



Home Learning (Remote Education) Policy

Adopted by Governing Body: September 2021

Due for review: 2022/23 (or earlier if necessary)

TRINITY CE PRIMARY SCHOOL

HOME LEARNING (REMOTE EDUCATION) POLICY

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- E-safety and acceptable use policies

Background

The school is mindful of its legal duty to continue to provide remote education under the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.

The requires the school to provide remote education for children unable to attend school due to coronavirus (COVID-19).

The Direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published by Department for Education in July 2020.

This policy applies during the period that the Temporary Continuity Direction is applied by the Department for Education.

Background

The school is mindful of its legal duty to provide remote education under the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.

The requires the school to provide remote education for children unable to attend school due to coronavirus (COVID-19).

The Direction requires that where a class, group of pupils, or individual pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, schools are expected to provide immediate access to remote education. The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published by Department for Education in July 2020.

Process for local outbreaks, contingency plans and remote education.

The arrangements for remote education from 1st September 2020 is described in the letter to parents (Appendix A)

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities (DfE and Public Health) will decide which measures to implement to help contain the spread.

Contingency plans

For individuals or groups of self-isolating pupils, remote education plans will 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).

Remote Education expectations

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, the school has the capacity to offer immediate remote education.

The school has considered how to continue to improve the quality of their existing curriculum, and has a strong contingency plan in place for remote education provision.

The school will:

- 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
 - The school will do this by teachers providing weekly planning and supporting resources for children via the school website. Planning is linked to the current medium term planning of the school and will follow the progression of the current school curriculum. Teachers may make use of Oak National Academy and NCTEM video 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
 - The school will provide a weekly quiz on materials that have been covered during the week. This will be used for feedback and assessment. In addition, children will be encouraged to email home learning to their child's class teacher with feedback provided.
 - Parents / pupils can contact teachers for support via the contact form on the class home learning page.
 - The school will make endeavours to support those children without access to suitable IT e.g. home learning packs and regular telephone communication.
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access

- Where parents do not have access to IT, the school will make arrangements for copies of textbooks and workbooks to be sent home. All children will be provided with a home-learning workbook to record home learning that has been undertaken.
 - The school will audit families' access to IT and look to make arrangements to provide devices and internet access, if possible.
- 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
 - With respect to children in EYFS, the school will ensure that parents are provided with support for learning using Tapestry.
 - For children with SEND, the school's SENDCO will provide support for home learning and direct children to materials to support specific objectives identified within Pupil Centred Plans. This will provide work to be considered additional and/or different to that provided to other children.

When teaching remotely the school will

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
 - The school will ensure that home learning provides a minimum of a daily maths and English lesson in addition to learning in foundation subjects, in line with the current class weekly timetables.
- 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
 - The school will ensure that planning will reflect the main taught curriculum. The required components of knowledge will be addressed through weekly quizzing.
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
 - Explanations of new content will be provided. This will mainly be in the form of written explanations provided by the class teacher on each class page of the website. This will be supplemented with use of videos from online platforms e.g. Oak Academy, NCTEM, etc.
- 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.

- Children will respond to home learning through the weekly quiz. In addition, there may be times when children will need to complete assessments at home. These may be provided in hard copy for children to complete and return, or children may have an adapted online version where scores will be submitted online.
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
 - Children will receive a piece of work or activity which will correspond to each lesson that would be taught in the class weekly timetable.
 - Daily contact with teaching may not be possible if teachers are working with other bubbles; however, there will be weekly contact between teachers and pupils when individual children are forced isolate or whole class 'bubbles' isolate.

The school will 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.

The school will avoid an over-reliance on long-term projects or internet research activities. Work will be linked to a specific learning objective to be achieved during any given lesson.

Providing pastoral care remotely

Where pupils are required to remain at home (for example, if pupils need to self-isolate or there are local restrictions) helping parents, carers and pupils to make a weekly plan or structure is important. These plans should include time for education, playing and relaxing to reduce stress and anxiety.

As set out in Public Health England's guidance for parents and carers, routine can give children and young people an increased feeling of safety in the context of uncertainty.

The school website contains sources of support for Emotional and Mental Health. Regular weekly telephone conversations between staff and families will provide support and may indicate any unmet pastoral needs.

In some cases, the school's Emotional Literacy Support Assistant may be utilised to provide support to children and families. Use of ELSA support remotely should be discussed and approved by the senior leadership team to assess any risks. There may be helpful solutions, such as including a parent or additional staff member in the call.

Communication with pupils and families (including vulnerable children)

In the event of school closure, the school recognises the need to ensure effective communication with children and families. This is important in order to support remote learning and to protect the safety and wellbeing of children.

A member of staff will communicate with the family/child

- when absence is likely to be more than 1 day in order to describe home learning arrangements

- each week of isolation

Discussions will take place via telephone.

Where individuals who are self-isolating defined as 'vulnerable', the schools will put in place a system in place to keep in contact with them. This will be in the form of a daily phone call.

Through conversation with the child and their parents/carers. this will ascertain;

- their health and wellbeing
- their ability to access remote education support and any modifications that may be appropriate
- wider areas of need which could be supported through Early Help processes.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). Headteacher/s will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Supporting children with Special Educational Needs

For pupils with SEND, teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. In the event of the need for remote learning, the requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

The school will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within an EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

Supporting children in the Early Years Foundation Stage

The school recognises that younger pupils may not be able to access remote education without adult support and so will work with families to deliver a broad and ambitious curriculum.

Parents will continue to be supported via Tapestry which will be used to support learning, provide formative assessment and facilitate home-school communication.

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance 'Keeping Children Safe in Education 2021' provides information protect pupils online. In addition, the school will make use of resources from DfE in relation to remote education and safeguarding.

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

The school will ensure that

- children and families are aware of their obligations under the school's acceptable use policies, in particular the Home Learning Acceptable Use Agreement in the e-safety policy (Appendix B).
- children continue to be provided with teaching to be able to keep themselves safe online and offline.
- staff are provided with guidance so not as to put themselves in vulnerable or risky situations.
- staff have access to support and guidance materials to promote the safe delivery of online lessons.

Promoting positive behaviour

In line with the school's behaviour policy, we will seek opportunities to reward children for positive engagement with home learning policy.

This may be in the form of

- text messages to parents
- positive feedback in the weekly phone call
- achievement assemblies at the end of each week via Zoom/TEAMS
- letters

Where staff express concern about engagement with remote education, contact will be made with the child's classteacher. Should the situation not improve, the school will seek the involvement of the Educational Welfare Officer.

Data protection

The school will follow the guidance outlined in the DfE data protection: toolkit for schools (<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>) when managing personal data and may need to consider:

- taking care not to share contact details when emailing multiple people
- being careful when sharing usernames and other personal data for access to online resources
- providing access to school data systems safely

For more details about how the school seeks to secure the data of individuals, please see the Data Protection Policy.

Appendix A – Letter to Parents in relation to remote learning (issued 3rd September 2020 & Updated 1st November)

01/11/2020

Dear Parents/Carers,

Home Learning – From November 1st

As set out in our previous letters and our Home Learning Policy, we will continue to provide Home Learning throughout the year when appropriate, as stated below.

We have made a few **amendments and improvements** which **are highlighted**.

When will we provide Home Learning?

1. If there is a local lockdown and schools are required by Public Health England to close to children of non-key workers.
2. If class bubbles have to isolate at home (between 10 and 14 days) as required by Test and Trace.
3. If individual pupils have to isolate due to household isolation as required by Test and Trace (between 10 and 14 days)

Please note that Home Learning will not be provided for pupils who are absent from school due to other illnesses or reasons other than Covid-19, as it will be assumed that they would be unable to complete any set work.

How to access Home Learning?

Pupils can continue to access the Home Learning page via our website or using the link below. This page will remain password protected due to copyright laws on resources that we will potentially upload.

Link: <https://www.trinity.shropshire.sch.uk/home-learning.html>

Password: trinitypupil

What will be available?

Home Learning will be very similar to the way it was provided before the Summer Holidays. Work set will be in-line with our sequenced curriculum with an activity that corresponds to each lesson that would be taught in class for each day.

However, the way in which Home Learning is delivered and the activities set will have to be adapted, depending on each scenario stated on the subsequent page.

Scenario 1 – Local Lockdown with school closures

The full Home Learning offer will apply with an activity provided for each lesson that would have taken place each day during the week if the pupils were in school. Work set will be uploaded to the website every Sunday evening, ready for the week ahead.

Scenario 2 – Class 'bubble' isolation

Home Learning would be delivered in exactly the same way as Scenario 1.

Scenario 3 – Individual isolation

In this scenario, the class teacher would be working full-time in school, teaching the rest of the class. Therefore, Home Learning would be delivered in a slightly different way. Teachers will upload work at the end of each school day for the individual/s isolating to complete the next day. An activity per lesson that was missed during the day will be provided.

Scenario 4 – Class teacher is ill

If the class teacher becomes unwell, and the school cannot seek supply, pupils who are home learning will be directed to Oak National Academy, as well as other resources, to complete work at home.

Other Resources

We will also provide links to general online resources and activities, including Accelerated Reader to take reading quizzes and Times Table Rockstars to practice times tables, etc.

We may even have the capacity to continue our 'Daily Blog' with a variety of other activities that you can try at home.

How to record their work?

Pupils will be given a 'Home Learning' workbook to record the work that they complete during their absence period.

Children will also be able to access Google Drive, which includes Google Docs, if they wish to type-up work, via Wonde Single Sign-On (see subsequent page).

Reception pupils' parents can also use their Tapestry accounts to record and upload their children's work during home learning periods.

How will we track pupil's progress during Home Learning periods?

Every Friday, children will be provided with a 'Weekly Quiz' consisting of 10 questions which will test their knowledge of the work set during that week. This quiz will be 'low stakes' but 'high challenge'. They are not formal tests and will be used to support children's memory by encouraging the recall of taught content. Teachers will use Google Forms to create the quiz so that it can be taken online and submitted to the teacher at the end of the week.

This has become part of our teaching practice in school and children will be taking these quizzes each week in school throughout the year so hopefully they will be familiar with the format of these if, or when,

Home Learning is required. KS1 pupils will need support of the parent to complete these if taking them at home.

Pupils/Parents can also send their Home Learning work to the class teacher via the 'Submit Work Form' at the top of each 'Class' page, accessed through the Home Learning page if pupils wish to receive feedback on the work they have completed. Just 'upload' the work using the tab within the form (preferably PDF or JPEG format below 20mb). Teachers can then see the work completed and email comments and feedback in return.

How will teachers support Learning at home?

Teachers will make weekly phone calls to each of their parents/pupils when children in their class have to isolate for 14 days to touch base during each week of their isolation as set out in our Home Learning Policy.

At the top of each 'Class' page, accessed through the Home Learning page, there will continue to remain a contact form which you can use to contact teachers to enquire about the home-learning work set if necessary. Teachers will try to respond to these as quickly as possible when they are able to do so, probably at the end of the school day if they are working full-time in class. We will try to provide as much support as possible to those who are learning at home.

The logistics for teachers to start marking work completed at home still remains to be extremely difficult; however, pupils can upload and submit work using the 'Submit Work Form' and receive feedback via email as described above.

Wonde Single Sign-on

In school, we use Wonde to allow pupils to access computer programmes and resources, such as Accelerated Reader, Google Docs, etc, quickly and easily using a QR code, called a 'magic badge'. We have provided children with their QR code/Magic badge to use at home in order to access all the computer programmes easily at home if Home Learning is required. There will be a Single Sign-On button on the Home Learning page of our website to access the Wonde website and use the QR code.

Acceptable Use Agreement

It is paramount that children and parents follow our e-safety policy, and in particular the Acceptable Use Policy (AUP) for Home Learning provided below. If you haven't already done so, please read this carefully and then complete the online form using the link on the subsequent page to confirm that you and your child/ren agree to follow this policy.

Acceptable Use Policy for Home Learning

I agree that I will:

- always keep passwords a secret
- always keep 'Magic Badges' and/or 'Emoji Passwords' in a secure location
- only use Google Classroom when the teacher instructs to do so
- only use Google Drive (inc. Google docs) to complete homework or home learning tasks set by the teacher

- only access computer programmes via Wonde single sign-on when instructed to do so by the class teacher (except Accelerated Reader to take reading quizzes, Times Table Rockstars to practice times tables and Nessy Spellings to practice spellings, which can all be accessed at any time)
- only share work with the class teacher
- communicate with the class teacher via the contact form on the school's website or via the home-learning email, when necessary
- always Logout or Shutdown at the end of each session/use

Online Form: <https://forms.gle/PoCpsHqZCdZRbsP18>

If you have any questions or queries regarding Home Learning, please contact us.

Yours faithfully,

Handwritten signatures of Jack Pittaway and John Rowe in black ink.

Jack Pittaway & John Rowe
Co-Headteachers

Appendix B – Home Learning Acceptable Use Agreement

Acceptable Use Policy for Home Learning for Parents and Pupils

The policy aims to ensure that any communications technology is used without creating unnecessary risk to users whilst supporting learning from home.

I agree that I will:

- always keep passwords a secret
- always keep 'Magic Badges' and/or 'Emoji Passwords' in a secure location
- only use Google Classroom when the teacher instructs to do so
- only use Google Drive (inc. Google docs) to complete homework or home learning tasks set by the teacher
- only access computer programmes via Wonde single sign-on when instructed to do so by the class teacher (except Accelerated Reader to take reading quizzes, Times Table Rockstars to practice times tables and Nessy Spellings to practice spellings, which can all be accessed at any time)
- only share work with the class teacher
- communicate with the class teacher via the contact form on the school's website or via the home-learning email, when necessary
- always Logout or Shutdown at the end of each session/use

Agreement made using an Online Form: <https://forms.gle/PoCpsHqZCdZRbsP18>

Appendix C - Resources and support for Remote Education

DfE Support for Remote Education, <https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

DfE Remote Education Good Practice Guide, <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

DfE Remote Education and Safeguarding (includes range of resources and additional useful links) <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Education Endowment Foundation, <https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>

United Learning Trust – Resources from DfE webinar on effective remote learning, <https://unitedlearning.org.uk/primaryleadership>

Edtech demonstrator programme (Useful video clips, articles and sources of practical help around remote education), <https://edtech-demonstrator.lgfl.net/>

Chartered College of Teaching: How schools are making use of the Oak National Academy (webinar recording with updates from Oak National), <https://my.chartered.college/2020/09/webinar-how-teachers-are-making-the-most-of-oak-national-academy/>

East London Research School: Remote Learning – what does the evidence tell us?

<https://researchschool.org.uk/eastlondon/blogs/remote-learning-what-does-the-evidence-tell-us/>

OFSTED, Briefing following Autumn term pilot visits

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923953/Schools_briefing_COVID-19_series_Sept-2020.pdf