



BREThERTON ENDOWED CE PRIMARY SCHOOL
Remote Learning Policy 2020
Updated Jan 2021 3:lockdown

Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love.

This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.



Meet



Google Classroom

Specific Aims

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Bretherton Endowed CE Primary School has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

This meets the expectations set out in the DfE guidance 'Remote Education Support'

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

The school will use the 'Remote Education' tab on its website for sharing important information regarding remote learning during absence from school

This plan will be applied in the following instances:

- An individual is self-isolating because of a positive test within the household;
- A whole bubble or cohort is self-isolating because of an outbreak of coronavirus
- The plan complies with the expectations and principles outlined in the DfE document [Guidance for Full Opening of Schools](#).
- To facilitate blended learning, it combines learning in school alongside learning at home. With the possibility of future local or national lockdowns, schools need to be planning to adopt a 'blended learning' approach to ensure the continuity of learning for their children.

Bretherton Endowed CE Primary School – Policy Document

- To outline Bretherton Endowed CE Primary school's expectations for staff that, from Autumn 2020 may be required to not attend school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, marking and planning for pupils, who may need to plan lessons for children self isolation or in the event of a local or national directive to lockdown.

Who is the policy applicable to?

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms

- o A continuous, dry cough
- o A high temperature above 37.8°C
- o A loss of, or change to, their sense of smell or taste
- o Have had access to a test and this has returned a positive result for Covid-19

The Head Teacher and Deputy Head Teacher has responsibility to ensure that education either blended or remote is of a high standard and meets the expectation of our curriculum. Staff have the responsibility for their professional approach and flexibility to meet these expectations. This policy describes our blended and remote learning expectations.

Remote learning for pupils that are not able to attend school due to self-isolation or in line with government guidelines

Bretherton Endowed CE Primary School will provide remote learning (online) for pupils that are not able to attend school so that no-one need fall too far behind. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents. Bretherton Endowed Primary School are fully aware that these are exceptional times and that this document seeks to inform and guide families on expectations for learning at home. We appreciate that each family is unique and because of this, should approach home learning in way which suits their individual needs. However, we will work hard to offer a consistent and high quality level of education which we hope will be supported and undertaken by our children and families.

Within all plans, teachers will set appropriate work in-line with our current curriculum, supplemented by a range of resources provided by White Rose Maths and our Cornerstones curriculum. We will be providing a 'practice' workbook for all year groups linked to English and Maths which will be provided before a possible isolation event for use should it happen.

Children will remain in contact with their Classteacher through Google meets on a frequency to be decided.

White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources.

Spelling Shed, Purple Mash, and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills.

We may refer to lessons produced by Oak National Academy as some of their lessons will marry with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support. Classteachers may use the lessons in the classroom so children are familiar with the platform.

Bretherton Endowed CE Primary School – Policy Document

Class Dojo is used as a reward structure in school in most classes and may continue be used. Use of Class Dojo will be in-line with the Class Dojo Usage Policy.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that Bretherton Endowed CE Primary School makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning, a message can be sent to school to explain. If a family has difficulty engaging with the online learning, school will review this on an individual basis.

In light of the Government guidance for the National Lockdown, <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak> , Bretherton Endowed has the capacity to fulfil the essential requirements using the Google Classroom platform. The guidance outlines that a school must offer:

'The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children*
- Key Stage 2: 4 hours a day*

In developing their remote education, we expect schools to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what intended to be taught and practised in each subject so that pupils can progress through the school's curriculum*
- select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.*

• overcome barriers to digital access for pupils by:

- distributing school-owned laptops accompanied by a user agreement or contract*
- providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.*
- It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.*
- have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern*
- identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meet expectations for remote education*

Bretherton Endowed CE Primary School – Policy Document

- *publish information for pupils, parents and carers about their remote education provision on their website by 25 January to support schools with this expectation.*

When teaching pupils remotely, we expect schools to:

- *set meaningful and ambitious work each day in an appropriate range of subjects*
- *provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:*
- *Key Stage 1: 3 hours a day on average across the cohort, with less for younger children*
- *Key Stage 2: 4 hours a day*
- *Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of schooled video content.*
- *consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:*
- *providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources*
- *providing opportunities for interactivity, including questioning, eliciting and reflective discussion*
- *providing scaffolded practice and opportunities to apply new knowledge*
- *enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate*
- *using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge*
- *avoiding an over-reliance on long-term projects or internet research activities.*

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely.

In the following outline, we will show how Bretherton Endowed seeks to meet these priorities for remote learning. Children will receive log on details on a separate letter for the following platforms

Google classroom
Spelling Shed*
TT Rockstars *
Spelling frame*
BBC bitesize

Bretherton Endowed CE Primary School – Policy Document

Purple Mash
Class Dojo
*not Class 1

These will be used in school to support children’s independence when at home.

Remote Learning

The initial response to any isolation will be to provide children with home learning materials alongside their class stationery pack (this might need to be delivered). In the case of whole cohort isolation, interim resources will be uploaded to the learning platform. This measure will afford teachers a short time to prepare their remote learning resources.

Pupil needs to isolate because someone in their household is symptomatic or tests positive	
Ongoing Support	Safeguarding/SEND
<p>Using the learning platform (Google classroom), the Classteacher will upload lessons daily. The teacher will decide what materials are most appropriate for the individual child.</p> <p>If teaching input is required for core lessons, the teacher may use resources, recordings that they feel are suitable. At this time we have no plans for self recorded or live lessons. However if this changes and the lesson recorded for the child at home, only the Classteacher and modelling area will be viewable on screen. Non-core lessons and resources will be uploaded to Google Classroom/Class.</p>	<p>School office to contact parents to ensure a test has been taken and to make sure that parents know to communicate test results to head@bretherton.lancs.sch.uk.</p> <p>If child is entitled to benefit-related FSM ensure food made available through our LCC kitchen.</p> <p>If child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).</p> <p>If a child does not engage, the Classteacher is to call the parents to discuss obstacles and support.</p>

A whole bubble/cohort of children is isolating because of an outbreak of coronavirus	
Ongoing Support	Safeguarding/SEND
Assuming the teacher is well and available to work.	

Bretherton Endowed CE Primary School – Policy Document

Teachers will schedule 3 lessons a day including maths, English and topic with the occasional additional focus lesson on RE.

Depending on lesson and skills of staff, Google meets/ zoom calls may be arranged for whole class arranged for the following day (after isolation). In this meeting the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning – this will consist of core subject lessons- maths and English, a non-core lesson from our curriculum and a whole class reading session per day. On this first day, a workbook will be used in order for the teacher to transfer their learning online

Using our learning platform, the Class teacher will upload worksheets the day before to allow parents to see the learning materials prior to supporting their child/ren. Teaching assistants will be able to support the Classteacher in identifying resources.

PPA will be covered by teaching assistants/PPA teacher in the phase who will deliver an afternoon non-core lesson and the reading for pleasure session at the end of the day (or make use of the Oak National Academy materials).

The Classteacher will share links to appropriate lessons eg from White Rose Maths through our learning platform. Teachers will then be accessible to children through this so that children and parents have access to teachers support during the day(albeit not always immediately). Wellbeing and workload of teachers will be considered and breaks and working hours will be determined and communicated to parents for clarity. Teaching assistants from the class will also access the area so that they can support children should this be required.

Teachers will schedule a daily 'check in' to support those children needing additional input.

Google meet will be scheduled twice a day or a level which is appropriate to the needs and demands of the children/parents. This will act as an opportunity to introduce work; support wellbeing and answer any questions or misconceptions. Each teacher is responsible for setting the time and delivering this. We will aim to

Parents notified so they know to communicate test results to head@bretherton.lancs.sch.uk or call school on 01772 600431

If any children are entitled to benefit-related FSM ensure food made available through LCC catering

If any child is vulnerable in any way, the DSL will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call from the DSL (record on CPOMS).

Those not engaging with home learning are to receive a phone call from a member of SLT to discuss the obstacles and the support needed by the family. This could then be followed up by calls from our pastoral team.

Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue as long as the agencies engage.

At this time we have no plans for self recorded or live lessons. However if this changes and the lesson recorded for the child at home, only the Classteacher and modelling area will be viewable on screen.

Bretherton Endowed CE Primary School – Policy Document

stagger times in each class in the event of multiple siblings in a household with 1 device.

Time will also be scheduled for the children to watch an assembly delivered by Mrs Moxham or school spiritual support during the week. This will encourage children to keep working, celebrate successes and promote a togetherness.

For Class 1 completed work could be photographed and uploaded. Parents can send comments or questions directly to the class teacher. Teachers can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using the platform.

For Class 2;3;4, the teachers will encourage the children to upload their work through google docs so they can receive feedback daily on their work, quality and effort and it can help inform planning. Although where devices are a barrier, school will provide a book for recording and will encourage parents/children and staff to communicate via telephone to be able to offer feedback and encouragement.

In the event of teachers becoming ill, support staff will be required to 'takeover' the learning platform with resources being identified by the other class teachers.

Roles and responsibilities

Family (pupil/parent/guardian) role

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Bretherton Endowed 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.
- Where appropriate, we would ask that parents facilitate the Google meetings with teachers which will offer motivation, encouragement, learning support and wellbeing support. This will be provided daily although children can access as they are able. We would positively encourage parents to be in attendance on those sessions- in the vicinity or room, even if not directly listening to the conversation. This is particularly relevant for younger children.
- Every effort will be made by staff to ensure that work is set promptly on our learning platform but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

Bretherton Endowed CE Primary School – Policy Document

- Parents will engage with class teachers in the event of concern or any pastoral or safeguarding concerns.

Teacher expectations

Depending on whether the teachers are teaching in school with some children at home or the whole class at home, the staff at Bretherton Endowed will continue to teach our curriculum.

- Teachers should plan lessons that are relevant to the curriculum focus for that year group and endeavour to replicate this through lesson planning, resources and tasks for home learners.
- Teachers should create lesson resources which may include voiceover powerpoint slides, video recorded teaching points for English, Maths and Topic and these may be uploaded to the learning platform as and when they support home learning. At this time we have no plans for self recorded or live lessons.
- Any resources used, including websites and worksheets, will, where possible, be shared with home learners through the platform. Staff will do this electronically and where possible try and ensure that there is no printing expectation.
- To respond, within reason, promptly to requests for support from families at home. This can be done by parents through the private messaging area of the classwork. If there are any major concerns, parents can email the Head Teacher on head@bretherton.lancs.sch.uk.
- Should a staff member require support with the use of technology, when raised senior leaders will ensure that support is given promptly.
- Teachers ideally are available Monday-Friday during usual working hours but this will be primarily directed by their own personal family circumstances/situation during the current crisis. Underpinning this approach is an understanding for flexibility as to when teachers can be available. 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.
- School leadership will coordinate with teachers to ensure consistency of approach and to try and ensure that pupils with limited access to computers/devices can still complete the work.
- Teachers should never use a personal device that shares their personal contact details (e.g. phone number or private email address);
- Parents who send a pupil's work and/or photographs/videos should receive an acknowledgement and praise from a teacher or other school staff. This will may not always replicate feedback on strengths and development in learning that parents might expect when the school is open and working normally.
- If a teacher receives an email from a parent with regards to a query or concern outside of the lesson planned, this may be forwarded to the school management team to respond.
- [Teachers on Google meet sessions will host and remind children of online meeting etiquette \(mute on entry; respect for others; hands up for questions and leave after all children have left to meet safeguarding expectations. Although there is no expectation \(as we feel it cannot be facilitated with staffing numbers\) that there will be 2 staff on the meeting, any vulnerable or keyworker children in school will also be in attendance and key worker staff would be on hand for any concerns.](#)

Teaching assistants should be available during their normal working hours on the days they are normally required in school. 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.

Teaching assistants may:

Bretherton Endowed CE Primary School – Policy Document

- Work in school for specific tasks as required by the Headteacher;
- Undertake remote and/or online CPD training;
- Attend virtual meetings with colleagues.

Governing Body

The Governing Body is responsible, including as advised by the DfE, for:

- Supporting staff and pupil wellbeing;
- Being pragmatic about what is covered in virtual meetings by prioritising urgent, time bound decisions only;
- Keeping monitoring to a minimum by focussing on safeguarding, health and safety, headteacher and staff wellbeing and (to a lesser extent) the school's approach to providing remote learning for pupils;

Remote teaching for staff who are self-isolating

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to self isolate by school or track and trace after being in contact with a Covid-19 positive case.

If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence if not directed by school.
- If displaying symptoms, school will ask staff to book a test and, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating, and if well and able to do so, staff will continue to plan teaching for their class and deliver through remote or blended learning with staff in school.
- In some cases where no symptoms, class teacher may use empty Covid secure classroom rather than access learning from home. This decision will be made on individual basis.
- If the class teacher is ill, children's learning will be planned from medium term plans and cornerstones topic work by colleagues.

Safeguarding

- We will support children, parents and staff work safely online and offer safeguarding reporting process through CPOMS in the event of any safeguarding concerns. Staff will be reminded regularly of the referral routes.
- Teachers understand their responsibility in relation to their role in teaching online safety. Staff are aware of their code of conduct for teaching online.
- Our Covid-19 safeguarding update in summer 2020 covers remote and blended learning amendments to be read along our full school safeguarding policy.

Bretherton Endowed CE Primary School – Policy Document

- Staff and parents will be aware of the virtual meeting policy in the event of Google meet with children. There is a separate code of conduct written for rules and responsibilities for Google Meet sessions. Our safeguarding Policy and Online Safety Policy have been updated to include remote learning risks.

Data protection Laws

All staff and school will adhere to work in a way that complies with Data Protection Laws (GDPR)

Live learning can be captured and converted into recorded content as long as the privacy of the children and young people is maintained in accordance with such laws. [Teachers may wish to record Google meet sessions if they constitute an introduction to learning and posted on the secure platform of google classrooms so children not attending can refer back to it. We will try hard to reduce the inclusion of children's names and pictures, however as placed on a secure platform would ask that no parents allows such video or access to such video to be saved anywhere else.](#)

When accessing personal data, all staff members will:

Only use their official school email account and never use personal messaging systems;

Connect to the school network using only a school remote desktop connection to work with any personal data to ensure that no data actually leaves the school premises.

Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online.

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol);
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device;
- Making sure the device locks if left inactive for a period of time;
- Not sharing the device among family or friends;
- Installing antivirus and anti-spyware software;

Keeping operating systems up to date – always install the latest updates

Technology support

Bretherton Endowed CE Primary School – Policy Document

Parents will inform school of any issue or restriction on the use of technology before 1 to 1 devices become available. [School will endeavour to loan equipment where we can.](#)

Parents will be supported through video and documentation on how to access learning through Google classroom and how it will be used as blended or remote learning including their child's log in details.

Consider will be made that filtering and monitoring systems are applied and staff have obligation to check content is appropriate for age of child.

By working together, we can ensure that children at Bretherton Endowed CE Primary school have a full and rich curriculum in the event of any local Covid -19 isolation or lockdowns. If any of the above fails, we can resort to using our school website to support education, however, we believe that the use of our new platform will ensure a smooth transition between school and home.

All aspects of our policy intends to comply within the Data Protection (GDPR) legislation.



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