getepic, Lovereading4kids all offer free ebooks or pdf extracts from books that can be used for reading.
See Appendix 1 for further resource suggestions

Writing
A variety of resources will be used for writing activities. The writing tasks set will be engaging and use a variety of stimulating video, pictures and texts. Talk 4 Writing may be used as a structure as it is in school.
See Appendix 1 for further resource suggestions

Foundation Subjects
See Appendix 1 for a wealth of resources

Wellbeing
Coram Life Education SCARF resources have been updated to provide a great deal of content to support pupils wellbeing and SEM

Appendix 1 – Links to useful online learning resources

Printables
Twinkl provides resources and downloads for all curriculum areas. Usually their premium content requires a subscription but they are offering all resources free in the event of school closures.
https://www.twinkl.co.uk/
Teacher's Pet is another site offering lots of free printables for download across a wide range of subjects.
https://tpet.co.uk/
First News is a newspaper for children containing lots of (panic free!) sensible information on loads of the top international news stories. You can subscribe at a cost but everyone can download one digital copy for free at any time.
https://subscribe.firstnews.co.uk/free-downloadable-issue/
Online Learning
Teach Your Monster to Read is a wonderful game made in association with leading educational experts and follows phonic phases 1, 2 and 3 in separate games. Perfect for EYFS through to KS1. Apps are available and paid for but the online website version is always free. Your child can follow their monster around and learn without realising how much they are learning to read!
https://www.teachyourmonstertoread.com/
2Simple's Purple Mash is an online platform full of content which keeps children engaged and supported through the curriculum in every subject. Games, videos, activities and ebooks are available. Suitable for ages 4-11. Usually a paid subscription but free in event of closures.
https://2simple.com/blog/using-purple-mash-when-school-closed/
Pobble is an online writing platform. They post a free picture a day with prompts for discussion and writing.
http://www.pobble365.com/
BBC Bitesize is always free and has videos, lessons, and games covering the whole curriculum all the way up to GCSEs.
https://www.bbc.co.uk/bitesize
Oxford Owl provides free ebooks all the time for children of primary age.
https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/
Duolingo is a free website made for language learning. One for all the family. Not specifically made for schools and you can pick whichever language you like. An initial assessment helps to pick up your current level if you want to improve rather than start from scratch.
https://www.duolingo.com/
Handwriting practice a bit a day will be essential for infant and junior age children. **Handwriting Heroes** has premium content and apps but their letter formation videos are always free so will help remind children of the right formation while practicing.
https://appytherapy.com/handwriting-heroes/
Mangahigh maths games are for children age 5-11. Usually a paid subscription but free for school closures.
https://www.mangahigh.com/en-gb/blog/2020-03-06-free-access-schools-online-maths-coronavirus
Music Theory has some content always free with lessons and exercises to do at home. For all ages and musical abilities.
https://www.musictheory.net/
Useful Websites for Home Learning
ED SHED (MATHS & SPELLING SHED)
Children will need their Ed Shed logins to access Spelling Shed and Maths Shed.
KHAN ACADEMY
Khan Academy offers   personalized lessons across   the curriculum for children aged 2-19 . There is a huge amount of content for children to master. Children do need to register but all the content is free.
HAMILTON TRUST
Hamilton Trust offer weekly learning packs for Maths and English. These resources are printable.
OAK NATIONAL ACADEMY
Oak National Academy offer lessons for all areas of the curriculum. You can pick and choose resources from the resources available.

PE
5 MINS A DAY   **GO NOODLE - DANCING**
Early Years
CRICKWEB - EARLY YEARS   **TOPMARKS - EARLY YEARS**
Phonics
EDUCATION.COM   **LETTERS &**   **PHONICS BLOOM**   **PHONICS PLAY**
                                          SOUNDS
Maths
SNAPPY MATHS   **MATHS FRAME**   **TOPMARKS - MATHS**
   CRICKWEB YEARS 1 & 2   **CRICK**   **DK FIND**   **THE SCHOOL RUN - N**   **THE MATHS**   **MATHS**
                                          OUT -   **FACTOR**
                                          MATHS

English
CRICKWEB - YEARS 3-6   **CRICKWEB YEARS 1 & 2**
THE SCHOOL RUN - ENGLISH   **TALK FOR WRITING**
Reading
FAMOUS AUTHORS   **WORLD BOOK READER - FREE EBOOKS & AUDIOBOOKS**
READING THEIR BOOKS
LOVE READING 4 KIDS   **BOOK TRUST**   **OXFORD OWL - FREE EBOOKS**

Science
DK FIND OUT   **CRICKWEB**   **CRICKWEB**   **BBC BITESIZE -**   **WOW**   **TOPMARKS -**
- SCIENCE   **SCIENCE -**   **SCIENCE -**   **SCIENCE**   **SCIENCE**   **SCIENCE**
                  YEARS 1 & 2   **YEARS 3-6**
8 SIMPLE SCIENCE EXPERIMENTS YOU CAN DO AT HOME
Geography
BBC BITESIZE -   **CRICKWEB**   **CRICKWEB**   **NATIONAL**   **NATIONAL**
GEOGRAPHY   **GEOGRAPHY -**   **GEOGRAPHY -**   **GEOGRAPHIC**   **GEOGRAPHIC**
                  YEARS 1 & 2   **YEARS 3-6**   **KIDS**   **YOUTUBE**
                                                                                CHANNEL
History
CRICKWEB HISTORY -   **CRICKWEB HISTORY -**   **DK FIND OUT -**   **BBC BITESIZE -**
YEARS 3-6   **YEARS 1 & 2**   **HISTORY**   **HISTORY**
Religious Education
CRICKWEB RELIGIOUS   **TOPMARKS - RELIGIOUS**   **BBC BITESIZE - RELIGIOUS**
EDUCATION - YEARS 3-6   **EDUCATION**   **EDUCATION**
Music
BBC BITESIZE - MUSIC   **OUT OF THE ARK - SONGS**
Computing
BBC BITESIZE - COMPUTING   **DK FIND OUT - COMPUTING**   **CODE.ORG**
French/Modern Foreign Languages
BBC BITESIZE - FRENCH   **CRICKWEB - FRENCH**   **DUOLINGO**

Art
THE SCHOOL   **TOPMARKS -**   **LEARN TO**   **YOUTUBE -**   **DRAW WITH**   **DRAW WITH**
RUN - ART   **ART**   **DRAW WITH**   **ART FOR**   **ROB**   **SHOO**
                                  MO   **KIDS**   **RAYNOR**
                                  WILLIAMS