



# Carr Hill Primary School

## Remote Learning Policy

September 2020



Carr Hill Primary School  
Aspire-Enjoy-Flourish

**This policy takes into account the following government expectations.**  
**Government Expectations**

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on **remote education support**. In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils.

### **Remote Education Support**

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

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. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

### Specific Aims of this Policy

- To outline our approach for pupils that will not be attending school, as a result of government guidance or the closure of a year group bubble.
- To outline our expectations for staff that will not be attending 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 is the policy applicable to?

Every child is expected to attend school from September 1<sup>st</sup> 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

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

This policy is intended to outline expectations for a year group bubble or partial school closure, rather than individual cases. Individual pupils who are isolating whilst awaiting test results (or family member's results) will be supported on a case by case basis, with work which mirrors the work being taught to the rest of the class in school as closely as possible.

### Remote learning for pupils

We will provide links to appropriate remote learning for pupils that are not able to attend school so that no-one need fall 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.

The governors and senior leadership team at Carr Hill Primary School are fully aware that these are exceptional times and will support families to help pupils complete work to the best of their abilities. Each family is unique and because of this, should approach home learning in way which suits their individual needs. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides. We will aim to provide IT equipment, using equipment available through Government schemes.

Within all plans, teachers will set appropriate work in-line with our current curriculum, primarily supplemented by a range of resources provided by Oak Academy and White Rose Maths.

Oak Academy has been selected to support remote learning for a number of reasons. The Oak Academy lessons are in-line 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. Class teachers are to use the lessons in the classroom so children are familiar with the platform.

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.

Purple Mash, Times Table Rockstars and Phonics Bug (F2-Y3) will all be utilised to support the acquisition and retention of basic core skills.

The SENDCO will share appropriate Oak National SEND lessons with teachers who will disseminate accordingly.

## **Safeguarding and Remote Education**

Statutory guidance on online safety can be found in Annex C of 'Keeping Children Safe in Education' and in each provision's Safeguarding Policy. These must be read and adhered to by all staff prior to engaging in the delivery of remote education. Parents/Carers should also be supported in understanding e-safety and how to effectively monitor their child's use of the internet and online activity. Appendix 1 provides further detail of resources which can be shared with parents/carers.

Where a child or family is deemed to be 'vulnerable' 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).

### **Teacher expectations**

Teachers will plan lessons that are relevant to the curriculum focus for that year group and endeavour to supply resources to support tasks for home learners. Work for the week in English, Maths and other subjects will be posted on the year group page by 9.00am on the first day following closure of the bubble:

- Links to daily English lessons – a mixture of Oak Academy and resources created by teachers at Carr Hill
- Links to daily Maths lessons – these will be a mixture of White Rose, Oak academy and resources created by teachers at Carr Hill.
- Links to other curriculum lessons - a mixture of Oak Academy, Bitesize, Purple Mash and resources created by teachers at Carr Hill
- Worksheets to accompany lessons
- Staff will add these resources to their year group webpage electronically and it will be the responsibility of families to print/use these resources at home (or contact the school to ask for a 'paper pack').
- Teachers will respond promptly, within reason, to requests for support from families at home. This should be done via email. Staff and parents should communicate via [homeworking@carrhill.notts.sch.uk](mailto:homeworking@carrhill.notts.sch.uk) address.
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.

### Family (pupil/parent/guardian) role

- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Carr Hill Primary School would recommend that each 'school day' maintains structure. The work will be organised on the year group website into days, which reflect a normal school timetable.
- If a year group bubble is isolated, the children will be sent home with their home reading book and a Home Learning Exercise book. We will also provide a paper-based work pack and this work is intended to be used either in addition to main work to be set on the website or in times of technical difficulties. This will be sent home with a sibling if in school, or to be collected from the school office by a family member not in self-isolation.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via [homeworking@carrhill.notts.sch.uk](mailto:homeworking@carrhill.notts.sch.uk) or by contacting the school office. They should make clear which year group and subject the question relates to.
- We would encourage parents to support their children's work, by viewing the work set together, and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting 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 on appropriate platforms 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 will be made available (e.g. paper copies of work, loan of iPads etc). These will be discussed on case-to-case basis.
- 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 Parent Link Teacher if there are pastoral issues.

### 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 shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- It is expected that staff get tested. Should a staff member be tested, it is expected, 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 able to do so, non-teaching staff will be given an individual project to work on which is in line with whole school improvement priorities or asked to support with the online learning provision for their year group. These projects will be communicated by the Senior Leadership Team and will be allocated on a case-by-case basis.
- If unwell themselves, teachers will be covered by another staff member for the sharing of activities. Communication and planning during this time will not be undertaken until the teacher is fit to work.

Pupils	Curriculum	Safeguarding
In the event of a child receiving a positive test and being in isolation for 10 days, assuming they feel well.	<ul style="list-style-type: none"> <li>Paper-based work pack sent home asap</li> <li>Work to be uploaded as soon as possible</li> <li>Maths – WhiteRose</li> <li>Recorded lessons from Oak Academy lessons linked to our curriculum plan and relevant objectives</li> </ul>	<ul style="list-style-type: none"> <li>Weekly phone calls</li> <li>Delivery of resources where needed</li> <li>Free School Meals food parcels available for collection</li> <li>Daily email contact encouraged</li> </ul>
In the event of a child in isolation for 14 days		
In the event of shielding – longer term absence		
In the event of an outbreak in a bubble – therefore the bubble has to close	<p>If a bubble or the school locks down: Work loaded on the website by 9am each day.</p> <ul style="list-style-type: none"> <li>Maths – White Rose</li> <li>English – Oak Academy and teacher created resources (where appropriate) KS1 and Year 3-Phonics Bug</li> <li><b>Action</b> - Class Teacher and Parent Link Teacher to ensure that those who did not engage during lockdown are fully aware that they are expected to engage.</li> <li>Answers for work set will be provided on the website and in paper packs (where appropriate and necessary)</li> <li>Completed work to be sent via email (8.30-3.30pm), to be reviewed by the teachers.</li> <li>Feedback given in a timely manner.</li> <li>Communication between staff and pupils through the day – questions etc – to be via the home learning email- <a href="mailto:homeworking@carhill.notts.sch.uk">homeworking@carhill.notts.sch.uk</a></li> <li>EYFS- <ul style="list-style-type: none"> <li>F2 will use Phonics Bug and White Rose Maths.</li> <li>F1 &amp; F2- Provision videos, with 'Big Question' made by teaching staff- parents to record evidence on Tapestry and teachers/TAs to feed back.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Phone calls to any not responding or engaging (home visits to any not engaging, with safeguarding concerns)</li> <li>Weekly paper copies of the work to be circulated to those who cannot access the technology: work to be photographed and emailed or quarantined for 72 hours on return to school.</li> </ul>
In the event of local lockdown – full school closure		

Teaching Staff		Wellbeing
In the event of a staff member receiving a positive test and being in isolation for 10 days, assuming they feel well.	The bubble will close, and we will revert to remote teaching and learning as detailed above. All non-symptomatic pupils will be expected to engage. The teacher should continue to plan and prepare work to be uploaded to the year group website.	<ul style="list-style-type: none"> <li>• Regular contact between the team – by TEAMS and phone <ul style="list-style-type: none"> <li>• Regular check-ins to discuss workload and how things are working</li> <li>• Regular working patterns to be acknowledged</li> <li>• PPA to be honoured</li> </ul> </li> </ul>
In the event of isolation for 14 days due to contact with a positive case out of school (e.g.: Track and Trace)	The bubble will remain open and will be covered by another member of staff.  TAs may be asked to cover for classes in the event of staff shortages (see Risk Assessment).	
In the event that a member of staff's children are forced to isolate due to their bubble closing and they have no one to support them in looking after their children.	Teachers within each team will set the work	
In the event of a staff member receiving a positive test and being in isolation for 10 days, assuming they are unwell	<p>The bubble will close, and we will revert to remote teaching and learning as detailed above. All non-symptomatic pupils will be expected to engage.</p> <p>The rest of the curriculum will be set by the other bubble teachers and monitored by the Year Group team (including TAs).</p> <p>In the event of more than one member of staff being off ill in a Bubble, with COVID-19, the children (who may also be asked to isolate as close contacts) will be directed to White Rose and Oak Academy and their responses via the home learning email will be monitored by the support team.</p>	



## Appendix 1 Useful Resources for staff and parents

### Resources to Support with home education:

DfE has produced a quality assured list of remote education resources:

[DFE resources to support online education resources for home learning](https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19)

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

[Home Education tips for parents](https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19)

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

### Safeguarding while online:

Refer to the Trust E-Safety Policy. The following resources may also prove supportive for staff and parents in managing online safety:

[UK Safer Internet Centre](https://www.saferinternet.org.uk/)

<https://www.saferinternet.org.uk/>

[National Online Safety](https://nationalonlinesafety.com/guides)

<https://nationalonlinesafety.com/guides>

[ThinkUKnow](https://www.thinkuknow.co.uk/)

<https://www.thinkuknow.co.uk/>