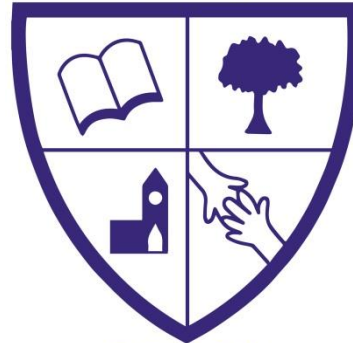


Turton & Edgworth



C.E.M.P.S.

Remote Learning Policy

Compiled by:	Craig Wheatley
Presented to staff:	23rd September 2020
Presented to Governors:	24th September 2020
Presented to Parents/Carers:	28th September 2020
To be reviewed:	Next review date October 2025
Review dates:	October 2024
Amendments:	



OAK
NATIONAL
ACADEMY



In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Turton Edgworth CEM Primary School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

This plan will be applied in the following instances:

1. A child is self-isolating whilst awaiting the result of a test for themselves or a member of their household.
2. A child is self-isolating because of a positive test within the household.
3. A whole bubble is self-isolating because of an outbreak of coronavirus.
4. In the event a class teacher has to self-isolate and school does not have the staffing capacity to teach a class/bubble.

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#).

Software and online platforms

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy and White Rose Maths.

Children will remain in contact with their Class teacher through Microsoft Teams. Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons are in-line with our teaching ethos - they encourage the use of retrieval practice, explicit teaching with high quality modelling. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support. Class teachers are to spend some time showing them these lessons in the classroom so children are familiar with the platform.

White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources.

Microsoft Teams sessions will support learning with the opportunity for the children to communicate with their teacher through live video. Often this will be used so children can 'drop-in' to receive further support after accessing the Oak Academy resources. All live videos will be recorded so that children can access their teacher if they are not available at the time of the live broadcast.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Turton Edgworth CEMP School makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning, we would expect parents to notify us if this was the case.

In preparation for home-learning, all children will have log-ins and passwords for relevant learning platforms (likewise staff need to be familiar with):

MS Teams	Purple Mash	TT Rockstars	Oak National Academy	White Rose
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1) Pupil needs to isolate as they or someone in their household is symptomatic (including whilst awaiting the availability of a test and/or the result of a test for themselves or a member of their household).

Ongoing Support	Safeguarding/SEND
<p>If a child is isolated from school i.e. the child is kept at home by their parent/carer due to covid symptoms (not general illness) or is sent home from school to either receive a test or isolate as someone in the household is being tested, they will be emailed, or will leave school with a pack of work. Children will have immediate opportunity to continue their learning.</p> <p>The work packs will be "basic skills" work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading, writing (with a visual prompt) and handwriting.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results back to school.</p> <p>If child is vulnerable in any way, the Designated Safeguarding Lead (DSL) will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).</p>

Remote Learning

The initial response to any isolation will be to provide children with home learning materials. In the case of whole cohort isolation, resources will be uploaded to MS Teams. Children without relevant home technology will have packs available. This measure will afford teachers time to prepare their remote learning resources. **All live videos will be recorded and made available on Teams for any children who could not access the live video at the time of broadcasting.**

2) Pupil needs to isolate because someone in their household tests positive or they are a close contact of someone who tests positive (including on the advice of NHS Test and Trace)

Ongoing Support	Safeguarding/SEND
<p>In the first instance, a work pack will be sent home/emailed so that home learning can begin immediately. If the child is going to be at home for at least 10 days then, using MS Teams, the Class teacher/teaching assistant will upload tasks/worksheets. The teacher will decide what materials are most appropriate for the individual child.</p> <p>If teaching input is required for core lessons, the teacher will direct the parent to a relevant Oak National taught session or White Rose Teaching sequence session.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results back to school.</p> <p>If child is vulnerable in any way, the Designated Safeguarding Lead (DSL) will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS). If a child does not engage, the class teacher or teaching assistant will call the parents/carers to discuss obstacles and support.</p> <p>The teacher/SENCO will share appropriate SEND lessons with SNAs who will disseminate accordingly. SNAs will deliver extra live teaching sessions to children with an EHCP who are at home</p>

3) Pupil(s) need to isolate in the event of a lockdown or because their bubble closes due to a positive result from an adult or their peer

Ongoing Support

Teachers will schedule a MS Teams meeting with the children and parents/carers for the following day (after isolation) teaching assistants may also be involved in this meeting. Parents/carers will be notified the time of this via email. In this meeting the teacher will discuss the remote learning arrangements and expectations. The teacher will also share a timetable of learning - this will consist of core subject lessons, a non-core lesson and a reading session per day. The remote teaching AND the independent work will total approx. 3 hours per day.

In EYFS and KS1 a live daily phonics session will be scheduled and delivered by teachers and/or teaching assistants. Using MS Teams, the class teacher will upload tasks/worksheets before 9am on the day to allow parents to see the learning materials prior to supporting their child/ren. Teaching assistants will be able to support the Class teacher in identifying and delivering resources.

The class teacher may share links to appropriate lessons from White Rose Maths or Oak National lessons through MS Teams. Teachers will be accessible to children through Teams throughout the day. Teaching assistants will also access the Teams live lessons so that they can support children should this be required. A class teacher may identify a child or group of children who need further support. This can be delivered by both the teacher or TA in smaller groups via an invite through Teams. For non-core lessons, resources will be uploaded to MS Teams and where possible web-links to appropriate support materials will be shared. This will often be through Oak National using lessons that link to our curriculum. Teachers will schedule additional Teams meeting to support those children needing additional input. There will be an additional end of day Teams meeting led by Mr Wheatley that will incorporate reading a story to the children and an assembly/worship.

Completed work should be attached to the child's MS Team account. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using Teams. Those children that need additional support following feedback may be directed to a different Teams meeting.

Safeguarding/SEND

Parents notified so they know to communicate test results to school by email or by telephone.

If any children are entitled to benefit-related FSM ensure relevant children have access to a lunch.
Inform the school office.

If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).

Those not engaging with home learning are to receive a phone call from the class teacher or teaching assistant to discuss the obstacles and the support needed by the family.

Where children would normally receive additional support from SEND agencies, the SENCO will make arrangements for those to continue via Teams as long as the agencies engage.

The teacher/SENCO will share appropriate SEND lessons with SNAs who will disseminate accordingly. SNAs will deliver extra live teaching sessions to children with an EHCP who are at home

If a child does not engage, the class teacher or teaching assistant will call the parents/carers to discuss obstacles and support.

4) Teacher needs to isolate because someone in their household is symptomatic, tests positive or they are ill themselves

Ongoing Support

In the first instance, the class will be covered internally (bubble stays open) if there is capacity to do so. The member of staff isolating will work from home and will send all the relevant planning and support materials to the covering member of staff. The member of staff isolating may also be given additional tasks to complete at home whilst they isolate. Using MS Teams, the class teacher will continue to support their class and check in with them.

If there is no capacity to cover in school, the bubble will have to close. Please refer to table 3 above.

If the class teacher is too ill to deliver remote learning, a list of "who will cover who" is in place in school.

Safeguarding/SEND

Children with SEND may need to be supported by other adults from other classes, as a result of the class teacher being unavailable in the classroom. Adults who support in the class (i.e. deliver PPA cover) should be considered first to reduce the number of adults in bubbles.

Assessment of remote learning

Children can print their work to be returned once a bubble reopens or electronic versions of the learning can be sent back via email or through Teams. Teachers are available through Teams during the day in the event of bubble closure or lockdown for further guidance and live responses to queries.

Support for families

Detailed and easy to follow user guides will be sent out to all families and displayed on our website. The guides will detail how to download MS Teams and also how to use the main features. 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:

- We have a limited number of devices available if parents/carers have no laptop or device to support home learning. Please contact school to discuss whether this is a possibility.
- If internet access is a problem for you, please contact your child's class teacher or any member of school staff and we will endeavour to help
- Printed materials will be available for children who do not have access to printing facilities or for whom hard copies are more appropriate, please contact your class teacher to discuss.

Model timetable for teaching in the event of multiple bubbles closing or a whole school lockdown

Although it is not possible to separate all year groups to avoid all potential clashes, this is designed to minimise conflicting live teaching between Key Stages. If multiple siblings are in the same Key Stage, they can use multiple devices, if available, or they can take advantage of the recorded video feature in Teams.

Times	EYFS/KS1	KS2
9:00-9:30	Wake up/shake up at home (not live) ideas set by teacher	Welcome and live teach (core)
9:30-10:00	Welcome and live teach (core)	
10:00-10:30		
10:30-11:00		Live teach (core)
11:00-11:30	Live teach (core)	
11:30-12:00		
12:00-12:30		
12:30-1:00		Live teach (non-core)
1:00-1:30	Live teach (Phonics + Non-core)	
1:30-2:00		
2:00-2:30		Reading (not live) Independent task set by teacher
2:30-3:00		
3:00-3:30	Daily story and worship assembly - live video	

	Time for children to complete tasks (and take breaks) Teacher available . Teacher may be targeting specific group
	Additional time for learning when teacher not available (e.g. breaks, dinner and prep for next day)
	Independent - NOT live