

Brinsworth Whitehill Primary School

COVID-19 Remote Learning Policy

Introduction

Remote education provided will 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

This includes a range of live and pre-recorded lessons for literacy, numeracy and foundation subjects, phonics and stories.

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group.

Therefore solely digital means will not be used to teach these pupils remotely.

Online video lessons do not necessarily need to be recorded by teaching staff at the school: [Oak National Academy](#) lessons, for example, can be provided in lieu of school led video content.

School will transfer into remote education what we already know about effective teaching in the live classroom by, for example:

- providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
- providing opportunities for interactivity, including questioning, eliciting and reflective discussion
- providing scaffolded practice and opportunities to apply new knowledge
- enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate

School will 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.

School will identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education

School has selected a digital platform for remote education provision (class dojo) that will be used consistently across the school in order to allow interaction, assessment and feedback and made sure staff are trained and confident in its use.

Overview and safeguarding expectations:

Staff should ensure that wherever possible:

- No 1:1 sessions, groups only. If only 1 student attends the lesson, the resource should be emailed to students to work on independently.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background with no photographs.



- The live class should be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time and no more than 20 minutes (dependent on subject), or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Registers should be completed via Google sheets so absence can be tracked and followed up.
- Lessons will be split into EYFS, KS1, LKS2 and UKS2 to avoid clash of lessons for siblings.
- Students microphones should be turned off until you ask them to answer a question / if they are interrupting or not contributing in a positive way to your lesson.
- If you notice any concerns regarding the safety or wellbeing of a child, please refer to our safeguarding team as you would do if you were in school.

Expectations:

When teaching pupils remotely, school will:

- set meaningful and ambitious work each day in an appropriate range of subjects

Staff will ensure that:

- Teaching is meaningful with follow up activities shared via Dojo.
- Pupils will access a range of online live lessons and pre-recorded lessons.
- Lessons should try and follow a learning journey where possible linked to the Medium Term Plan.
- Any work produced and sent to the teacher must be marked and feedback given when applicable via Dojo.

At Brinsworth Whitehill, we will ensure the following through our remote learning provision:

- We will 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 students can progress through the school's curriculum
- Our live lessons and use of Class Dojo for remote education provision is consistent across the school, in order to allow interaction, assessment and feedback.

We will ensure we overcome any barriers to digital access for students by:

- distributing school-owned laptops/chromebooks accompanied by a user agreement or contract
- providing printed resources, such as worksheets, to structure learning, supplemented with other forms of communication to keep students on track or answer questions about work.

Students with Special Educational Needs

We recognise that some students with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support. The school will work with families on a 1:1 basis to support learning appropriate for their level of need. For students with Special Educational Needs, teachers should liaise with the SENDco to ensure the pupils needs are effectively met. The teacher will ensure that pupils continue to make progress, even if they are not able to attend school.

Teachers and the SENDco will ensure that the educational provision called for by the students' special educational needs remains in place and is appropriate. We will continue to work collaboratively with families, putting in place reasonable adjustments as necessary, so that all pupils can successfully access remote education alongside their peers.

Where a student has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered will be informed by considerations including:

- the types of services that the student can access remotely
- online teaching and remote sessions with different types of therapists.

Vulnerable students

When vulnerable students are isolating, we will continue to maintain weekly contact with the family. If a vulnerable child is asked to self-isolate, school will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

We will also check if a vulnerable child is able to access remote learning, and provide them with support them to access it. It may also be that some students who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. This is a decision based on local discretion and the needs of the child, their family and a wide range of other factors.

Registering Attendance:

School has a system for checking, daily, whether pupils are engaging with their work, and will work with families to rapidly identify effective solutions where engagement is a concern

- Registers must be taken for all live lessons via google sheets
- It is the responsibility of SLT to ensure registers are completed by classroom teachers.
- Absence should be followed up by classroom teachers:
 - Contact parents via Class Dojo and record on CPOMs
 - Contact parents via email after second absence
 - SLT support after third absence
 - Attendance lead to monitor overall attendance

All absences from live lessons will be recorded onto CPOMs and monitored by SLT.

Taking a register or logging participation	
X	The student has taken part in the learning. This could be attending the lesson online or viewing the materials and completing tasks.
N	The student has NOT accessed the online lesson or completed any tasks set.
E	The student is EXEMPT from the lesson. They may have contacted the teacher with a valid reason for not taking part.

Parents/Carers

It is the responsibility of the parent/carer to inform the class teacher if a child is going to be absent, prior or after the lesson. This can be through a message on Class Dojo.

Appendices Section

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance [keeping children safe in education](#) provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from: • [safe remote](#)

[learning](#), published by SWGfL

- [online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes which [video conference service](#) is right for you and using video conferencing services securely
- [safeguarding and remote education during coronavirus \(COVID-19\)](#) • annex C of

[keeping children safe in education](#)