

Love Your Neighbour

As Yourself



Holy Trinity C of E Primary School Remote / Blended Learning Policy

Approved by: Mrs A Baines, Headteacher

Mr M Johnson Chair Of Academy Council

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school, but working at home
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Ensure pupils unable to attend school remain fully included within the school community and follow the same curriculum as those in school
- Continue to ensure that every child receives the best education the school can provide them
- Ensure that remote education is integrated in the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a individual isolation / whole class isolation or local / national lockdown.

2. Roles and responsibilities

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership team will take direct responsibility for this. If this is the case, home learning provision and systems may need to be adapted so that school leaders can continue to manage their leadership roles while carrying out remote learning for the class

Designated Safeguarding Lead

The DSL is responsible for: Safeguarding concerns, including those related to Remote Learning Please refer to Child Protection and Safeguarding Policy.

Teachers

When providing remote learning, teachers will be available between 8.30am and 3.30pm and will respond during these hours. If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they will report this to the Headteacher using the normal absence procedures.

When providing remote learning, teachers are responsible for:

Setting work: For individuals in self-isolation

Teachers will post the work on our remote learning platforms 'Teams' & 'Seesaw' for those individual pupils to access. Teachers may also respond and send work for pupils via email and communicate with parents / carers via this method. The work set will be in line with what the class are completing in school that day.

Setting work: For Whole Class in isolation / National Lockdown

Teachers will create a weekly timetable of work for their year group / class. This will include subjects from across the curriculum and be in line with what is planned at medium and long-term curriculum level.

- Phonics, English, Mathematics, Reading, Science, RE, Foundation subjects will follow the timetable for that day.
- Work will be ready and available to access from 9am each morning.
- Work will be uploaded to our remote learning platforms Teams or Seesaw for consistent access to all pupils across school.

Providing Feedback on work:

- Pupils are asked to submit completed work back to teachers via Teams /Seesaw for marking / feedback.
- Teachers will provide and share their feedback with pupils / parents via Teams / Seesaw learning platform.
- Teachers and parents/carers are able to communicate through Teams, Seesaw email and / or telephone.

Keeping in touch with pupils who are not in school and their parents/carers:

- If a child / family is self-isolating, parents to keep in contact via telephoning school, email or via the Teams / Seesaw Learning platform.
- All emails will be answered between the hours of 8.30am and 3.30pm daily. If parents / carers email outside of these times, they will be responded to on the next available working day (Monday to Friday)
- In the event of a national or local lockdown, teachers / senior leaders will contact pupils/parents weekly. Any concerns should be recorded on CPoms and the Headteacher alerted. In the event of a self/class bubble isolation, communication will be via email and /or Seesaw / Teams. If there hasn't been any communication from either a parent or child by day 3 of the lockdown/self-isolation period starting, the class teacher or SLT member will call parents/pupils. If there is not a response via phone or text we will ask the Attendance Officer to make a welfare call at the home address.
- Identified vulnerable pupils will be called weekly - CP/EHCP/identified pupils, this will be done by SENCO/DSL.
- Complaints or concerns raised by parents / carers linked to work being set / class issues / curriculum etc will be addressed following the usual complaints procedure. They will, in the first instance, be addressed by the class teacher to resolve the issue. If the issue remains unresolved, this will be then be escalated to the Headteacher.
- Safeguarding issues raised by parents will be dealt with in line with the school Safeguarding and Child Protection Policy. All safeguarding issues will be referred to Mrs Baines, Headteacher as the Designated Safeguarding Lead in school.

Attending virtual meetings with staff, parents and pupils:

- School will use Microsoft TEAMS / School Cloud as the main way of accessing virtual meetings.
- Professional standards will be adhered to when taking part in virtual meetings.
- Staff , Parents and pupils will be expected to follow the code of conduct for live video conferencing
- Teachers are expected to wear work clothes when holding virtual meetings with parents, pupils, other members of staff or external agencies.

Meeting locations should avoid unnecessary background noise and it is recommended that staff blur the background / change the background setting on TEAMS for the duration of the meeting.

Teaching Assistants

When supporting remote learning, teaching assistants must be available between 8.45 am and 3pm.

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 absence procedure.

When supporting remote learning, teaching assistants are responsible for:

- Supporting pupils who are not in school with learning remotely:
 - o When requested by the teacher / senior leaders;
 - o Will liaise with class teachers to support planning and resourcing differentiated learning.

Attending virtual meetings with staff, parents and pupils:

- School will use Microsoft TEAMS / School Cloud as the main way of accessing virtual meetings.
- Professional standards will be adhered to when taking part in virtual meetings.
- Teachers are expected to wear work clothes when holding virtual meetings with parents, pupils, other members of staff or external agencies.

Subject leads (including SENDCO)

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the curriculum need to change to accommodate remote learning and to meet the needs of individual children
- Consider how approaches to remote learning are integrated into the wider curriculum design
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are reasonable and age-appropriate
- Monitoring the work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

IT Shared Engineer Staff / Computing lead

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they may experience
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are unable to complete work

Staff can expect parents with children learning remotely to:

- Engage with the learning set each day
- Communicate with teachers and send work back to teachers for feedback using the Seesaw remote learning platform.
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful and timely when making any complaints or concerns known to staff

Governing body

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible and is integrated into the wider curriculum design
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Who to contact

If staff have any questions or concerns about remote learning, they should contact:

- Issues in setting work –relevant subject lead, Mrs Baines Headteacher, Deputy Head Mr Bull or Mrs Wheeldon, Deputy Head SENDCO
- Issues with behaviour –relevant teacher or senior leader
- Issues with IT – IT staff /Computing leader (Ross Cummings , One IT Shared Engineer)
- Issues with their own workload or wellbeing – Mrs Baines, Headteacher or Deputy Headteachers D Wheeldon / J Bull
- Concerns about data protection – Data Protection Officer (L Aitkin)
- Concerns about safeguarding – DSL (A Baines, Headteacher / D Wheeldon Deputy Head Teacher)

Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- All staff have access to office 365 through the remote server, which is password protected.
- Staff and SLT have the ability to locate personal details of families when required through securely accessing Scholar Pack.
- SLT are not to share their access permissions with other members of staff.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils

- › School Acceptable Use Policy
- › Remote / Live learning home / school agreement

Processing personal data

Staff members may need to collect personal data, such as email addresses, as part of the remote learning system.

Staff are reminded to collect as little personal data as possible online and to use school communication systems, not personal details or devices.

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 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

Safeguarding

Please see the school KCSIE Safeguarding and Child Protection Policy which is available on the school website

Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by local or central Government by A Baines.

Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Safeguarding policy
- › Data protection policy and privacy notices
- › Home-school agreement
- › ICT and internet acceptable use policy
- › Online safety policy

Parental Guide to Remote and Blended Learning Programmes

This remote and blended learning guide has been written alongside the policy as guidance for staff and parents during the time that schools are closed due to COVID-19. 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.

Additional home school agreements which cover access to learning platforms will be required.

Remote / blended learning following isolation of a Class Bubble or Individual.

In the first instance, where a bubble bursts and children are required to isolate, children will be provided with work packs so that they can begin to access learning at home immediately and independently. **Following the initial period**, including the giving out of work packs, children will be taught remotely and as in school wherever possible and appropriate. Staff will ensure that the correct work and teaching materials are available on our learning platforms (Teams and Seesaw), which are accessible 24 hours a day to aid parents who may be juggling home-schooling with their own working responsibilities. Children may be given project/research-based work for non-core subjects, whereby a flexible approach to learning can be achieved.

Remote / Blended learning following National Lockdown.

Where a lockdown is imposed children will be provided with daily remote learning opportunities (paper packs can be requested). Children other than vulnerable pupils or Critical Worker Pupils will be taught remotely following the same planning and objectives as those children remaining in school. Staff will ensure that the correct work and teaching materials are available on our learning platforms (Teams and Seesaw), which are accessible 24 hours a day to aid parents who may be juggling home-schooling with their own working responsibilities. Children may be given project/research-based work for non-core subjects, whereby a flexible approach to learning can be achieved. Worked will be planned to ensure independent learning wherever possible.

How long can I expect work set by the school to take children each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly 3-4 hours each day depending on age.

We will set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects; this will be of equivalent length to the core teaching pupils would receive in school, and as a minimum: **3 hours a day**, on average, across the school cohort

How will children access any online remote provided?

The main electronic communications tool which will be used across the school will be Microsoft Teams and SEESAW. This mechanism will allow staff to keep in regular contact with their pupils and parents using an appropriate platform and one which is user friendly to all. During a period of remote learning, the normal day to day teaching and learning which normally takes place in a school environment, will be carefully considered and this will form the content of the activities delivered into the home electronically or indeed by way of a class pack where possible. The Health and well-being of our pupils and families will also be a focus with activities and communications designed to address these needs.

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 are providing a flexible approach to remote learning. The government's emergency legislation lifts curriculum requirements for schools, giving flexibility to provide support, activities and education in the







way they see fit, following curriculum objectives and expectations as closely as possible. However, the Government expects remote learning to cover 3-4 hours a day depending on the age of the child.

How will my child be taught remotely?

We offer a variety of daily online and offline learning activities across the curriculum so that pupils can dip in and out and work their way through things as and when they are able. Core subjects will continue to be taught as we do in school, supported by pre-recorded teaching videos from a range of sources and staff members will be available at all times to answer queries and offer support. If a child is self-isolating and other pupils are in attendance, or lockdown is imposed and keyworker/vulnerable pupils remain on site, support staff will support remote learners in the first instance as the class teacher will be working with onsite pupils. We use a combination of approaches to teach pupils remotely, including commercially available websites supporting the teaching of specific subjects (available in the table below), long term project/research work, printed packs produced and provided by teachers and frequently uploaded work to our online learning platforms, mirroring the expectations of work in school. The Government's Oak Academy provides recorded lessons, taught by experienced teachers, which link to national curriculum learning objectives and expectations. These are quality assured and recommended for use by the DfE. These will be used alongside other appropriate providers to support pupils' learning. Teachers and support staff may provide some 'live' or pre-recorded teaching opportunities during the week which may be at a whole class, small group or individual level. Welfare calls will be made to all pupils at least once a week.

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: Teams, Seesaw and School Cloud are our main method of communication between school and families. We supplement this with the use of texts, emails and the class Twitter page.

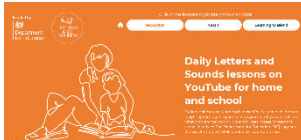
 <p>reading plus®</p>	<p>An adaptive literacy intervention that develops the fluency, comprehension and motivation in order to develop successful readers.</p> <p>Yr 5-Yr 6</p> <p>Individual log ins</p>	<p>www.student.readingplus.com</p>
 <p>Accelerated Reader</p>	<p>Accelerated Reader is a computer-based program that schools may use to monitor reading practise and progress. It helps teachers guide kids to books that are on individual reading levels and children take short quizzes after reading a book to check if they've understood it.</p>	<p>https://www.renaissance.com/products/accelerated-reader/</p>
 	<p>Reading Eggs makes learning to read interesting and engaging for kids, with great online reading games and activities. Children love the games, songs, golden eggs and other rewards which, along with feeling proud of their reading, really motivate children to keep exploring and learning.</p> <p>Reading Eggspress makes reading real books, improving spelling skills and building reading comprehension highly engaging for kids aged 7–13.</p> <p>The online reading programme is packed with hundreds of interactive reading activities, online children’s books and literacy games.</p>	<p>www.readingeggs.co.uk</p> <p>www.readingeggspress.co.uk</p>
	<p>Fast Phonics is an online systematic, synthetic phonics programme designed for emergent and early readers, as well as older pupils with gaps in their core reading knowledge. Fast Phonics is included free as part of your Reading Eggs subscription.</p>	<p>www.readingeggs.co.uk/schools/fastphonics</p>
 <p>Bug Club</p>	<p>Access to a range of reading books, across a selection of genres, closely linked to reading age and phonic gaps. Teachers monitor reports and set new books when required.</p>	<p>www.activelearnprimary.co.uk</p>



Spelling Shed is a unique application that is suitable for ages 5 to 11 and focuses on spelling and literacy. Differentiated spelling activities are set and can be practised at home on any SMART device. This app has been developed to be 'dyslexia friendly' using the 'Open Dyslexic' font.

Reception(Spring Term) – Y6

www.play.edshed.com



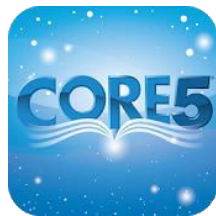
Daily Phonic lessons taught online for blending in phase 2, Reception phase 3 and 4, and Year 1 phase 5. You can choose a sound you want to learn or direct children to appropriate sound.

www.lettersandsounds.org.uk/for-home/overview



Phonicsplay has some free resources. It is free to everyone during Lockdown. Games in all phases to support phonics.

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



Lexia® Core5® Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia's research-proven program provides explicit, systematic, personalised learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

<https://www.lexiacore5.com/register>



Differentiated maths activities can be assigned and completed through Mathletics (Yr 1- Yr6)

Mathseeds is appropriate for younger children.

www.mathletics.com

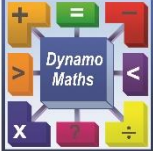

www.mathseeds.com



Symphony Maths is a program which helps students connect the big ideas in mathematics. Big ideas are building blocks for mathematicians. As they learn new concepts, students build on previous foundational concepts to help them understand and master new material.

(individual logins)

<https://content.symphonylearning.com/assets/student/start.html?v=7.2>

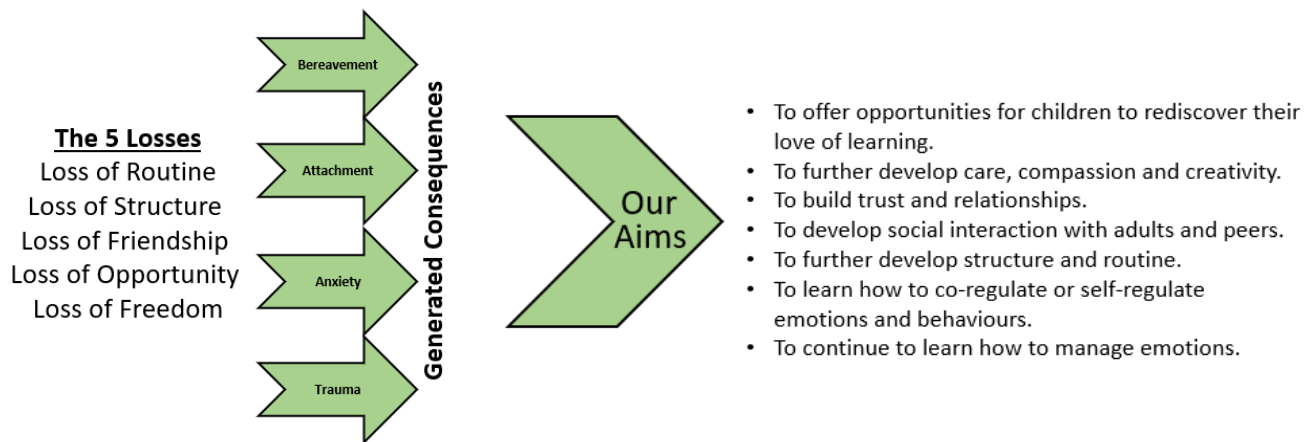
	<p>Differentiated number activities are set and can be practised at home on any SMART device. Reception (Spring Term) – Y6</p>	<p>www.play.edshed.com</p>
	<p>Dynamo maths is a program which supports children with core mathematical concepts.</p>	<p>www.dynamomaths.co.uk</p>
	<p>The SpuQ Times Tables game lets you practise the times tables 1 to 12 one by one. Choose the multiplication table you want to learn and start solving the math problems right away. There are two levels; easy and difficult. At the easy level, the exercises will appear in order. At the difficult level, the exercises are random.</p>	<p>https://www.timestables.co.uk/spuq-times-tables.html</p>
	<p>White Rose Maths materials are used by thousands of schools across the UK. We will be using the pre-recorded lessons and support materials to support the blended learning approach.</p>	<p>www.whiterosemaths.com/homelearning</p>
	<p>The Oak National Academy, the online classroom made by teachers, for teachers. Free, high-quality video lessons and resources</p>	<p>www.classroom.thenational.academy</p>
	<p>Topmarks gives children the opportunity to learn online and reinforce concepts learnt. Games and activities are fun and engaging.</p>	<p>https://www.topmarks.co.uk/</p>

Reconnection, Recovery and Resilience on return to full school reopening

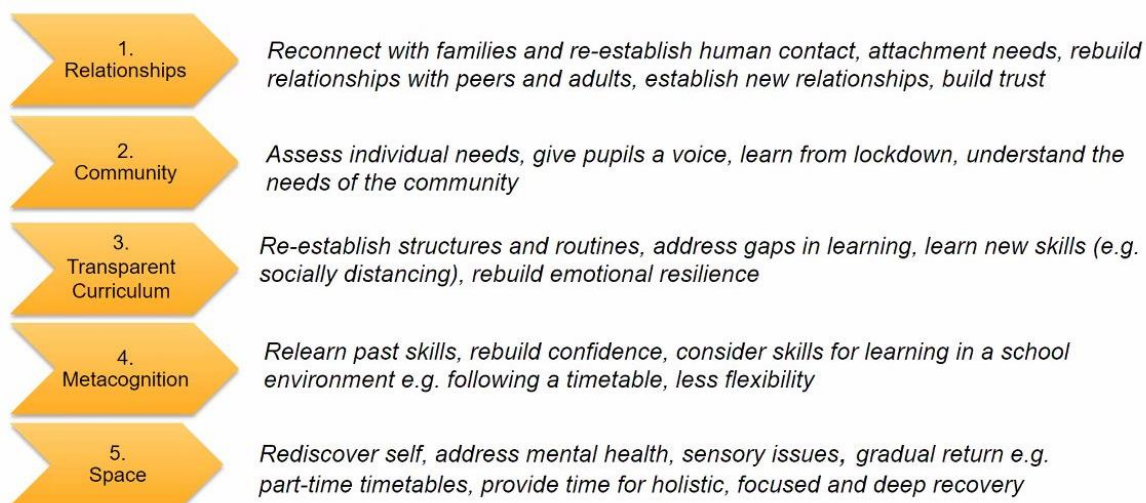
At Holy Trinity C of E Primary, we ensure that the well-being of our children is at the centre of our thinking; we acknowledge that the children will have had different experiences during the past year. The common thread during the loss of time in school is the loss of routine, structure, friendship, opportunity and freedom. As a result of the change to normality, anxiety can be triggered. Knowing that an anxious child does not possess the capacity to learn fully and effectively, the school community has thought about the most effective way to support your child's ability to learn. This approach will encompass and support the academic expectations for your child.

"The more healthy relationships a child has, the more likely he will be able to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love." (Bruce D. Perry)

'Recovery Curriculum'



Our Recovery Curriculum at Holy Trinity C of E Primary aims to enable our students to continue to develop their emotional resilience; developing their self-regulation and learning how to learn in a school environment once again whilst offering a full curriculum to enable children to flourish. Professor Barry Carpenter CBE, *Professor of Mental Health in Education at Oxford Brookes University*, has developed the Recovery Curriculum as a response to the losses described above. It is a way for schools to help children come back into school life, acknowledging the experiences the children have had. We want children to be happy, feel safe and able to be engaged in their learning. We have decided that a way to achieve this for the children is to acknowledge the importance of helping them lever back into school life using the following **Five Levers**.



Reconnecting with Others

Support Intent	What this may look like
Supporting pupils to rebuild relationships and re learn how to interact and build relationships with others including sharing, turn taking, greeting and interact with others positively, play alongside and with peers, respond to my familiar and ne adults, seek adults to help, support and comfort me when I need them, know which adults help me and can support me to keep safe when I need them.	<p>There will be opportunities within the day where the focus is on rebuilding relationships with peers and adults. This may be in the form of:</p> <ul style="list-style-type: none"> - Independent learning to nurture parallel and joint play. - Turn taking games and activities. - Sharing games and activities. - Intensive interaction opportunities using call and response - Time where adults can give sole attention to pupils re-building relationships - Games and activities where pupils can work together such as board games or outdoor PE games. - Safety work about who keeps us safe and who can keep us safe at school and at home and in the community. - Safety work about how adults can help us. - Activities that link to children's interests to show we are interested in them.

Supporting Pupils to Manage Feelings and Behaviours

Support Intent	What this may look like
Supporting pupils to understand their emotions and feelings and begin to process the experiences they have had. Supporting pupils to relearn some positive behaviour which they may have forgotten being outside of the school environment. Supporting pupils to engage with self-regulation strategies and tools which help me to feel safe and calm. Supporting pupils to understand the world we live in with tools and strategies to help them process what is different and what we can do to help.	<p>There will be clear routines which are supported by clear communication which may include use of visual timetables so pupils know what is happening each day and at each part of the day. Some structures and boundaries may be different in school because of social distancing and processes related to this so we may use are social stories and use of visuals to guide and support.</p> <p>The structure will be supportive and provide opportunities within this that enables and allows pupils to express themselves and express the experiences they have had whilst they were not at school. We will do this by being clear with boundaries and using therapeutic approaches to supporting behaviour and emotions. We will also be using therapeutic tools to support pupils in communicating with us such as building in regular discussion time, play times, tools such as Thrive.</p> <p>There will be regular sessions where we explore and express emotions and will support pupils to explore their feelings as well as modelling processing and talking about feelings and emotions linked to this experience.</p> <p>There will be regular opportunities for pupils to engage in self – regulation activities such as with sensory breaks, active breaks, and use of resources which support individuals. In addition, there will be lots of opportunities for pupils to practise their communication so that they are able to feel like they have a voice and are able to express their wants and needs.</p>

Supporting Enjoyment and Achievement

Support Intent	What this may look like
<p>Supporting pupils to have moments here they feel success and can engage in moments of enjoyment and achievement which may feel usual to being in school. This will be within pupil's abilities and easily accessible recognising that when pupils have experienced trauma, their abilities to learn new concepts and be challenged is less. Pupils often use schemas of learning which they are familiar to explore when processing events in their lives and planned provision will focus on what is familiar.</p>	<p>We will use familiar curriculum type sessions, offering a full curriculum, that pupils will be used to and that provide children with experiences that feel like normal. Using what we know about learning and how children process, this will look like familiar structured sessions in pupil's day and opportunities to engage in play opportunities. Sessions which will feel familiar will be different for each learning hub and class group dependent on age/phase development.</p> <p>Learning in these sessions will link to previous and current topic learning or children's key interests and motivators. Children will have missed out on many opportunities being at home that they are naturally exposed to at school like peer play, active opportunities and experiences which develop their cognition and learning and these will be built into each day to support children to have a broad range of opportunity, experience and fun.</p>

Supporting Physical Health and Wellbeing

Support Intent	What this may look like
<p>Supporting pupils to re-engage with physical health and well-being routines as well as learn new routines which will support pupils to keep safe and enable infection control. This will include hand washing, social distancing, understanding of new school routines as well as supporting pupils with their personal care and tolerating differences in these routines such as use of an alternative hygiene room facility or being supported in a different way for eating/ drinking. Supporting pupils to be independent and physically well through active sessions, use of outdoor space and understanding about keeping physically well.</p>	<p>We will be planning in lots of time where children are able to explore and re-investigate their environments to become familiar with what might be different (i.e. one-way systems in school, different markings in school, different access to resources in the classroom, some rooms which are closed) and understanding these differences will be supported with social stories, photos and pictures.</p> <p>Learning in supporting my physical health and well-being will focus on managing and coping within new processes keeping safe. This will include:</p> <ul style="list-style-type: none"> - Understanding what is different about school and how to navigate this environment. - Hand washing and hygiene measures. - Adapting to using areas of the school that may not be usual and being in environment and with staff that are not usual. - Keeping and maintaining social distancing. - Catch it, kill it, bin it messages. - Health and hygiene sessions focusing on washing, being independent and looking after yourself.