

**ST MARY & ST MARGARET'S CE PRIMARY
SCHOOL & NURSERY**



Remote Learning Plan

November 2020

This plan sets out how our school intends to maintain education for pupils learning at home due to Covid-19. See the [government expectations for remote education](#).

Where a class, group or a small number of pupils needs to self-isolate, or local restrictions require pupils to remain at home, we will offer immediate remote education. Home learning packs will be available, as a minimum, on the first day of a pupil isolating along with a message from the class teacher (unless the class teacher is unwell, in which case a supply teacher or member of SLT will contact the pupil/parents).

Pupils shielding at home because they are clinically extremely vulnerable

Pupils who are absent from school indefinitely due to being CEV will have a learning program tailored to their individual needs and circumstances. This will be agreed between the class teacher, SENDco, and other relevant members of staff, with discussion with parents or carers. Lessons will not be streamed live from the classroom, but there may be some element of live interaction to ensure pupils continue to feel part of the class community.

Teacher isolating at home while class bubble is at school

Cover will be put in place to support/teach the class. Class Teacher to provide planning if well enough. If too unwell, SLT to provide planning outline for supply. If the teacher is well, and a dynamic risk assessment carried out by SLT suggests this may be the best course of action, then the teacher may be asked to teach some live lessons from home via Teams with TAs supporting the class in school.

Pupils isolating while waiting for the results of a Covid test

A home learning pack will be shared with parents via email from the office. Home learning packs will be on the system in Work area by Monday morning. Work should be shared with the teacher via email/Class Dojo or, if this is not practical, when the pupil returns to school. If the child is poorly, he or she does not need to complete any home learning. During the period of isolation, the admin officer, class teacher and/or Child and Family Mentors will contact the Parents/Carers regularly to check in and offer support.

Pupils who spend 14 days isolating at home (Covid case in household or close contact with one and notified through track and trace)

A home learning pack will be shared with parents via email from the office. Home learning packs will be on the system in Work area by Monday morning. Work should be shared with the teacher via email/Class Dojo or, if this is not practical, when the pupil returns to school. If the child is poorly, he or she does not need to complete any home learning. During the period of isolation, the admin officer, class teacher and/or Child and Family Mentors will contact the Parents/Carers regularly to check in and offer support. Any whole class assemblies can be shared with children on Class Dojo or email.

Whole class isolating at home for 14 days but the teacher is unwell

A member of SLT will arrange support for home learning. This is likely to include support from any class TAs. Support may be provided through email with parents. Communication between home and school will happen through Teams with cover as

assigned by SLT taking the place of the class teacher. Assemblies may be shared via Teams, Class Dojo or Email with these pupils to support the community side of school life.

Whole class isolating at home for 14 days, including the class teacher and TA

Class teacher will lead remote education, with support from the TA, using Microsoft Teams to group video call children each day, with communication between home and school happening through Class Dojo or email. Work packs and lessons will be available on Class Dojo, Teams or via email from the teacher. Assemblies may be shared via Teams with these pupils to support the community side of school life. Live teaching is not expected. However, a minimum of one prerecorded session should be made available for pupils to watch each day (from the second day onwards). In EYFS, parents may communicate through Evidence Me rather than Class Dojo.

Whole school closed. All pupils and staff working from home, with the exception of key worker children and vulnerable pupils

Class teacher will lead remote education, with support from the TA, using Microsoft Teams to group video call children each day, with communication between home and school happening through Class Dojo or email. Work packs and lessons will be available on Class Dojo, Teams or via email from the teacher. Assemblies may be shared via Teams, Class Dojo or Email with these pupils to support the community side of school life. Live teaching is not expected; however, prerecorded sessions should be made available for pupils to watch. In EYFS, parents may communicate through Evidence Me rather than Class Dojo. Staff will ensure that the Staff member in school has access to the home learning for all key worker and vulnerable children that are in school. These children will be able to take part in the group video call by using a school iPad.

A typical week's timetable for a whole class isolating *could* look something like this:

- Good Morning email/class dojo message with a reminder to the morning's video call. (When emailing parents, they should be BCC and TAs and relevant staff copied into the email.) The email could include a roundup of today's lesson, reminders and any assemblies. Links to video calls should not be sent to parents or anyone other than staff and pupils to ensure we comply with GDPR.
- Short Video call with the class. Activities that could be included;
 - Register
 - Introduction to lessons
 - A story
 - Singing
 - Games
- Pre-recorded video uploaded onto Files area or shared on Class Dojo such as teacher reading the class reader, phonics games, modelling writing or an introduction to a new concept.

- Communication throughout the day with pupils/parents via class dojo, Teams chat or email.
- TAs who are self-isolating to phone any pupils that are not engaging with online learning.

Online platforms that we use

The online platforms that we currently use are

Microsoft Teams

- Pupils and teachers have logins to their class team
- Classes can use collaborative tools such as blogs, document libraries, notebooks and live meetings
- Teachers can easily collect results of online quizzes and tests to monitor progress
- This is where 'live lessons' would be held
- Recorded lessons can be streamed from Teams and pupils will be able to participate in live lessons with their class, led by their own teacher.
- Written activities can be shared, completed and marked online.
- Teachers and pupils can chat and discuss within their class team

Class Dojo

- Teachers can log in to send private messages to parents, send group messages to parents and post on the class story (blog) It is also possible to share reward points using Class Dojo.
- Teachers can upload work for children to download and complete.
- Parents can log in and exchange private messages with the teacher, view the class story (a blog with reminders and announcements) and view their child's online portfolio of work (portfolios are not used in every class)
- Pupils can log in to see the class story (blog) and upload work to their online portfolio

Evidence Me (only used in EYFS)

- Parents can send in pictures and video of children completing activities.

White Rose Maths

- Teachers can share links to lesson videos and printable worksheets from White Rose through Class Dojo or Teams.
- White Rose resources compliment the maths curriculum that we teach in school.

Mathletics, Reading Eggs, Reading Eggspress, Numbots, Times Table Rockstars, ReadiWriter Spelling, Oddizzi

- A number of different online learning platforms which promote mainly Maths and Literacy skills.

To enable the smooth running of remote education

Teachers will –

- ensure that all pupils know their login credentials for Microsoft Teams, Class Dojo, Reading Eggs, Mathletics etc. These are all in their planners.
- provide home learning activities from day 1 of a pupil isolating. Home learning packs should be available in the Work area or emailed to the office directly.
- provide a timetable for home learning for parents and pupils to follow (KS1 and KS2 only)
- provide daily contact with pupils who are isolating at home.
- make a weekly phone call to pupils who cannot access online learning;
- where appropriate, mark work and give feedback on tasks completed online;
- share school assemblies that the headteacher (and possibly other teachers) have recorded for sharing to home learners;
- inform parents if their child is not completing their work and offer support to remove barriers to online learning;
- only use approved school channels to communicate with pupils and parents;
- never use their own personal email or social media accounts;
- check camera angles before any broadcast. Carefully consider what can be seen in the camera background: sit against a neutral background or blur the background;
- avoid recording in bedrooms where possible (if that's not possible, use a neutral or blurred background)
- dress like they would for school as should anyone else in the household at the time of broadcast/recording;
- warn others in their household that they are recording/broadcasting ;
- double check that any other tabs they have open in their browser would be appropriate for a child to see, if screen sharing;
- use professional language when communicating online;
- keep live broadcasts and classes to a reasonable length of time, respecting the pupils' family circumstances and
- report anything that might indicate a safeguarding concern to the DSL as soon as possible.

Pupils will –

- take part in live lessons from a shared space in their house, rather than in their bedroom or have their camera switched off;
- only access computing equipment when a trusted adult has given permission and is present;
- always use their own username and password to access the school platforms such as Microsoft Teams, Class Dojo and Mathletics
- use all communication tools such as email and blogs carefully and will notify an adult immediately if they notice that someone who isn't approved by the teacher is messaging;
- always dress appropriately for live lessons and behave sensibly, just like they are expected to in the classroom. They will understand that if they behave negatively whilst using technology their parents/carers will be informed and appropriate actions taken;
- not deliberately look for, save or send anything that could make others upset and will immediately inform an adult if they see something that worries them, or know is inappropriate;

- keep their usernames and passwords secure; this includes not sharing it with others;
- understand what personal information is and will never share their own or others' personal information such as phone numbers, home addresses and names;
- think before they share, post or reply to anything online and
- not record the lessons/meetings unless pre-arranged and agreed by the school.

Parents will –

- support their children in keeping their routine as close as possible to the normal school day;
- ensure they are working in an appropriate working environment, at a table or a desk, and without distractions;
- be mindful during live lessons that other children might see or hear them and anything in the background;
- discuss the work their child has been set and that it has been completed to the best of their ability;
- encourage their child to take an independent and proactive approach to their work;
- contact the class teacher if they are having problems in accessing remote education and
- not record the lessons/meetings unless pre-arranged and agreed by the school.

The school will –

- train staff in the use of specified learning platforms;
- be aware of and support families where access to online platforms is limited for any reason and provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;
- support teachers to find the most suitable way to support pupils' specific individual needs, including SEND, when learning remotely;
- ensure that PPA cover teachers can access the online platforms of the classes they are covering in order to continue to allow teachers time to plan and assess home learning activities;
- ensure there is extra communication for parents of SEND pupils;
- make sure staff knowledge on keeping children safe online is up to date. 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 and
- audit the remote education plan regularly to ensure that the school's remote education provision does not increase teacher and school leader workload and working time.
- Share school assemblies and other community events and celebrations, where possible, with pupils working from home.

Appendix 1 - COVID cases - remote learning process

1. Staff prepare a home learning pack on a weekly basis with supporting resources (linked to the current, planned learning) which is saved in work area. These should be saved by 9am each Monday morning ready for distribution.
2. Call from parent to the school office to share absence
3. Office team establish length of time for absence and reason
4. Office team enquire re internet access / access to ICT for pupil(s) working from home in order to establish if any hard copies are required.
5. Office team to inform the class teacher and Head Teacher of the child's absence
6. Office team to email parents the learning packs saved or print off hard copies and distribute to parents
7. Parents to share learning activities, marking and mini quizzes with the class teacher either electronically or as a hard copy – this should generally be ongoing, but in certain circumstances may need to be when the child returns to school
8. Class teacher to make a phone call home during PPA session to check in on the child's well-being and learning