# CASSIOBURY INFANT & NURSERY SCHOOL

# Pupil Remote Learning Policy

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| **Review Period** | Annually |
| **Date of Next Review** | September 2021 |

## STATEMENT OF INTENT

At Cassiobury Infant and Nursery School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum
- Ensure provision is in place so that all pupils have access to high quality learning resources
- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Protect pupils from the risks associated with using devices connected to the internet
- Ensure staff, parent, and pupil data remains secure and is not lost or misused
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning

Remote learning will be of high quality and will align as closely as possible with in-school provision. The majority of lessons will contribute to filling gaps in core knowledge and skills, such as reading and writing, alongside new learning which matches the year group learning sequence. Remote learning will need to be integrated into planning so that it can be delivered instantly. Pupils who are learning from home will need daily lesson inputs for maths, phonics/spelling, reading and writing. In addition foundation subject learning and activities will be available. All lessons will have clear objectives and outcomes/success criteria. These will be shared with pupils.

## ROLES AND RESPONSIBILITIES

### Teachers

When providing remote learning, teachers must be available between 8:30am – 4:00pm.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

KS1 Teachers will:

- provide learning for ALL pupils in their class
- set learning every day in phonics/spelling, literacy, maths (this can be topic based or cross curricular)
- set weekly learning in Computing, Science, PE, PSHE and the foundation subjects in the form of a powerpoint of activities
- liaise with parents/carers to make sure pupils with limited access to devices can still complete the work (sending a printed learning pack home)
- Provide a weekly 'live' story telling session

EYFS Teachers will:
- provide learning for ALL pupils in their class
- set learning every day for phonics, maths and a topic area in Literacy, Expressive Arts and Design, Understanding the World or Personal, Social, Emotional Development.
- liaise with parents/carers to make sure pupils with limited access to devices can still complete the work (sending a printed learning pack home)
- Provide a weekly 'live' story telling session

### Support Staff

When assisting with remote learning, support staff must be available between their normal contracted hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, support staff are responsible for:

- TAs to complete the 'returned learning' form detailing WHO has handed work in via the 'noreply' email
- EYFS support staff will monitor and comment on the learning of all pupils in their Key Worker or class group. This will be monitored by the class teacher.
- KS1 support staff will monitor and comment on the learning of all pupils in their learning group. They will set Next Steps. This will be monitored by the class teacher.
- Telephone to parents of children who are not engaging in remote learning to monitor access and support
- Telephone calls to households for a well-being check
- Attending virtual meetings when requested

In the case of a local lockdown, all staff will be on a rota for their time in school; either into Team A, B, C or D or designated into 'contact' and 'non contact' teams with the children.

**Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- co-ordinating the remote learning approach across the school
- monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- monitoring the security of remote learning systems, including data protection and safeguarding considerations
- ensuring that pupils with SEND have appropriately set learning (INCo)

**The governing body**

- Ensuring that the school has robust risk management procedures in place
- Ensuring that the school has a business continuity plan in place, where required
- Evaluating the effectiveness of the school's remote learning arrangements

**The Inclusion Manager**

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely.
- Liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs eg remote sessions with external professionals for pupils / professional meetings to continue remotely
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period
- Maintaining weekly contact with parents to ensure the remote learning can be accessed and needs continue to be met whilst pupils remain at home

**Parents**

- Adhering to this policy at all times during periods of remote learning
- Reporting any technical issues to the school as soon as possible
- Ensuring that their child always has access to remote learning material
- Reporting any absence
- Ensuring their child uses the equipment and technology used for remote learning as intended

**WHAT LEARNING WILL LOOK LIKE**

**STAGE 1: INDIVIDUAL PUPILS ISOLATING**

This includes a short term absence where a child or family member is awaiting a COVID-19 test result due to displaying one of the three main symptoms. (In the event that the child is unwell – we would not expect them to take part in learning.)

The school secretary will direct the parent to 'Oak Academy' where they will be able to follow a daily timetable and lessons for the first day of isolation. At the end of the day, the class teacher will make contact with the family by telephone or email and provide an overview of the learning taking place in class and materials to support carrying out learning at home. The child will also be provided with details of how to access reading books on line via Oxford Owls if appropriate, collected from school by a nominated person. Learning will consist of a combination of the following:

| Activity | Area of Learning | Type of Learning | Resources |
|---|---|---|---|
| 1. | Maths | **Grid with this half terms learning objectives and areas of learning (EYFS)**<br><br>**Power Point slides and activity sheets linked to learning carried out in class on a weekly basis. (KS1)**<br><br>**Class maths challenges** | **Link to Web site to match lesson to Learning Objective where appropriate. Electronic copies of e.g. Writing frames sent home as Word doc. / PDF** |
| 2. | Literacy | **Activities linked to Learning Objectives being taught in class with an explanation any other resources required to complete the task such as a link to a story book** | |
| 3. | Reading | **Link to on line reading books** | |
| 4. | Spelling & Grammar (KS1) | **Link to on line resources** | |
| 5. | Topic | **Range of 10 areas of learning linked to the current topic in class** | |
| 6. | Discovery Education | **Links to relevant resources and materials** | |
| 7. | Oak Academy | **Follow the year group daily session for additional learning support** | |

**STAGE 2: BUBBLE CLOSURE / LOCAL LOCKDOWN / SCHOOL CLOSURE** (also see end of document for Tier descriptors)

In the case of a whole class/year group/whole school closure due to a positive case of COVID-19 of a child or staff member.

| Activity | Area of Learning | Type of Learning | Resources |
|---|---|---|---|
| Emergency Home Learning Grid distributed for immediate access to learning activities in the form of rehearsal of previous learning | | | |
| **After 24 hours of closure the following will be in place on a daily basis:** | | | |
| 1. | Maths | **Class maths challenges including challenges and/or Maths Meetings** | |
| 2. | Literacy | **Reading and Writing activity** | |
| 3. | Phonics | **Revision of sounds previously learnt and blending activities to support reading** | |
| 4. | Reading | **Access to on line reading books** | |
| | | | |
| **After 24 hours of closure the following will be in place on a weekly basis:** | | | |
| 5. | Spelling & Grammar (KS1) | **Link to on line resources** | |
| 6. | Topic (Including Literacy for EYFS) | **Range of 10 areas of learning linked to the current topic in class** | |
| 7. | Busy Learning Time (EYFS) | **A variety of activities shared each day Including Finger Gym / busy finger activities** | |
| 8. | Discovery Education | **Links to relevant resources and materials** | |
| 9. | Oak Academy | **Follow the year group daily session for additional learning support** | |
| 10. | Story time / Cassiobury Chats / Head assembly | **3 x Live session with the class teacher for a story** | **Web link will be sent out with weekly date and time** |

### *Also refer to Appendix*

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.

Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school at a pre-arranged time.

The arrangements for any 'live' sessions, e.g. webinars, will be communicated via email no later than one day before the allotted time and kept to a reasonable length of no more than 20 minutes per session.

## ONLINE SAFETY

This section of the policy will be enacted in conjunction with the school's Esafety Policy

All staff and pupils using audio or video communication must:

- o Communicate in groups – one-to-one sessions are not permitted
- o Wear suitable clothing – this includes others in their household
- o Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication
- o Use appropriate language – this includes others in their household
- o Maintain the standard of behaviour expected in school
- o Use the necessary equipment and computer programs as intended
- o Not record, store, or distribute video material without permission
- o Ensure they have a stable connection to avoid disruption to lessons
- o Always remain aware that they are visible and can be heard

## MARKING AND FEEDBACK

All schoolwork completed through remote learning must be:

- o Finished when returned to the relevant member of teaching staff via the 'no reply email' or marked as 'Complete' on Discovery Education
- o Returned on or before the deadline set by the relevant member of teaching staff
- o Completed to the best of the pupil's ability
- o The pupil's own work

**During Isolation**

- o Key Stage 1 to photograph and email by midday on the **Friday** via the 'no reply email' the long piece of writing, one piece of maths and one piece of topic work
- o EYFS to photograph and email by midday on the **Friday** via the 'no reply email' one piece of writing, one piece of maths and one piece of topic work
- o The work will be marked and feedback given by the following **Tuesday**

**During a Bubble Closure/ Local Lockdown/ School Closure**

- o The daily work must be submitted by 3pm each day
- o A class feedback sheet will then be shared to the whole class the following day
- o EYFS classes will have a 'feedback slide' attached to their next day's learning package

The school expects pupils and staff to maintain a good work ethic during the period of remote learning.

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources.

Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the Inclusion Manager as soon as possible.

**A typical timetable is as follows:**

**KS1**

| Year 1 and Year 2 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Session 1 | Session 2 | Snack break | Session 3 | Lunch | Session 4 | Session 5 | Session 6 |
| English E.g. Poetry / writing | Phonics / Spelling & Grammar E.g. Link to RWI session or spelling on Oxford owl subscription (class log in required) | Brain break activity e.g. 10 star jumps / Gonoodle link) Grab a snack | Maths E.g. 2D shapes / number activities | Eat lunch<br>• Watch the news (espresso link)<br>• Reading a book – 10 mins | Topic – Foundation Subject E.g. History ~ What were toys like in the past? | Topic – Foundation Subject E.g. Forest school session / PE / outdoor learning | Any extras – if needed<br><br>Handwriting Reading Spelling Purple polish |

**EYFS**

| Nursery and Reception | | | | | | | |
|---|---|---|---|---|---|---|---|
| Session 1 | Session 2 | Snack | Session 3 | Lunch | Session 4 | Session 5 | Session 6 |
| **Finger gym / busy fingers** Using the finger gym slide complete the activity. | **Forest School** Have a go at the different experiences. This does not necessarily have to take place outside. | **Brain break activity e.g. 10 star jumps / Gonoodle (e.g. https://www.youtube.com/watch?v=BQ9q4U2P3ig) Grab a snack** | **Phonics** Follow the instructions on the information slide for Read Write Inc. If you would like to access videos there are some Ruth Miskin Read Write Inc. videos available on youtube. | **Eat lunch** You might want to watch the daily news on discovery education espresso or listen to an online story. | **Maths** Complete the maths activity for the week to show what you have learnt. | **Busy learning time** Have a go at the busy learning challenges on the slides or login in to discovery education, oxford owl or mathletics and complete some games or activities. | **PE** Follow the complete PE instructions to finish your day with some exercise the whole family can enjoy. |

## SCHOOL DAY AND ABSENCE

Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

Parents will inform school office no later than 8:30am if their child is unwell.

## COMMUNICATION

The school will ensure adequate channels of communication are arranged in the event of an emergency.

The school will communicate with parents via letter and the school website about remote learning arrangements as soon as possible.

The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.

Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls from school during their agreed working hours.

Parents will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote learning or data protection will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue.

The pupils' teacher will keep parents informed of any changes to the remote learning arrangements or the schoolwork set.

The Headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

**MONITORING AND REVIEW**

This policy will be reviewed on an annual basis by the headteacher and the Governing Body.

## REMOTE LEARNING DURING THE CORONAVIRUS (COVID-19) PANDEMIC

Within the ever-changing circumstances we are currently living through, we must be prepared for local restrictions. The level of remote learning provision required will be based on the government's four tiers of local restrictions. Where there are no local restrictions in place, the school will continue to remain fully open to all, and these tiers will not apply.

**Tier 1 local restrictions** ~ the school will remain open if tier 1 restrictions are in place, and remote learning will not be provided at this time.

**Tier 2 local restrictions** ~ the school will remain open if tier 2 restrictions are in place, and remote learning will not be provided at this time.

**Tier 3 local restrictions** ~ the school will remain open if tier 3 restrictions are in place, and remote learning will not be provided at this time.

**Tier 4 local restrictions and following Government instruction** ~ the school will limit on-site attendance to just vulnerable children and key worker families. All other pupils will receive remote education.

The Headteacher will work with the LA to ensure pupils only return to school when it is safe for them to do so.

After a period of self-isolation, or the lessening of local lockdown rules, the headteacher will inform parents when their child will return to school.

If local restrictions are not applied, but a single class or 'bubble' needs to self-isolate, the school will immediately implement remote learning for that group.

*__Appendix:__*

| Cassiobury Infant and Nursery School Remote Learning Overview | | | | |
|---|---|---|---|---|
| **Platform:** | • Discovery Education<br>Quick Link Here | | | |
| **Interactive sessions:** | See year group weekly timetables for relevant links to:<br><br>• Live learning sessions (Oak Academy etc)<br>• Weekly Class Zoom Chat<br>• Weekly Zoom Story<br>• Weekly Zoom assembly | | | |
| **Additional supporting websites:** | • Mathletics Click here<br>• Oxford Owls Click here<br>• RWI phonics Click here | | | |
| **Work to be returned by:** | The date indicated on the timetable / learning slide | | | |
| Recommended hours: | **Nursery** | **Reception** | **Year 1** | **Year 2** |
| | Minimum of 2 hours directed time +<br>Busy Learning Time | Minimum of 2 hours directed time +<br>Busy Learning Time | 3 hours per day | 3 hours per day |