

Oakley Vale Primary Remote Learning Policy



Approved by:	Emma Goodwin	Date: 8.12.20
Last reviewed on:	8.12.20	
Next review due by:	July 2021	

1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school.
- Set out expectations for all members of the school community with regards to remote learning.

2. Rationale

In the event of a the following outlined below the school is committed to providing continuity of education and will do so through a process of remote learning.

- children being absent from school waiting for a COVID test or test result (Phase 1)
- child/ren being absent from school due to self-isolation (Phase 2)
- closure of a class (Phase 3)
- closure of a bubble (Phase 3)
- partial school closure (Phase 3)
- full school closure (phase 3)

3. Roles and responsibilities

3.1 Teachers

- Ensure all children have **Remote Learning Books**
- Provide appropriate learning as set out in the table below (appendix 1) ensuring that advice is sought from the SENDCO to ensure children identified as SEND receive appropriate learning based on need.
- All teachers are expected to speak to children and parents at least once a week during phase 2 & 3. This call will provide them with opportunity to clarify additional support required by parents as well as discuss work and provide verbal feedback to pupils. (appendix 2).
- All teachers are expected to respond to any daily email communication from parents seeking clarification and/or support with learning.
- Teachers are responsible for providing marking and feedback on the work completed in children's **Remote Learning Books**.

3.2 Teaching Assistants/Cover Supervisors

- Working with teaching staff of the year group, support with the carrying out of pupil welfare calls (appendix 2)

3.3 SENDCo

- Liaising with class teachers to ensure that the remote learning is accessible to all pupils and that reasonable adjustments are made where required (bespoke learning)
- 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 and IHPs
- 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.

3.4 Senior leaders

- Ensure all children in their phase have **Remote Learning Books**
- Andy Buffham will co-ordinate remote learning across the school and will ensure Website newsletters and links to online activities are uploaded by 9.00am the day after notification of closure (class/bubble/school)
- Phase Leaders will monitor the effectiveness of remote learning via regular meetings with year group staff - both teachers and support staff.

3.5 Designated safeguarding lead

- Julia Baulch, DSL will work with teachers and support staff to set up a plan for carrying out pupil welfare calls. (appendix 2)
- In liaison with the Julia Baulch DSL, teachers and support staff will be responsible for carrying out pupil educational support calls for all children at Phase 2 or 3. (appendix 2)

3.6 Pupils and parents

Staff can expect pupils and parents to:

- Complete work in their **Remote Learning Books** by the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Notify teachers if they are not able to complete work (e.g. if the pupil is unwell)
- Be respectful when communicating or raising concerns with remote learning

3.7 Governing board

The governing board is responsible for:

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

4. Who to contact

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

- Issues in setting work – talk to your Phase Leader as the first port of call then to Andy Buffham.
- Issues with behaviour – talk to your Phase Leader.
- Issues with IT – contact RM in the usual way.
- Issues with their own workload or wellbeing – talk to your Phase Leader.
- Concerns about safeguarding – talk to Julia Baulch.

5. Safeguarding

All aspects of the school's safeguarding policy apply even if children are learning remotely. CPOMS must be used to record any safeguarding concerns in the usual way.

6. Monitoring arrangements

This policy will be reviewed annually. At every review, it will be approved by the Principal and Remote Learning lead.

Appendix 1

Phase	Remote Learning Expectations
1	<p style="text-align: center;">Individual children awaiting a test or a test result – not self-isolating.</p> <ul style="list-style-type: none"> • Provision of home learning pack – issued immediately on notification of absence. • Bespoke provision for SEND pupils based on need. • Expectations that a minimum of 4 hours work per day should be provided. • Expectations that work should be clearly structured via a daily timetable. • Educational & welfare contact made in line with protocol (appendix 2). • Move to Phase 2 provision in the event of positive test or need for self-isolation.
2	<p style="text-align: center;">Individual or small groups of children self-isolating or having tested positive for COVID 19.</p> <ul style="list-style-type: none"> • Work pack provided by class teacher, specifically linked to learning that peers are undertaking in class. • Bespoke provision for SEND pupils based on need. • Expectations that a minimum of 4 hours work per day should be provided. • Expectations that work should be clearly structured via a daily timetable. • Free school meals provided. • Educational & welfare contact made in line with protocol (appendix 2).
3	<p style="text-align: center;">Classes or bubbles self-isolating/partial or full school closure.</p> <ul style="list-style-type: none"> • Website newsletter provides a range of learning for children as well as signposting them to... <ul style="list-style-type: none"> • Relevant learning activities identified via Oak National Academy with appropriate links provided in line with the curriculum expectations for the year group. • Relevant learning activities identified via BBC bitesize (via website & television red button) in line with the curriculum expectations for the year group. • Relevant learning activities identified via Mathletics, Grammarsaurus or Spelladrome in line with the curriculum expectations for the year group • Purple Mash or Education City learning activities in line with the curriculum expectations for the year group. • Links to relevant online content in line with the curriculum expectations for the year group. • At all times work should be meaningful and relevant to the curriculum offer the children would be entitled to in school and does not need to include all the above. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Work pack provided by class teacher, relevant to the curriculum offer the children would be entitled to in school with accompanying book so a record of individual pupils work can be kept as part of their on-going teacher assessment information (if there is limited access to technology at home) • Bespoke provision for SEND pupils based on need. • Expectations that a minimum of 4 hours work per day should be provided. • Expectations that work should be clearly structured via a daily timetable. • Free school meals provided. • Educational & welfare contact made in line with protocol (appendix 2).

Appendix 2

Educational, Welfare & Safeguarding CONTACT PROTOCOL for children at Phase 2 or 3		
Category	Level of Need	Frequency & Type of Communication
RED	Most risk of harm or neglect and fewest protective factors. This would include those on a Child Protection Plan.	<ul style="list-style-type: none"> • Contact should be made by a DSL daily. Additional contact may also be made by other professionals e.g. social workers. All information must be on CPOMS. • Additional weekly contact made by teachers/support staff to provide educational support. • Daily email communication offering access to support and guidance from educational staff if required.
AMBER	Moderate risk of harm but with some protective factors. This would include those identified as a Child in Need and with an allocated social worker.	<ul style="list-style-type: none"> • Contact should be made by a DSL x 2 per week via telephone. All information must be on CPOMS. • Additional weekly contact made by teachers/support staff to provide educational support. • Daily email communication offering access to support and guidance from educational staff if required.
GREEN	Some concerns escalating or unmet needs.	<ul style="list-style-type: none"> • Contact by DSL/Wellbeing Team weekly. Children on CIN plans for disability contact to be made by Unit staff weekly or mainstream SENDCO. All information must be on CPOMS. • Additional weekly contact made by teachers/support staff to provide educational support. • Daily email communication offering access to support and guidance from educational staff if required.
BLUE	No risk identified.	<ul style="list-style-type: none"> • Calls made weekly by teaching staff. All information must be on CPOMS This contact should provide educational support and an opportunity for a welfare discussion. • Daily email communication offering access to support and guidance from educational staff if required