

Statement for Remote learning due to Covid Lockdown

1. Aims

Our remote learning statement outlines how Congerstone Primary School, will if faced with a period of short or long-term closure due to the ongoing Covid 19 pandemic, continue to provide education and support to our pupils and parents. This could be closure of our whole school, whole classes/bubbles, small numbers or individuals self-isolating.

Our Remote Learning Statement aims to;

- Ensure consistency in our school approach.
- Set out expectations to all members of our school community; staff, parents and children.
- Ensure pupils
 - receive clear expectations and explanations,
 - can apply knowledge and understanding to new learning
 - continue to develop 'Building Learning Power' strategies
 - receive feedback to aid reflection and future application of learning
 - remain fully included within our school community
- Ensure remote education is integrated, so it is an essential part of our school curriculum, alongside classroom teaching.
- Continue to ensure every child receives the best education our school can provide.
- Provide appropriate guidelines for data protection and safeguarding.

2. The main platforms we will use are



Seesaw for home learning.

Children used *Seesaw* during the first lockdown. New access codes have been provided. Teachers will be able to monitor children's work and provide ongoing individual feedback.

1. If the whole school, whole bubble or class are sent home;

- Day to day teaching and learning which normally takes place in a school environment, will be carefully considered and will be uploaded to *Seesaw*.
- Teachers will plan and upload a mixture of their own recorded lessons; recorded lessons from recognised sources e.g White Rose, Oak Academy; clips and links for topic art music e.g BBC; paper activities to support the above lessons, which can be completed on paper/tablet/typed on the computer; links to platforms such as Bug Club, Mymaths and TT Rockstars to practice key skills; as well as practical activities away from 'online screens' for subjects such as PE, art, practical science if possible.
- Teachers will provide a suggested schedule for the day in line with their usual school day – approximately 3hrs for KS1 & 4hrs for KS2 which is in line with government guidance.
- Daily schedules will also help children structure their day and understand how long to spend on each activity
- Teachers will respond to this as part of regular marking tasks

2. Individual self-isolating due to family member

- On their first day of self-isolating or time away from school due to self-isolating, children will be set work to complete via email
- It will follow what is happening in class wherever possible
- Children are to upload their work to *Seesaw*.
- Teachers will provide some feedback

It is the expectation and national requirement that all work is completed daily, unless children are too ill to complete their work.

If a child is ill or has a medical appointment parents are asked to notify the school office so class teachers can be made aware that work may not be completed

It is appreciated that there will need to be variation and some flexibility as everyone's circumstances are different. Work set for the week will be left on *Seesaw* over the weekend, as we are aware this is useful to

some families, as they balance parental work commitments and remote learning. *Seesaw* journals will be archived on a Monday for the previous week.

Microsoft Teams for children to keep in touch with their class.

Microsoft Teams will allow children and teachers to keep in regular contact using an appropriate (DFE recommended) platform which is user friendly to all

- Every child will have a school email address to access their own Teams account.
- Regular ‘*Class Catch up*’ sessions, will ensure children can talk to their class teacher and their peers with an emphasis on Health and Wellbeing.
- Parents and teachers will hold autumn parents’ meetings on teams and this will be reviewed for the spring term

3. Roles and responsibilities

Headteacher will

- Monitor children’s engagement with uploading work on *Seesaw* and attendance at Teams *Class catch ups*
- Follow up with parents if children are not engaging with remote learning to assess what the barriers are and provide support which will help remove barriers to home learning.
- Consider staff workload during periods of remote learning

Designated safeguarding Lead (DSL) is responsible for:

- Safeguarding concerns, including those related to Remote Learning.
- Ensuring everyone is able to report safeguarding concerns on CPOMs
- Making any required amendments to the Child Protection and Safeguarding Policy

Senior/subject leaders, alongside any teaching responsibilities, will support the headteacher to:

- Co-ordinate our remote learning approach across school.
- Monitor the effectiveness of remote learning.
- Monitor security of remote learning systems, including data protection and safeguarding considerations
- Consider how to meet children’s needs if availability of technology is an issue

SENDco is responsible for

- Liaising with classteachers in order to offer support with adapting work for EHCP and SEN children.
- Liaising with classteachers to ensure contact is maintained with the family at home
- Share any resources they find that maybe useful to other staff members

Class teachers will:

- Provide teaching and learning activities for their class via *Seesaw*.
- Continue to plan teaching content in line with extensive planning already in place throughout school;
- Ensure work is tailored to the needs of the class – e.g including working with the Sendco to meet the needs of any child with an EHCP or learning need.
- Understand learning remotely will be more difficult and will take some getting used to, so tasks maybe set in smaller steps to allow for this.
- Provide regular feedback for children via *Seesaw*.
- Be available to set work, give feedback on activities and take part in Teams ‘*Class catch up*’ sessions during normal working days and teaching hours (8.45 am – 3.20pm for fulltime members of staff)
- Allow some flexibility in completion of activities; understand personal circumstances could affect families in different ways;
- Take regular breaks away from their computer or iPad
- Engage in other professional duties as much as circumstances allow e.g. online network meetings.
- Attend virtual meetings with external agencies e.g Virtual School or social care as required
- Act in accordance with Staff Acceptable Use Agreement and School Laptop agreement, including following school guidance for using online learning platforms
- Inform school, if feeling unwell, using usual absence procedure, so their class can be covered by another staff member who will share activities. During any period of staff absence, feedback via *Seesaw* will not be undertaken until the teacher is fit to work.

- Teachers will provide learning for their current class, this will be set daily, to be ‘live’ on *Seesaw* by 9am each day with a clear schedule and resources including;
 - A daily Maths and English lesson, which may include some recorded lesson content included within their Smartboard or Powerpoint file (or a White Rose/Oak Academy lesson)
 - 3 or 4 lessons for foundation subjects.
 - Daily phonics lessons for KS1 and SPAG lessons for KS2.
 - Resources will be taken from White Rose Maths, Oak National Academy, BBC Bitesize, as well as other resources identified by school curriculum leaders.
- In the event of whole school closure teachers will come into school on a rota basis. When in school a member of the KS1 and KS2 teaching staff will continue to plan and provide feedback to their class through *Seesaw* and *Teams*. They will also support with; getting resources ready for children in the classroom, playground and lunchtime duty as required, daily routines linked to behaviour and handwashing.

Teaching assistants will;

- Be available between 8.45am and 3.20pm. If they’re unable to work for any reason during this time, for example due to illness, they should report this using usual absence procedures.
- Assist with remote learning, by supporting pupils within school. This may include liaising with class teachers to support planning and resourcing differentiated learning.
- 1:1 teaching assistants should contact their 1:1 child and family once a week through *Teams*, if the child is not attending school. This should take place on school site, within school hours and in the classroom whilst the classteacher is working.
- 1:1 teaching assistants must liaise with their classteacher to see how work can/has been adapted for the child’s needs, they should consider what they can provide which would help their 1:1 and work with the teacher to provide this.

Children will:

- Aim to complete learning activities set by their teacher every day
- Be assured their health and wellbeing is also a priority and therefore be encouraged to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Only send messages and queries in relation to tasks set by their teacher or in response to questions their teacher may ask them directly;
- Only access material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Read daily, either independently or with an adult and record their reading in their reading records;
- Upload their completed tasks to *Seesaw* so their teacher can provide feedback
- Continue to access school online learning platforms (e.g Bugclub and Mymaths/Mathsfactor) in-line with work set by their teacher
- Consider using any school closure time to learn a new skill, be curious to follow their own interests to discover more about the world around us or just be creative.
- Act in line with their age appropriate Acceptable Use Agreement

Parents will:

- Support their child’s learning to the best of their ability
- Encourage their child to access and engage with *Seesaw*
- Check their child has completed activities each day and encourage them to progress
- Be mindful of mental well-being of both themselves and their child; encourage their child to take regular breaks, play games, get fresh air and relax;
- Know they can continue to contact their class teacher as normal via the school office email address, who will aim to get a response back within 2 working days
- Notify school if their child is ill or if there are other welfare or personal circumstances affecting their child which school need to be aware of, or could impact on the work they complete

- Contact the school office if they are having any issues with accessing remote education to see if school can provide any additional support or guidance. (school does have a very limited supply of technology sent out by the DFE for remote learning)
- Understand school will contact them, if children are not engaging with Seesaw or Teams, to discuss the barriers to learning.
- Act in line with the Parent Acceptable Use Agreement and Parental Code of Conduct which was included in School Handbook 2020-21
- Direct questions or queries via the school office email, who will ensure the correct person is informed. The office will be checking emails Mon- Fri 9am-3pm. We aim to provide a response within 2 working days.

The Governing board is responsible for:

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

4. Safeguarding

- Any concerns should be recorded on CPOMs and the Head teacher alerted.
- Teachers will keep class records for participation/engagement with *Seesaw* and attendance at Teams *Class catch-ups*
 - *Seesaw*; teachers to note who is logging in and uploading work to Seesaw each day. These will be updated for the previous week by 11.30 on a Monday morning and will take into consideration any medical/personal circumstances we have been made aware of. This will allow teachers to consider work completed throughout the week and also be aware that some may have been completed over the weekend due to parental work commitments.
 - Microsoft Teams; teachers will record who attends *Class catch up* sessions and add any notes as appropriate. Children are expected to attend at least one a week. If a child has not attended any in a week the class teachers will call home for a welfare check.
 - On Monday at a weekly staff briefing the completion of these records will be discussed to consider if an additional follow up welfare call from the headteacher/deputy headteacher is required.
- Vulnerable pupils who are not attending school, will be called weekly - CP/EHCP/identified pupils, this will be done by SENCO/DSL.

5. Data protection

- School laptops and iPads must be used by teachers for all school work to ensure they comply with their School Laptop Agreement and School Acceptable Use Agreement.
- All teachers will take appropriate steps to ensure school laptops/ipads remain secure; the device locks if left unattended and cannot be viewed by people who are not allowed to see school data.

6. Accessing remote learning

- Parents received an email for their child which contains all login details and passwords. It is very important children access their learning through their own details and accounts. The school office may be able to support families with some technical issues
- Exercise books/paper for children's work are available for collection from school. Please contact school in advance.
- The DFE have allocated us a small number of laptops/tablets and devices to help with internet connection which we can lend to families. Parents who are struggling with access to devices or internet connection should contact the school office to see if we are able to help.