

Remote Learning Policy

Review frequency	As required	Reviewed	Feb 21
Governing Committee Responsible	FGB	Governor Approval (date)	
Website	Yes		
Staff Responsible	Amy Hyde	Next review	Feb 23

Maple Tree Primary School is committed to safeguarding and promoting the welfare of our children and young people and expects all staff, volunteers and visitors to the school to share this commitment.

Policy:

This remote learning policy has been written as guidance for staff and parents during the COVID-19 Pandemic. It sets out the systems and technology that staff will use to keep the learning experience going for children, and details how they can be used effectively and safely, while allowing for the differing needs of families. The school's usual Online Safety Policy and Acceptable Use Agreements still apply at this time but this policy is an addendum in these unprecedented circumstances.

The staff remote learning lead is Miss Amy Hyde and any concerns, questions or feedback can be communicated with her through email or by phone. If you are unable to access the internet or do not have enough devices then please get in touch, we may be able to help.

Statement of intent

At Maple Tree Primary School, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Our Approach

Keeping regular learning going during the period that schools are closed is of great importance to reduce the impact on children's education, however we understand that everyone's circumstances at home will be different.

Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge.

Due to this we will offer a variety of daily remote-learning activities as per government guidelines but be understanding that pupils may not always be able to complete them all. We appreciate that some families won't be able to engage with the full timetable, and in this case suggest they focus on key learning priorities to try to reduce the impact on children's core Maths and English skills. Please support your child as best you are able.

Timescale

This policy will come into immediate effect in the event of:

1. a full lockdown involving the whole school
2. a partial lockdown involving either a whole bubble or part of a bubble
3. individual children being affected

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 Maple Tree 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.

1. Legal framework

- 1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

- 1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2019) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'

- 1.3. This policy operates in conjunction with the following school policies:

Child Protection and Safeguarding Policy
Data Protection Policy
Special Educational Needs and Disabilities (SEND) Policy
Positive Behaviour Policy
Accessibility Policy
Curriculum Policy
Online Safety and ICT Acceptable Use Policy

2. Content and Tools

- 2.1 In the event that a whole class, Key Stage or whole school have to self-isolate, Class Teachers will post weekly timetables on Google classroom for their class. This will outline a range of daily learning activities which will as much as possible, link to our long-term curriculum plans and the learning children would normally be doing in school, while being adapted to suit remote learning and make use of ready-prepared high-quality online materials.
- 2.2 The government minimum expectation for remote learning is for schools to provide:
- Key stage 1 children: 3 hours a day, on average, across the school cohort, with less for younger children
 - Key stage 2 children: 4 hours a day
- 2.3 Our remote-learning curriculum will be delivered through a mix of pre-recorded video input, links to other website content and on and offline tasks (in any order and at a time that suits across the day). Opportunities to join in with time-scheduled LIVE events will be highlighted, for example live meetings with the class. Extra challenges may also be provided across the week using the class stream. House points will be posted on Marvellous Me to help keep the children engaged and enthusiastic, as well as supporting their social interaction and physical and emotional wellbeing at this time. Staff will monitor children's engagement with activities and Senior Leaders will contact parents of those children not engaging to discuss how we can help.

2.4 Learning materials

For the purpose of providing remote learning, the school may make use of:

- Work booklets
- Online communication portals – Marvellous Me
- Educational websites
- Reading tasks
- Pre-recorded video or audio lessons via Google Classroom

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning, where practical.

Pupils will be required to use their own or family-owned equipment to access remote learning resources.

2.5 Sites and services

We are currently delivering remote learning through a range of sites and services, most of which are part of our usual online provision for children: Google Classroom is our main method of communication between school and families and is used for posting daily timetables and text, video and photo updates between staff and families.

Maths activities can be assigned and completed through Times Tables Rock Stars (Year 3 to 6) <https://trockstars.com/>

Children in KS2 who have finished their reading books can complete Accelerated Reader quizzes at home at <https://ukhosted75.renlearn.co.uk/2237511> . You can also search to see if your books from home are on their system.

If you require login details for any of these, please get in touch with the class teacher or Key Stage leader through homelearning@mapletreepriamaryschool.com. Any use of online learning tools and systems is in line with privacy and data protection / GDPR requirements. See our policies.

3. Roles and Responsibilities

Governors	<ul style="list-style-type: none"> • Ensuring that the school has robust risk management procedures in place. • Ensuring that the school has a business continuity plan in place, where required. • Evaluating the effectiveness of the school's remote learning arrangements.
Headteacher	<ul style="list-style-type: none"> • Ensuring that staff, parents and pupils adhere to the relevant policies at all times. • Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning. • Ensuring that there are arrangements in place for monitoring incidents associated with remote learning. • Overseeing that the school has the resources necessary to action the procedures in this policy. • Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils. • Monitor the effectiveness of remote learning via feedback from SLT, teachers, pupils and parents. • Monitor communication (remote learning emails and phone calls) and provide support and guidance for families where needed. • Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.
Deputy Head	<ul style="list-style-type: none"> • Co-ordinating the remote learning approach across the school • Liaising with Key Stage Leaders and Class Teachers to ensure provision for those affected by school closure/those individual pupils needing to isolate • Monitor home learning set on Google Classroom • Monitor communication (remote learning emails and phone calls) and provide support and guidance for families where needed.
DSL (Designated Safeguarding Lead)	<ul style="list-style-type: none"> • Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period. • Identifying vulnerable pupils who may be at risk if they are learning remotely. • Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required. • Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place. • Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working. • Ensuring all safeguarding incidents are adequately recorded and reported. • Organising and contacting members of staff to ensure they are monitoring the children in their classes that are most at risk through a robust safeguarding procedure.
SENDCO (Special Educational Needs Coordinator)	<ul style="list-style-type: none"> • 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 or intervention that is required while pupils with SEND learn remotely. • Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
Administrative staff	<ul style="list-style-type: none"> • Collecting further information on absences. Where a child is absent, the office will send a parentmail with a google form to collect further information (reason for absence, availability of technology etc). • Communicating with parents/carers to keep them informed of updates.

	<ul style="list-style-type: none"> • Reviewing the security of remote learning systems and identifying any data protection breaches. • Monitoring and recording the attendance of all pupils and staff. • Ensuring that contact information is kept up to date for parents and carers.
<p>Teachers See Appendix 1 for further information</p>	<p>When providing remote learning to an individual or small group who are self-isolating, teachers will communicate within the hours of 8.45am and 4.30pm, but will not be able to respond immediately as they will also be responsible for teaching their class. Teachers will endeavour to respond during the school day to immediate issues, but will always respond within 48 hours.</p> <p>In the event of a whole bubble closure: teachers must be available between 8.30am and 4pm. If they're 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 procedures between 7am and 4pm on the designated absence number. If it affects the completion of any work required ensure that arrangements have been made with year group partners or SLT to ensure work is completed.</p> <p>Teachers are responsible for running their Google Classroom- setting work for home learning when a year group bubble closes:</p> <p>Setting learning:</p> <ul style="list-style-type: none"> ➤ The work set should follow the usual timetable for the class had they been in school, wherever possible (daily Phonics/SPAG, English and Maths will be provided as a minimum). ➤ Ensuring children have access to lessons from 9am to 3.30pm the same length taught in school. Teachers will set learning for the pupils in their classes using a weekly timetable ➤ Weekly/daily work will be shared by 6pm the day before ➤ The weekly timetable and individual tasks/resources will be communicated/shared using Google Classroom and Marvellous Me as appropriate ➤ Ensuring children have continued interaction with the teacher and other pupils ➤ Produce weekly English and Maths plans ➤ Uploading the Weekly timetable to Google Classroom ➤ Creating online resources to support lessons throughout the week on Google Classroom. These will range from pre-recorded lessons by the class/year group teacher, live lessons, Oak Academy resources and White Rose videos. ➤ Ensuring children know how to complete assigned work, turn it in, use templates, take photos of written work and upload ➤ Marking and commenting of children's work ➤ Delivering online safety lessons to children- how to interact on the live stream, cyber bullying, appropriate language, safe searching <p>Providing feedback on learning:</p> <ul style="list-style-type: none"> ➤ Pupils can send any completed work to teachers via Google Classroom ➤ Teachers can mark and return work to pupils via the comments feature ➤ Teachers should mark work daily and return with a comment to the pupil within 24 hours ➤ Google Classroom Quizzes will self-mark giving instant feedback ➤ Learning can be uploaded onto Google Classroom or sent in via email to homelearning@mapletreepriaryschool.com ➤ Feedback will be given for a daily piece of learning within 24 hours ➤ Answers may be provided for children to self-mark in e.g. Maths <p>Keeping in regular communication with pupils who aren't in school and their parents:</p> <ul style="list-style-type: none"> ➤ Via the private message function in Google Classroom ➤ Marvellous Me to be sent to pupils regularly

	<ul style="list-style-type: none"> ➤ House points given to children for excellent work ➤ Parents to be called if pupils are not engaging in the home learning ➤ Teachers will respond to emails within 48 hours and during working hours Any concerns shared by parents or pupils should be reported to a member of SLT – for any safeguarding concerns, refer immediately to the DSL Teachers will contact pupils (or their parents) directly using phone or Google Meet at least weekly during a period of closure. ➤ Weekly phone calls will be made to those children who are not in school and are unable to join in with google meets. ➤ Any issues that are received are to be dealt with professionally by the class teacher and the Headteacher should be BCC'd in the communication. If necessary teachers to contact a member of SLT for advice ➤ Withheld numbers may be used as teachers can use their mobile phones from home. Contact details can be accessed from SIMs, please ensure you log off and do not share information with a third party. Record all contacts with parents on the call log sheets and add any relevant actions. ➤ Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly. Teachers will endeavour to respond promptly to requests for support ➤ Teachers will communicate daily using Google Classroom or Marvellous Me. <p>Attending virtual meetings with staff, parents and pupils:</p> <ul style="list-style-type: none"> ➤ Bubble isolation groups are expected to attend a number of virtual meetings ➤ Locations (e.g. avoid areas with background noise, nothing inappropriate in the background) ➤ Virtual meetings will be attended adhering to school dress code and in areas with blank backgrounds and low background noise ➤ Adhering to this policy at all times during periods of remote learning.
<p>Teaching Assistants</p>	<ul style="list-style-type: none"> • Teaching assistants must be available within their usual contracted hours. 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. • During the school day, teaching assistants should check work emails and complete tasks as directed by a member of the SLT or their class teacher. • Teaching Assistants will be asked to support children working both in school and at home. • They will be asked to make welfare phone calls home and may be asked to support with the marking of work which is submitted on Google Classroom.
<p>Parents and Pupils See Appendix 2 for further information</p>	<p>Staff can expect pupils learning remotely to:</p> <ul style="list-style-type: none"> • Complete tasks to the deadline set by teachers • Seek help from teachers when needed • Alert teachers if they're not able to complete work • Read daily <p>Staff can expect parents with children learning remotely to:</p> <ul style="list-style-type: none"> • Make the school aware if their child is sick or otherwise can't complete tasks • Seek help from the school when needed • Be respectful when sharing concerns with staff • Ensure their child is available to learn remotely or has access to remote learning material. • Ensure they read communication sent from school

4. Data Protection

3.1 Processing personal data

Staff members may need to collect and/or share personal data such as emails or telephone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

3.2 Keeping devices secure

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 **any** 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

5. Who to Contact

Issues with learning set: Class Teacher (Google Classroom)

Issues with IT (accessing technology): homelearning@mapletreepriamaryschool.com

Issues with IT (passwords for online systems): Class Teacher (Google Classroom or via home learning@ email)

Issues with child's workload or wellbeing: Class Teacher/Key Stage Leader (Google Classroom or via home learning@ email)

Concerns regarding data protection: Deputy Head or School Business Manager

Safeguarding concerns: Designated Safeguarding Leads (Miss Hyde, Mrs Ewen or Mrs Bainbridge – contact via school email – office@mapletreepriamaryschool.com or request a phone call)

SEND concerns: School SENDCo (Mrs Pond)

All staff can be contacted via school email.

6. Online safety

- 6.1. This section of the policy will be enacted in conjunction with the school's Online Safety Policy.
- 6.2. Where possible, all interactions will be textual and public. Messages are to only be sent to the school staff member by a child via Google Classroom or by a parent via homelearning@mapletreepriamaryschool.com address.
- 6.3. All staff uploading pre-recorded video communication must:
 - Wear suitable clothing – this includes others in their household.
 - Select areas to be recorded for virtual meetings carefully: there should be little background noise and there should be nothing inappropriate/personal visible.
 - Use appropriate language – this includes others in their household.
 - Maintain the standard of behaviour expected in school.
 - Use the necessary equipment and computer programs as intended.
 - Not record, store, or distribute video material without permission.
 - Always remain aware that they are visible.
- 6.4. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

- 6.5. The school will communicate to parents via the school messaging system (Parentmail) or Marvellous Me about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.
- 6.6. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.
- 6.7. With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration. Parents are advised to spend time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.
- 6.8. Online safety concerns should still be reported to the school's Online Safety Lead (Miss Amy Hyde) as normal. Parents can do this through emailing the office or by phone on 01767 699806
- 6.9. The following websites offer useful support:
- [Childline](#) - for support
 - [UK Safer Internet Centre](#) - to report and remove harmful online content
 - [CEOP](#) - for advice on making a report about online abuse
- 6.10. In addition, the following sites are an excellent source of advice and information:
- [Internet matters](#) - for support for parents and carers to keep their children safe online
 - [Net-aware](#) - for support for parents and careers 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
- 6.11. If parents have any safeguarding concerns that need discussing, they can contact us on 01767 699806 and one of our Safeguarding Leads will get in touch.
- 6.12. Staff should continue to be vigilant at this time and follow our usual online safety and safeguarding / child protection policies and procedures, contacting a safeguarding lead directly by phone in the first instance or logging on MyConcern.

7. Additional Support for Pupils with Particular Needs

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils with differentiated tasks, lessons from other year group materials, alternative methods of recording, additional resources and advice and support. Online intervention resources and virtual small group sessions will also be used where appropriate. We

encourage parents to get in touch if their children are finding things too difficult or easy and we will do what we can to make personalised adaptations.

8. Safeguarding

- 8.1. This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.
- 8.2. The DSL and headteacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- 8.3. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- 8.4. Phone calls made to vulnerable pupils will be made using school phones where possible. Calls made from personal devices from home, should be made with the outgoing number blocked. All calls made should be logged in a secure process decided by the DSL and communicated to the DSL immediately.
- 8.5. The DSL will arrange for regular contact with vulnerable pupils where required.
- 8.6. All contact with vulnerable pupils will be recorded by the DSL.
- 8.7. The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 8.8. All home visits **must**:
 - Have at least one suitably trained individual present.
 - Be undertaken by no fewer than two members of staff.
 - Be suitably recorded on paper and the records stored so that the DSL has access to them.
 - Actively involve the pupil.
 - Be in line with current Social Distancing and Self-isolation guidance.
- 8.9. The means of contacting the DSL, their deputy, or any other relevant member of staff – will remain the same with contact details on the school website.
- 8.10. The DSL will meet (in person or remotely) with the relevant members of staff to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- 8.11. All members of staff will report any safeguarding concerns to the DSL immediately.

9. School day and absence

- 9.1. Parents will access the learning for the day via Google Classroom, this will be monitored and recorded by staff.
- 9.2. Where no access has been logged for a period of 3 days, staff will contact the parents and notify the headteacher and DSL accordingly.

10. Support for Families to Access Remote-Learning

We encourage families to get in touch if they are struggling to access our remote-learning offer. We may be able to support with advice or technical support, adaptations to tasks, loan of school devices, help with internet access, etc. Please message on Google Classroom, email office@mapletreepriamaryschool.com, or phone the school office on 01767 699806 to discuss this further.

11. Communication

- 11.1. The school will communicate with parents via email/letter and the school website about remote learning arrangements as soon as possible.
- 11.2. The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.
- 11.3. The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

12. Home and School Partnership

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

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

We would encourage parents to support their children's learning, including finding an appropriate place to work and to support and encourage where possible.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school and alternative solutions may be available. These will be discussed on a case-to-case basis.

13. Monitoring and review

- 13.1. This policy will be reviewed by the headteacher.
- 13.2. Any changes to this policy will be communicated to all members of staff and other stakeholders.

Blended Learning Expectations for Teachers

	Setting Remote Learning when:	
	1. Individual children or small groups are isolating at home	2. A whole bubble/cohort of children is isolating because of an outbreak of coronavirus
1. Overall Expectation	<p>Where a child is unable to attend school because they are complying with clinical or public health advice to self-isolate the school will endeavour to:</p> <p>Provide links on google classroom to online resources such as National Oak Academy and White Rose Maths that reflect learning covered in class. The learning must reflect what the children are doing in school (the delivery of this may be slightly different but will have the same learning outcomes).</p>	<p>Where a child is unable to attend school because of a local lockdown or a whole bubble closure, the school will endeavour to:</p> <p>Provide a daily recorded lesson by the teacher and set learning assignments for the week using google classroom. Teachers may also set work that incorporates online platforms and materials recommended by the DfE eg. Oak Academy. The learning must reflect what the children would have been doing at school (new learning).</p>
2. Setting work	<p>Weekly timetable uploaded to google classroom for 9am each Monday.</p> <p><u>Reception</u></p> <ul style="list-style-type: none"> • Learning grid which will include all areas of learning • Daily fine motor practice • Links to supportive resources will be shared <p><u>Key Stage 1 and 2</u></p> <ul style="list-style-type: none"> • Daily Maths • Daily English • Weekly spellings list. • Ideas for foundation subjects 	<ul style="list-style-type: none"> • Weekly timetable for foundation subjects (including a screen free afternoon) uploaded by 6pm each Sunday (with resources need for the week). • Daily lessons uploaded to google classroom by 6pm the day before, for each weekday (one assignment per day, dated). • Daily assignments are filed under 'topic' titles (dated for each week) in the classwork area. <p><u>Reception</u></p> <ul style="list-style-type: none"> • Daily recorded video for either Phonics or Maths. Links provided for the alternate. • Ideas for Creative Play <p><u>Key Stage 1 and 2</u></p> <ul style="list-style-type: none"> • Daily recorded video for either English or Maths. Links provided for the alternate. • Maths and English differentiated assignments to be set and submitted back by the pupils each day. • Weekly spellings list. • A grid of foundation subject activities/included on weekly timetable.
	<p>Where children have no access to online platforms teachers are responsible for:</p> <ul style="list-style-type: none"> - Liaising with the Pastoral Team in the first instance to check children's eligibility for technical support via internet access/laptop provision - Providing paper print outs of English, Mathematics and wider curriculum learning and answers on a weekly basis to assist home delivery by Pastoral Team - Communicating with families via telephone to explain expectations and provide guidance and support 	
3. Feedback	<p><u>Reception</u></p>	<p><u>Reception</u></p> <ul style="list-style-type: none"> • Acknowledge a piece of work per day submitted on google classroom giving

	<ul style="list-style-type: none"> • Acknowledge work submitted on google classroom giving feedback where appropriate. • House points awarded and marvellous me badges sent daily. <p><u>Key Stage 1 and 2</u></p> <ul style="list-style-type: none"> • Written feedback for one piece of Maths/English work per day (respond within 48hrs) • Acknowledge other work submitted. • House points awarded and marvellous me badges sent daily. 	<p>feedback where appropriate – either through individual comments or whole class videos.</p> <ul style="list-style-type: none"> • House points awarded and marvellous me badges sent daily. <p><u>Key Stage 1 and 2</u></p> <ul style="list-style-type: none"> • Written constructive feedback for one piece of Maths/English work per day (respond within 24hrs) or feedback videos to address whole class misconceptions/areas for improvement. • In Mathematics, and where quizzes have been set, children will be encouraged to self-mark using the answers provided. • House points awarded and marvellous me badges sent daily.
<p>4. Communication</p>	<p>All teachers are responsible for:</p> <ul style="list-style-type: none"> • Communicating with pupils on google classroom daily through feedback and comments. • Telephoning each pupil weekly – prioritising vulnerable or hard-to-reach families. Phone calls should be made using school phones when on site. Where this is not possible because staff are working from home google meet will be used (cameras off). • Teachers must report concerns ie. lack of contact/absence of children registering or submitting home learning/ dealing with complaints etc in the first instance to their key stage leader. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the concern must be logged on myconcern. 	<p>All teachers are responsible for:</p> <ul style="list-style-type: none"> • Holding a live ‘hello’ session with their class – at least 1 per week. Follow guidance given. • Responding to emails from pupils/parents on a daily basis during normal working hours. • Communicating with pupils on google classroom daily through feedback and comments. • Telephoning each pupil, who doesn’t attend live meeting, weekly – prioritising vulnerable or hard-to-reach families. Phone calls should be made using school phones when on site. Where this is not possible because staff are working from home google meet will be used (cameras off). • Teachers must report concerns ie. lack of contact/absence of children registering or submitting home learning/ dealing with complaints etc in the first instance to their key stage leader. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the concern must be logged on myconcern.
<p>5. Managing support staff</p>	<p>All teachers are responsible for:</p> <ul style="list-style-type: none"> • Co-ordinating their support staff to support blended learning. Their role can include: <ul style="list-style-type: none"> - Making phone calls home or communicating through google classroom. - Supporting the teacher to give feedback through google classroom. - Creating paper learning packs to be sent to those without internet access. - With the support of the SENco, help tailor learning to suit children with SEN 	
<p>6. Monitoring and overview</p>	<p><u>Headteacher:</u></p> <ul style="list-style-type: none"> • Monitor the effectiveness of remote learning via feedback from SLT, teachers, pupils and parents. • As Designated Safeguarding Lead, set out measures for keeping the school community safe; see Child Protection/Safeguarding Policy 2020 and the Safeguarding Policy Addendum for School Lockdown 2020. 	

- Monitor the security of remote learning systems, including data protection and safeguarding considerations.
- Monitor communication (remote learning emails and phone calls) and provide support and guidance for families where needed. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below

Deputy Head:

- As Designated Safeguarding Lead, set out measures for keeping the school community safe; see Child Protection/Safeguarding Policy 2020 and the Safeguarding Policy Addendum for School Lockdown 2020.Co-ordinate the remote learning approach across the school
- Liaise with Key Stage Leaders and Class Teachers to ensure provision for those affected by school closure/those individual pupils needing to isolate
- Monitor home learning set on google classroom
- Monitor communication (remote learning emails and phone calls) and provide support and guidance for families where needed. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below

Key Stage Leaders:

- Liaise with class teachers to ensure deadlines for producing remote learning are met for those affected by school closure.
- Liaise with Class Teachers to co-ordinate provision for those individual pupils who need to isolate.
- Support and monitor the setting and feedback for home learning, ensuring a high quality is maintained.
- Monitor remote learning emails for key stage and provide support and guidance for families where needed. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed
- Support teams with creating accessible remote learning content and ensuring deadlines for updating google classroom
- Share achievements from home learning on website.
- Promote Acceptable Use Policy with teams
- Monitor the engagement of pupils

SENDco

- Ensure welfare checks are made regularly for children with EHCPs and other vulnerable children
- Liaise with Learning Support Assistants (1-1s) to ensure that timely support is provided.
- Make weekly phone calls home to targeted individual children. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed
-

Blended Learning Parent Information Sheet

Blended learning is the term used by the Department for Education to describe the learning both at school and at home.

1. When to complete home-learning:

Home-learning will take place if:

- a) Your child has COVID-19 symptoms and is isolating waiting for a test result
- b) Your household is isolating as a member of the household has COVID-19 symptoms
- c) You are told to self-isolate by Track and Trace
- d) The school bubble needs to close
- e) The area goes into a local lockdown

Home-learning does not need to take place if:

- a) Your child is off school due to a different illness
- b) Your child is too unwell to complete home learning
- c) Your child is attending school under the category of vulnerable or child of a critical worker

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 Maple Tree 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.

2. What does home-learning look like?

Home learning will be different depending on whether it is just individuals learning at home or the whole class.

Where individual children are isolating at home:	
Learning:	Feedback and Communication
<p>Teachers will direct the children to pre-recorded videos on sites like National Oak Academy. They will upload a timetable every week at 9am on Monday. The learning will reflect what the children are doing in school (the delivery of this may be slightly different but will have the same learning outcomes). This will include:</p> <p><u>Reception</u></p> <ul style="list-style-type: none"> • Learning grid which will include all areas of learning • Daily fine motor practice • Links to supportive resources will be shared <p><u>Key Stage 1 and 2</u></p> <ul style="list-style-type: none"> • Daily Maths • Daily English • Weekly spellings list. 	<p>Teachers, with the help of support staff, will monitor and acknowledge the work submitted on google classroom. In KS1 and KS2, the staff will provide feedback on one piece of work per day (within 48 hours). House points and marvellous me badges will be awarded.</p> <p>Staff will make verbal contact with the child once a week through either phone-calls or google meet (cameras off).</p>

<ul style="list-style-type: none"> Ideas for foundation subjects 	
<p>Where a whole bubble of children is isolating at home (including teacher) or the school is closed to most children:</p>	
<p>Learning set and completed:</p>	<p>Feedback and communication:</p>
<p>Teachers will upload a recorded lesson and set learning assignments for English and Maths daily (the night before) on google classroom. Teachers may also set work that incorporates online platforms and materials recommended by the DfE eg. Oak Academy. The learning will reflect what the children would have been doing at school (new learning). This will include:</p> <p><u>Reception</u></p> <ul style="list-style-type: none"> Weekly overview with ideas for creative play. Daily recorded video for either Phonics or Maths. Links provided for the alternate. <p><u>Key Stage 1 and 2</u></p> <ul style="list-style-type: none"> Weekly overview including links to foundation subject activities. Daily recorded video for either English or Maths. Links provided for the alternate. One assignment set per day to include Maths and English differentiated lessons and tasks and any resources needed for the foundation lesson. Pupils upload their work to this assignment. Weekly spellings list. 	<p>Teachers, with the help of support staff, will provide constructive feedback on the work submitted on google classroom, but will not acknowledge every piece of work set. This will either be through individual comments or whole class video feedback where appropriate. Children are expected to read and respond to this feedback, editing their work where necessary. House points and marvellous me badges will be awarded.</p> <p>Staff will hold a weekly 'live' meeting for their class. For those who don't attend, staff will call with the child once a week.</p> <p>Staff will be contactable between 9am-3pm through google classroom and the homelearning@ email address.</p>

Where children do not have access to technology, alternate arrangements will be made. Please let the staff know if this is the case for your family.