



Humshaugh C of E (Aided) First School

Pupil Remote Learning Policy

1. Statement of School Philosophy

Humshaugh C of E (Aided) First School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (inc. SEND) who aren't in school through use of quality Online and Offline resources and teaching videos
- Provide clear expectations members for the school community with regards to the delivery of high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being, and Parents/Carers.
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families and support attendance

3. Who is this policy applicable to?

- A child (and their siblings if they are also attending Humshaugh C of E (Aided) First School) who is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child whose whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

Remote learning will be shared with families when they are absent due to Covid-related reasons, and not to all, at the start of week.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2
School360 and School360 EYFS App
J2E
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, School 360, Busy Things, Nessy
- Google classroom
- Google Meet

A detailed remote learning plan and resources to deliver this policy is below:

- Model Timetable and structure for remote learning

Class 3 Home Learning Grid-Week 5				
W/C: Week 5 1.2.21	Reading	Writing	Maths	Other
MGN	Spelling - Look, Cover, Write, Check Handwriting -Unit 19-Penpals Read school or own book SPAG -NESSY-own targets	Oak Academy Narrative unit-ALADDIN Lesson 14 To write the build-up https://classroom.thenationalacademy/lessons/to-write-the-build-up-cmu6ar	Oak Academy Time Lesson 1-Understanding that clocks have more than one scale. https://classroom.thenationalacademy/lessons/understanding-that-clocks-have-more-than-one-scale-56wpa6 Other-BBC Bitesize, J2E x table blast / Busy Things	PE https://www.weareteachers.com/virtual-pe-classes/ Have a look at these great websites e.g. Just Dance and Cosmic Yoga. More PE ideas to come in the next few weeks PSHE (OPTIONAL) Oak Academy-Stop the Spread Helpful but harmful https://classroom.thenationalacademy/lessons/helpful-but-harmful-cvckce
TUE	Spelling - Look, Cover, Write, Check Handwriting -Unit 20- OPAWA Read school or own book SPAG -NESSY-own targets	Oak Academy Narrative unit-ALADDIN Lesson 15 To develop a rich understanding of words associated with clever or sly traits (Part 2) https://classroom.thenationalacademy/lessons/to-develop-a-rich-understanding-of-words-associated-with-clever-or-sly-traits-part-2-cv6ict	Oak Academy Time Lesson 2-Reading analogue time to the nearest minute https://classroom.thenationalacademy/lessons/reading-analogue-time-to-the-nearest-minute-cd9jd Other-BBC Bitesize, J2E x table blast / Busy Things	RE-Oak Academy-Sikhism What are the 5 Ks of Sikhism? https://classroom.thenationalacademy/lessons/what-are-the-5-ks-of-sikhism-entk2t FRENCH https://www.bbc.co.uk/teach/class-clips-video/french-ks2-virtual-by-there-france-2jbylss
WED	Spelling - Look, Cover, Write, Check Handwriting -Unit 21- OPAWA Read school or own book	Oak Academy Narrative unit-ALADDIN Lesson 16 To plan the climax https://classroom.thenationalacademy/lessons/to-plan-the-climax-6mp4d	Oak Academy Time Telling the time to am and pm https://classroom.thenationalacademy/lessons/telling-the-time-to-am-and-pm-68w3cd Other-BBC Bitesize, J2E x table blast / Busy Things	SCIENCE Oak Academy Key Stage 2 Light and Dark -Lesson 3 What is the difference between night and day? https://classroom.thenationalacademy/lessons/what-is-the-difference-between-night-and-day-6Dwp2c
THU	Spelling - Spell check Handwriting -Unit 22- OPAWA Read school or own book SPAG -NESSY-own targets	Oak Academy Narrative unit-ALADDIN Lesson 17 To write the climax https://classroom.thenationalacademy/lessons/to-write-the-climax-cmu3ar	Oak Academy Time Telling 'minutes past' on a digital clock https://classroom.thenationalacademy/lessons/telling-minutes-past-on-a-digital-clock-cgu2c Other-BBC Bitesize, J2E x table blast / Busy Things	HISTORY Oak Academy THE SHANG DYNASTY-Lesson 6 Who was Fu Hao? https://classroom.thenationalacademy/lessons/who-was-fu-hao-6hnp4r
FRI	Spelling - Copy New spellings into book Handwriting -Unit 23- OPAWA Read school or own book	Oak Academy Narrative unit-ALADDIN Lesson 18 To write the end of the narrative https://classroom.thenationalacademy/lessons/to-write-the-end-of-the-narrative-cgu62d	Oak Academy Time Reading and ordering time (presented in different ways) https://classroom.thenationalacademy/lessons/reading-and-ordering-time-presented-in-different-ways-64ub8c	ART Sketchbook Challenge 5 (Or whichever challenge you are up to) MUSIC Oak Academy-Pulse and Metre

book SPAG -NESSY-own targets	NEXT WEEK-NEW UNIT ABOUT MULAN	Other-BBC Bitesize, J2E x table blast / Busy Things	Exploring 4 beats in the bar https://classroom.thenationalacademy/lessons/exploring-4-beats-in-a-bar-cguw2t
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- Curriculum resources
<https://www.thenational.academy/>
<https://school360.co.uk>
<https://www.bbc.co.uk/bitesize>
<https://www.nessy.com/uk/>
 - Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video
<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- **Live session policy and Code of Conduct published on website and shared with parents who have all given consent via email.**

5. Home and School Partnership

Humshaugh First School is committed to working in close partnership with families and recognises each family is unique and, because of remote learning, will look different for other families in order to suit their individual needs.

Humshaugh First School will provide a refresher training session and induction for parents on how to use School360, Oak Academy and Nessy as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Humshaugh First School would recommend that each 'school day' maintains structure.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school and alternative solutions may be available. These will be discussed on a case-to-case basis.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

6. Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between 9.00-4.00pm.

If they are 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:

- Setting work:
 - Teachers will set work for the pupils in their classes for the subjects they are responsible for. This includes Class1 (N/Reception), Class 2 (Y1/2) and Class 3 (Y3/4).
 - The government expectation of numbers of hours that children should spend learning and home is as follows:
 - Nursery and Reception-up to an hour per day but broken down into short, fun, practical activities
 - Key Stage 1-2 hours per day
 - Key Stage 2 – 3 hours per day
 - The work set should follow the usual timetable for the class had they been in school, wherever possible.
 - Weekly/daily work will be shared via email sent by the class teacher.
 - Teachers in Nursery to Year 4 will be setting work using a number of different online resources such as Oak Academy.
- Providing feedback on work:
 - Reading, writing and maths work; all completed work should be shown to the teacher during the 1:1 Google meet session.
 - Children who are attending school part-time will get their completed work marked and given feedback when they are in school.
- Keeping in touch with pupils who aren't in school and their parents:
 - If there is a concern around the level of engagement of pupils, parents should be contacted via email or phone to assess whether school intervention can assist engagement.
 - Teachers will keep in contact with pupils and parents via Google classroom/Meet. This will include Class meets and 1:1 meets (teachers will record evidence of engagement in a record sheet including verbal feedback given and work seen in books).
 - All parent/carer emails should come through the class teacher's Gmail account.
 - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL.

Teaching Assistants

Teaching assistants must be available during their usual hours of work.

If they are 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.

During the school day, teaching assistant must complete tasks as directed by a member of the SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning, through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set work.
- Helping staff with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.

The SENCO

- Ensuring that pupils with SEND continue to have their needs met while learning remotely, and liaising with the head teacher and other organisations to make any alternate arrangements for pupils with Individual plans.
- Identifying the level of support

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers.
- Alert teachers if they're not able to complete work.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

7. Humshaugh First School Remote Education Plan 2020-2021

Scenario	Actions
A small number of pupils are isolating	<ul style="list-style-type: none">• At SCHOOL we have 2 bubbles. EYFS-20 pupils and Y1-4-33 pupils. There are 3 main class teachers with some part-time teachers and a part-time HLTA.• Depending on numbers, teaching staff will be redeployed within bubbles. For example, 2 teachers may remain teaching face to face with pupils in school while the 3rd teacher maintains home learning support and contact with pupils.• Class teacher to maintain contact with the pupils daily via email, making a weekly telephone call home in response to poor pupil engagement.• It is our expectation that pupils will follow our structured timetable using a mix of Oak Academy, BBC Bitesize, School 360 and hard copy text books and sheets for Maths, English, RE, Science and Humanities.• If possible, pupils isolating at home will join whole school celebrations, such as Friday Star of the week Worship using video conferencing. If this is not possible, the child/ren will be contact by the HT with any awards or news from the Worship.• Work will be suitably adjusted to enable all pupils to access their learning, including pupils with SEN/D.
A whole bubble is isolating, but staff are in school	<ul style="list-style-type: none">• For general guidance, see previous box above.• Teachers will ensure that communication with parents and children at home is in place whenever needed. Teachers to ensure that packs are ready and topped up when necessary.

	<ul style="list-style-type: none"> Where possible, 2 members of staff will be present (e.g. teacher and TA), however we acknowledge this is not always practical.
A teacher is isolating, but pupils are still in school	<ul style="list-style-type: none"> It is our expectation that teachers provide learning support, from home following their normal timetable. The member of staff will support the teacher who is covering the absence by planning lessons. A technology audit will identify and address gaps in computing equipment to ensure all teachers have the facility to support remote learning from home. Based on the assumption that the isolating teacher is fit to work, then they will support learning and continue communication with parents and pupils.
If the whole school is isolating	<ul style="list-style-type: none"> Covid packs will be sent home with pencils, rubbers, exercise books, Headstart booklets, Penpals handwriting workbooks and printed sheets. By the end of the first day, class teachers will email parents with a timetable and/or suggested links for activities. <p>Please also note:</p> <ul style="list-style-type: none"> It is our expectation that pupils closely follow our carefully planned, broad and balanced curriculum. Online resources, such as The Oak National Academy, may be used to supplement learning, but selected because they enhance a specific set of skills to facilitate the delivery of essential knowledge which our subject leads have identified for each topic.