Danegrove Primary School

Remote/Blended Learning Policy

IDENTIFICATION

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DOCUMENT APPROVAL

Completion of the following signature block indicates that the appropriate parties have reviewed this document and agree with its intent.

Name	Role	Signature	Date
Deborah Metcalf	Headteacher		
Linda Gowling	Chair of Governors		

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Introduction

To be fully prepared in the event of closures due to Covid 19, partial closures or isolation of bubbles, Danegrove 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 Danegrove 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 Danegrove School to support remote learning;
- to declare how and when Danegrove 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 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

Danegrove School uses Seesaw, the School website and Google Classrooms (Meet) to provide digital workspaces.

Lesson sequences, content and planning

Teachers prepare a weekly timetable of the lessons to be presented via pre-recorded lessons each day. The timetable follows the School timetable closely, with English and Maths lessons in the mornings and other subjects taught in the afternoon sessions (Spanish, P.E, Science, Integrated Studies (D.T, Geography, History, Art), R.E, Music and live PSHE / Wellbeing Sessions.

Video and live lessons

Using Seesaw the majority of lessons are pre-recorded lessons, with a live PSHE Google meet session, to enable a community meet. Lessons are scheduled between 9 and 3pm each day. The pre-recorded lessons include opportunities to pause the video and complete tasks before moving on with the learning. This allows children to learn at their own pace.

Communication and visibility

Communication between teachers across the school takes place weekly, Staff Meetings on Zoom. Teachers in each Year Group Bubble communicate formally each week on a Zoom meeting, they liaise daily on Seesaw. The Senior Leadership Team attend School each day in order to meet with teachers via Zoom and in person. Teachers communicate each day with their pupils via Seesaw. The platform allows 1:1 messaging between the teacher and families as well as whole class communications. Google classroom Meet is used once a week for a PSHE/Wellbeing session to allow the children to communicate with each other. In addition the Year 5 and 6 classes use the Seesaw Blog to write messages to each other, supervised by the teachers. pupil to pupil, teachers to parents.

Providing pupils with feedback

Pupils work is uploaded daily to Seesaw. Feedback is provided with a range of acknowledgements, formative assessment (next steps) these are in the form of verbal messages and written feedback. Pupils' reading is recorded and tracked. Personal milestones are celebrated.

Pupil engagement

Teachers provide pre-recorded lessons that can be paused and re-watched, as required. The work provided is differentiated to allow all children to access the learning at the appropriate level. Children's work is celebrated via certificates during whole class PSHE sessions. As above, auditory and written feedback is designed to engage and encourage the children.

Parental engagement

Seesaw and the school website are used to engage parents by providing pre-recorded lessons. We design our lessons in a parent friendly manner so that children can, as much as possible, complete tasks independently, without placing stress and pressure on parents.

Building independent skills

A weekly timetable is provided at the beginning of each week so that pupils can plan and format their daily learning. For research activities and within lessons presented, online links are provided, to allow children to conduct additional research and reinforce the strategies presented.

For example; BBC Bitesize, Oak National Academy, Bug Club, Mathletics, Rock Stars, Espresso Charanga Music, Code for Life, NSPCC…Safe use of the internet.

Roles and responsibilities

The teachers are responsible for designing the Home Learning Curriculum, using the School's Curriculum as their base. Lessons are then pre-recorded to allow ease of access. Children who have both parents who are Key Workers, Vulnerable children and those with EHCPs are, in the main, cared for in school in Bubbles, by the Support Staff.

The Learning Mentor is available each day to contact and support families, for whom additional assistance is identified. The Special Needs Co-ordinator and the Assistant Special Needs Co-ordinator are available each day to guide support staff and teachers, parents and children as needs arise and situations change.

The Senior Management Team are available at school each day to track and evaluate the provision of the Home learning, liaise with all teachers, answer queries, make contact with agencies and Governors, and complete their Designated Teacher roles.

Section Two: Safeguarding, Health and Safety Considerations

Security and online safety

Use of Seesaw in order to ensure that each child's work and responses are confidential to the teacher/TA. A member of SLT oversees each class, each day.

Promoting good digital citizenship

Code of Conduct distributed to children, e-safety training delivered regularly on Seesaw.

Screen time and being active

Range of activities to ensure that time 'on line' or on devices is limited.

Workload

Working hours 8.30 – 4.30pm.

Wellbeing

Community meet sessions each week. SENCO, Assistant SENCO and LM contact vulnerable pupils regularly.

<u>Section Three: Software and Hardware</u>

Software

Seesaw, Pre-recorded lessons, Oak National Academy, BBC Bitesize and appropriate video resources.

Hardware in school

ICT suite, individual Ipads and notebooks, Seesaw platform.

Hardware for teachers when working from home

Laptops, Ipads and Notebooks.

Pupils' access to technology at home

Laptops accessed via Social Services, Government and donations provided to all in need.

Software

Seesaw, Pre-recorded lessons, Oak National Academy, BBC Bitesize and appropriate video resources.

Section Four: Subject Specific Information and Resources

Maths

Use of school scheme, National Curriculum, Mathletics and White Rose Maths.

Reading

School scheme, National Curriculum, Destination Reader and Bug Club.

Writing

School resources and Oak National Academy, Talk for Writing and Twinkle.

Foundation subjects

Use of National Curriculum objectives, Oak National Academy, BBC Bitesize and Twinkle.

Wellbeing

PSHE scheme, National Curriculum objectives, NSPCC and Oak National Academy.