



Bradford Diocesan  
Academies Trust

# **EAST MORTON CE PRIMARY SCHOOL**

## **Remote Teaching & Learning Policy**

## Remote Teaching and Learning Policy

### Vision Statement

All are inspired to achieve their full potential in our loving community of life-long learners, where:

- Everyone is valued;
- Every chance is provided for all to flourish in the security of God's love; and
- Every day brings the enjoyment of life in all its fullness.

### Core Values

At East Morton, 'Love' is our core value and it is from love which all of our six key values flow:

- Hope
- Peace
- Generosity
- Community
- Wisdom
- Justice

### Mission Statement

This policy, written in response to the coronavirus (COVID-19) crisis, where school and staff are working in ways which are fundamentally different to business as usual, will be updated in line with rapidly changing government advice as much as possible, sets out the guidelines within which staff at East Morton CE Primary are expected to work.

[https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19?utm\\_source=15%20October%202020%20C19&utm\\_medium=Daily%20Email%20C19&utm\\_campaign=DfE%20C19](https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19?utm_source=15%20October%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19)

In September 2020, all our classes returned to full-time education following the Covid 19 closure in March. Although we hope that the majority of our children will now have an uninterrupted experience, there is the possibility that an individual child, a class bubble, or indeed the whole school, will need to self-isolate for a period of time. We have therefore put in place a plan for remote learning so that all children can continue with their education. This meets the expectations set out in the DfE guidance

<https://www.gov.uk/government/publications/remote-education-good-practice>

### It is our intention to:

- Offer high quality home learning opportunities so that all our children can continue with their education regardless of circumstance
- Ensure that the curriculum being delivered in school is also able to be delivered as robustly and consistently for any child, class or school facing a national or local lockdown
- Ensure consistency in the school's approach to remote learning (including SEND) for those who are not in school through the use of quality online and offline resources
- Support effective communication between school and families and to support engagement with home online learning
- Ensure that the school's responsibilities regarding safeguarding are considered and upheld at all times

## **Section 1 – EXPECTATIONS AND RESPONSIBILITIES**

In the event of any form of isolation and loss of learning caused by Covid-19 school closure, the school is committed to providing continuity of education to its children.

Parents and carers should appreciate that if children are well, there is a compulsory requirement for their child to engage in online remote learning. In accordance with DfE advice the school will not provide remote online learning if parents make the decision to keep their child(ren) at home 'as a precaution', against official guidance.

Remote online home learning would apply if:

- children need to self-isolate because someone in their house has received a positive test result;
- children have been required to self-isolate as a result of official contact via the Test and Trace system, which has been confirmed with school;
- bubble groups are dissolved after the confirmation of a positive Covid-19 result in accordance with the advice of the Department of Education (DfE) and Public Health England (PHE). This will require children to self-isolate and/or
- local or national lockdowns are put in place.

### **Expectations**

Pupils are expected to complete 2-3 activities/tasks a day (1 x maths, 1x English and 1x Learning Challenge or Science as well as daily reading and daily skills practice (which might include the learning of spellings and times tables, or phonics in KS1). Children are encouraged to return work to their teacher via the class email account. Pupils should also engage in at least 30 minutes physical activity each day. This may take the form of a workout video if pupils are unable to leave the home.

Appendix 1 outlines our Home Learning Plans in further detail. The school will use the HOME LEARNING tab on the school website for remote learning. This page will detail important information regarding remote learning during absence from school as well as links to tasks set <https://www.eastmortonprimary.co.uk/home-learning/>

If a child does not have access to a device for home learning, the school will do all it can to support children and will provide paper packs of learning. Parents will be reminded to make the school aware of any barriers to accessing remote learning.

School will provide learning across the curriculum and children will be expected to spend a similar amount of time completing this as they would spend learning in school suggested timetables are provided to support this. In the event of a bubble closure, home learning expectations are clearly set out on the school's home learning pages and supported through teacher email communication.

### **Staff Responsibilities**

- Monitor and respond to correspondence received from children/parents who are out of school. Enquiries will come via the 'Office email' for short absences or longer individual absences, or via the 'year group email' account which will be reactivated in the event of a whole class bubble closure. All emails are expected to receive a response as soon as is possible

**In the event of class bubble closure, teaching staff will:**

- Correspond with class to signpost the LC tasks to be undertaken from within the Home Learning booklets available on the website
- 'Welfare Check' phone calls to be undertaken on a weekly basis. Any issues, concerns or relevant information to be logged on CPOMS
- On a weekly basis, White Rose work sheets and answer sheets to be downloaded, emailed to parents (BCC all parents from year group email) and uploaded to the school website as soon as practicable
- Regular correspondence with class (via email) to support and encourage working. (To include but not limited to daily 'Stars Roll Call' email sent for Spelling Shed and TTRS)
- Use social media to encourage learners' participation and engagement, for example through the use of the school's Twitter account to share work, or set daily challenges
- Staff are contactable during the working day and available for phone calls and meetings as needed and to undertake any additional tasks set

**Free School Meals**

Where a child is entitled to a free school meal but is self-isolating or in lockdown, the school will provide a meal. This can be collected from school each day. Where families are unable to collect, the school will make every effort to deliver a meal wherever possible.

**Section 2 - SAFEGUARDING****Adherence to School Policy**

Staff must ensure that they have read and are operating in accordance with all school policies all times, even when distance learning policies are introduced, this includes:

- Safeguarding and Child Protection Policy (including the COVID-19 addendum)
- Staff Conduct Policy
- E-safety Policy
- Acceptable Use Policies

**Prevailing safeguarding principles:**

- The safety of our children is of paramount importance, including when they are asked to work online
- With regard to safeguarding, the best interests of children must always continue to come first
- It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- We should continue to safeguard against risk to children when they are online, as we would in school

**Staff Responsibilities - Safeguarding**

- It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk
- Immediately follow school procedures and report any safeguarding concern to our DSL (Emma Petts), or deputy DSL (Anne Proctor)
- To ensure that any use of online learning tools and systems used are in line with privacy, acceptable use and data protection/GDPR requirements

- Where children are being asked to work online they must have very clear reporting routes in place so they can raise any concerns whilst online. It must be made clear by teachers to children how to report any concerns to school and they should be signposted to age-appropriate support such as CEOP, Childline and/or the UK Safer Internet Centre

### **Staff Responsibilities – General Communication**

- Wherever possible, it is strongly recommended that staff avoid using personal devices and should only use school provided equipment
- Be mindful of professional standards in all correspondence
- Ensure that personal details such as parents' email addresses are not shared in communications with other parents/the whole class (use of BCC)

### **Staff Responsibilities – Communication with Children/Parents**

- Teachers and school staff only use school-registered accounts, never personal ones when communicating
- Do not make direct one-to-one contact with a child through any means other than email
- Constantly revise and revisit the importance of children being safe online in your communications
- The importance, and principles of safe-searching must be conveyed to children whenever possible, especially at times when work is set which involved internet use i.e. the importance of using a child-friendly search engine, such as 'Kidrex'. This is reinforced through reminders on the Home Learning pages
- Teachers must make sure that parents and carers are aware of what their children are being asked to do online, including the sites they will be asked to access. It must be clear to parents who from the school (if anyone) their child is going to be interacting with online
- Do not 'live stream' video or audio to learners, this type of communication, if undertaken, should be pre-recorded and checked (by a member of SLT) before being forwarded to children
- Some parents and carers might choose to supplement the school online offer with support from online companies or individual tutors. Teachers, in their communications with parents and carers, must emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children

### **Staff Responsibilities – Online Safeguarding**

- Teachers must have previously 'checked' any sites or search terms which children may be asked to use, in order to ensure that they are appropriate (as per the school's E-Safety policy)
- Consider if any system suggested to children includes online chat features, and if this can be moderated. If in doubt, do not use the system
- Do not suggest any system to use (i.e. site which involves interaction and/or a sign in) which has not been checked by a member of SLT
- If video and audio is being recorded, there should be careful consideration of the location used (who might enter, what is in the background etc) and the recording must be checked by a member of SLT before distribution
- If there is a possibility that children might make videos, guidance should be given around this also (for example a bedroom is not a suitable location, behaviour expectations are to match those in school etc)

### **Support for parents and carers to keep their children safe online includes:**

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and carers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

### **Online safety in schools and colleges**

The [UK Safer Internet Centre's professional online safety helpline](#) provides support for the children's workforce with any online safety issues they face. Local authorities may also be able to provide support.

### **Associated Guidance**

This meets the expectations set out in the DfE guidance 'Remote Education Support' <https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

This Policy also takes into account the BDAT guidance document 'BDAT GUIDANCE: USE OF ICT FOR COMMUNICATIONS AND TEACHING DURING COVID-19' Issued: OCTOBER 2020 Which can be found in full on the BDAT website by following this link: <https://www.bdat-academies.org/bdat-business/bdat-policies/>

### **Approved**

Headteacher:



Governor Approval:

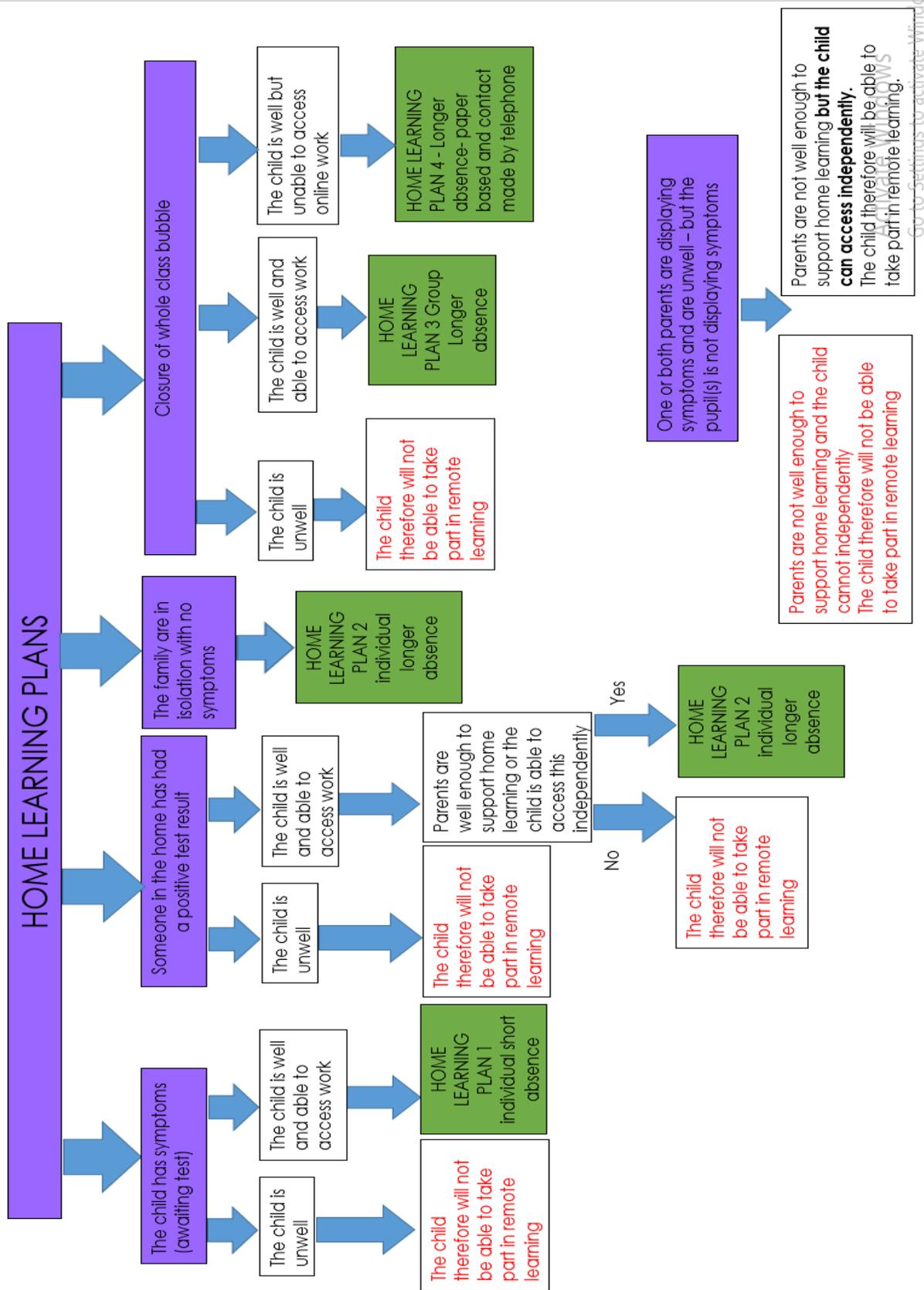


Date: 15/10/20

APPENDIX 1

Home Learning Provision

This flow chart outlines the different circumstances in which remote learning will occur:



Home Learning Plan	Circumstances	School Based Contingency
Plan 1 Individual Short Absence	Household member with symptoms and awaiting test results.	<p><b>Children/parents directed to relevant page on the school website</b> Daily reading</p> <ul style="list-style-type: none"> <li>Links to a range of websites to support learning : <b>Purple Mash, Charanga, Phonics Play, Times Table Rockstars, Spelling Shed, Education City.</b></li> </ul>
Plan 2 Individual Longer Absence	Child isolating for 14 days due to positive case within the household or contacted by track and trace and told to isolate.	<p>The <b>Oak National Academy</b> online resource will be used for daily English and Maths as well as weekly Science and PSHE lessons (where lessons align to current curriculum) <b>BBC Bitesize</b> will be used for weekly RE and PE lessons <b>Learning Challenge</b> (which covers History, Geography and some Art) will be provided in the form of a Home Learning booklet (emailed or paper versions) Teacher to record engagement of child and make contact at least once per week to give feedback and provide support via email or telephone.</p>
Plan 3 Group Longer Absence	Bubble closure or lockdown.	<p>The <b>Oak National Academy</b> online resource will be used for daily English as well as weekly Science and PSHE lessons ( where lessons align to current curriculum) <b>White Rose Maths</b> will be used for daily Maths. <b>BBC Bitesize</b> will be used for weekly RE and PE lessons <b>Learning Challenge</b> (which covers History, Geography and some Art) will be provided in the form of a Home Learning booklet (or paper versions where required) Teacher to note engagement of child and make contact at least once per week to give feedback and provide support via email or telephone. <b>In the event of full lockdown</b> -Teaching staff on a rota system to supervise key worker and vulnerable children (these children will follow online curriculum alongside home based peers).</p>
Plan 4 Longer absence- paper based and contact made by telephone	Bubble closure or lockdown.	<p>Paper based learning packs for pre-identified pupils with limited online access. Daily telephone call to these children to support and provide feedback. <b>In the event of full lockdown</b> -Teaching staff on a rota system to supervise key worker and vulnerable children (these children will follow online curriculum alongside home based peers).</p>