



Believing is achieving

Remote Learning Policy for Bedfont Primary School

1. Statement of School Philosophy

At Bedfont we always strive 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
- Provide clear expectations members of the school community with regards to delivery high-quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- 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
- **Provide remote learning packs for children that are self-isolating clearly communicated to teaching staff on first day of isolation**
- **Expectation that staff do not work in school during lockdown period unless assigned to key worker/vulnerable groups..**

3. Who is this policy applicable to?

- A child (and their siblings if they are also attending Bedfont Primary 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's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- All children in the event of a national or local lockdown.

Remote learning will only be shared with families when they are absent due to Covid-related reasons and not to all.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- The school will use a range of age appropriate online platforms (i.e. Google Classroom) for learning activities, resources, task etc
- EYFS to use Tapestry
- KS1 to use Seesaw
- KS2 to use Google Classroom
- KS2 to use Google Meet for registration and live lessons via Meet (see KS2 timetable in Roles and Responsibilities)



- Phone calls home after 3 days of no contact by members of the SLT (as with rules regarding Children out of Education)
- Contact calls where necessary
- Printed learning packs for children with access issues
- Use of BBC Bitesize, Accelerated Reader, Bug Club, TT Rockstars, Sumdog (Years 1-6), Oddizzi and Oak National Academy and other educational institution resources

Remote Learning for Self Isolation

Paper offer:

- A pack of paper worksheets/textbooks/activities will be provided for Phonics, English, Maths and Foundation subjects. Enough for one lesson each day. This will differ between Key Stages.
- An appropriate book band reading book (or several depending on the age of the child) will be provided in the pack.
- Where possible a member of the school staff will deliver the pack or a family member/friend (who is not self-isolating) can collect
- The work will be returned when the next pack is collected and, using the marking policy, feedback will be given.

During the self-isolation period the class teacher will contact the family – either through email, from the class support email account, or a phone call once each week to check in and see if everyone is ok with the remote learning

5. Home and School Partnership

Bedfont Primary School is committed to working in close partnership with families and recognises each family is unique. Because of this, remote learning will look different for different families in order to suit their individual needs.

In the case of a national or local lockdown, Teachers will call pupils/parents at least every 3 weeks. Any concerns should be recorded on CPOMS and Head teacher alerted. In the event of a self/class bubble isolation, communication will be via 'Google Classroom/Seesaw/Tapestry'. If there has been no communication from either a parent or child via 'Google Classroom' by day 3 of lockdown/self-isolation period starting, teacher or SLT member will call parents/pupils on day 4

Emails received from parents and pupils are to be checked between 9am and 3pm, Mon- Fri. Teachers should respond to pupil/parent emails within 48hours.

We will provide details online for parents on how to use Seesaw / Google Classroom as appropriate and where possible, provide personalised resources. Tapestry is used by EYFS parents and families during the whole school year.

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

January 2021



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 promptly and alternative solutions may be available. These will be discussed on a case-to-case basis.

In line with our e-safety policy (<https://tinyurl.com/bedfontesafety>), we would encourage parents to follow the guidance on this page which provides practical steps to support a healthy and balanced digital diet.

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.

Newsletter and website

The weekly Parent Newsletter will be used to celebrate the learning that has taken place during the school week. Examples of work will be added to the newsletter. The newsletter will include support for children and communities, mental health workshops, Covid testing and vaccinations, support for government messages etc. This newsletter will be added to the school website.

6. Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between 9am and 3pm.

During the self-isolation period the class teacher will contact the family – either through email, from the class support email account, or a phone call once each week to check in and see if everyone is ok with the remote learning

EYFS

Nursery timetable

<i>Session 1 Rhyme time</i> https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx
<i>Sensory play- playdough, water, cornflour</i>
<i>Snack time</i>



<i>Outside activity- bikes, trikes, go for a walk</i>
<i>Session 2</i> <i>Maths activity</i>
<i>Do a puzzle, Lego, small world</i>
<i>Session 3 story time</i> https://www.bbc.co.uk/cbeebies/stories

Parents will receive a weekly timetable with the week set out for them. Each day the child needs to access:

1 x maths activity set by teachers on Tapestry

1 x Rhyme/Phonics activity either online or set by teachers on Tapestry

1 x Story time either or online or set by teachers on Tapestry

All learning will be uploaded onto Tapestry. Teachers to comment on children's videos/photos.

Children will be able to access videos either on the website or via Tapestry. If children do not have access to online materials, packs will be posted to them.

'Teacher-time' – each child will be offered a weekly communication with the Teacher during a 14-day self-isolation period. This could take the form of, email, a phone call, or a message via Tapestry.

Teacher be available from 9 - 3 to support with any learning queries

Early Years timetable- Reception

<i>PE with Joe/Cosmic Yoga on YouTube</i>
<i>Session 1</i> <i>Literacy</i>
<i>Handwriting practice</i>



<i>Snack time</i> <i>10-10.15</i>
<i>Outside activity</i> <i>10.15-10.45</i>
<i>Session 2</i> <i>Maths</i>
<i>Phonics</i>
<i>Lunch</i>
<i>Do a jigsaw, Lego, playdough etc.</i>
<i>Session 3</i> <i>UW/CD/PSED</i>
<i>Session 4</i> <i>Story time</i>

Parents will receive a weekly timetable with the week set out for them. Each day the child needs to access:

1x maths activity (White Rose/Oak)

1x Literacy activity (reading or writing)

1x Phonics activity

1x foundation activity

All learning will be uploaded onto Tapestry. Teachers to comment on children's videos/photos.

Children will be able to access videos on Tapestry. If children do not have access to online materials, packs will be posted to them.



Teacher-time' – each child will be offered a weekly communication with the Teacher during a 14-day self-isolation period. This could take the form of, email, a phone call, or a message via Tapestry.

Teacher be available from 9 - 3 to support with any learning queries.

KS1

Online offer:

- Each day the child needs to be able to access: o 1 x maths activity – (e.g. White Rose/Oak National Academy)
- 2 x English activities (reading and writing)
- 1 x Phonics activity
- 1 x foundation activity
- All learning will be uploaded Seesaw

There will always be an activity for the children to complete and upload for each lesson, every day.

'Teacher-time' – each child will be offered a weekly communication with the Teacher during a 14-day self-isolation period. This could take the form of, email, a phone call, or a message via Seesaw

We have provided training sessions and induction for all staff on how to use Google Classroom.

KS2

Session:	Lesson:	Notes:
9:00 - 9:30	Registration	<i>Teachers expected to be online to greet children using Meet</i>
9:30 - 10:30	Maths	<i>Teachers are to offer live lessons during this time using Meet</i>
10:30 - 11:00	Break	
11:00 - 12:00	English	<i>Teachers are to offer live lessons during this time using Meet</i>
12:00 - 13:00	Lunch	
13:00 - 15:00	Wider Curriculum	<i>Teachers available to support children from 1pm until 2pm on Meet and until 3pm using comments section on work.</i>



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. This includes those responsible for streamed groups in Year 3, 4, 5 and 6
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Weekly/daily work will be shared
- Teachers in will be setting work on Google Classroom

Providing feedback on work:

- Reading, Writing and Maths work - all completed work submitted will be responded to, if necessary
- Keeping in touch with pupils who aren't in school and their parents
- If there is a concern around the level of engagement of a pupil/s, parents should be contacted via phone to determine whether school intervention can assist engagement
- All parent/carer emails should come through the school office account (office@bedfont.hounslow.sch.uk)
- 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 would be used to support Key Worker children that we would expect to be in school during this period.

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 – explain how they'll do this, such as 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

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 and collect 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

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC 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 from teachers if they need it
- 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

Contacting parents

School will contact parents twice per half term to catch up on how things are at and any further support.

Senior Leadership Team (SLT) monitor attendance/completion of learning by children. SLT members monitor CPOMs where all contact with parents are recorded. Children that have missed learning will be contacted by phone, email and letter . If this persists, they will be written to and the Educational Welfare Officer informed.

Learning support

Staff are available to support children's learning from 9 - 3pm on school days.

In KS2, staff see children during live lessons so track attendance and learning completion. Lack of attendance is monitored by the class teacher and reported to SLT member when 3 days or more missed learning. The classteacher/SLT member will then discuss the best way forward.

In KS1, class teachers are available during the school day to support set work. Seesaw allows clear communication channels between school and homes so expectations and work completion and be monitored. Classteacher arrange weekly/fortnightly virtual meetings so the children can have sharing/fun time together.



In EYFS, class teacher are available during the school day to support set work. Class teachers use Tapestry as a communication tool and the setting of learning activities. Classteacher's arrange weekly/fortnightly virtual meetings so children can have sharing/fun together.

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. Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- End User Agreements for Google Classroom