



Remote Learning Policy

Beaufort School

Governing Body Approval date	28/03/2022
Review	Annually
Review Due	27/03/2023

Remote Learning Policy for Beaufort School - March 2022

This policy has been created to support remote learning during the Covid-19 pandemic.

The following Policy outlines how Beaufort School approaches remote learning when pupils are learning at home due to having to isolate. Home learning is built on and compliments learning at school.

Our aims for remote learning

- To provide a progressive curriculum which ensures high levels of attainment.
- To ensure regular opportunities for pupil achievement including all groups. ➤ To ensure that all young people in our school feel valued and respected.

We aim to fulfil the DFE guidance to:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources, videos or telephone conversations
- Gauge how well pupils are progressing through the curriculum, using questions, observations and other suitable tasks and set a clear expectation on how regularly teachers will
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, including contact with teachers and the class team

Using a Blended approach to Home Learning:

A blended learning approach is where students learn via electronic and online media as well as traditional face-to face teaching to help ensure pupils are given equal opportunities to access the curriculum, whether in school or working at home. The resulting experience is transformed into an interactive learning environment where the teacher is assessing and guiding children as they apply concepts and engage creatively in learning.

Across the Federation, we are committed to giving pupils access to learning activities which will meet all of the children's needs and build on prior learning. However, we acknowledge that while a Blended approach can be of great benefit to many of our pupils, others will find it more challenging to attend to either a pre-recorded lesson or one which is streamed live. Therefore, each school will offer it's Blended approach in ways unique to its pupils.

At Beaufort, many children at Beaufort will find accessing full online lessons more challenging due to their complex needs. Therefore, we do not expect them to have to attend to a computer screen for large periods of the day. The teachers will share the weekly time tables on day 2 in preparation for day 3. The weekly timetable and required resources will be either emailed or mailed out those families with limited technology access.

For those parents receiving planning by post, then the planning overview for the first week will also be mailed out to parents/carers on Day 2. This will also include a print out of any lesson slides, which may include links to online videos and resources as well as slides which practise the key learning and task instructions, if appropriate. Not all lessons will include lesson slides-task overviews for lessons without slide print outs will be outlined in the planning overview. If receiving planning at the start of the week, Parents/carers will be invited to a Teams meeting or telephone call at the start of the week, where the teacher will talk through the week's learning on Day 3. It is important that parents/carers attend these weekly meetings as our pupils will be at increased risk of falling significantly behind if they are not given the opportunity to

complete the class work. The Teacher will also provide any lesson slides and links to songs, videos or online games that they know the pupil will engage with and be able to access.

For those families who are able to access the lessons remotely, the lesson slides, with any interactive links, will be emailed daily to access through their Microsoft school email. This will allow parents/carers to view them using PowerPoint. The lessons will be available, from Day 3, daily by 9am.

The parents/carers of those pupils who need to access in a more 'hands on' way will be given a detailed overview of how you can deliver the key learning at home. This may be reading a story to their child and using household items to make it a sensory experience or helping learn about a topic through role play with toys and objects they have to hand at home. Staff will also provide demonstrations of the learning e.g. how to make a 'Sun' or selecting hats, gloves and a scarf from a bundle of clothes to wear in cold weather. In some classes the teacher may arrange an online Teams lesson and talk through a story or activity with a group of children and parents to provide support and encouragement as well as sharing ideas.

To ensure that the pupils still maintain strong community links and maintain their positive relationships with staff and peers, the class staff will share a recorded story each week for their pupils to access. If the class team assess that their pupils would benefit from a 'live' story session, they will invite the pupils to a Teams meeting. Even fleeting attention during these activities is valuable to their links and sense of belonging with school.

A member of the class Team will contact all pupils and their parents/carers by Teams or telephone each week to review the pupil's learning and well-being.

Marking and Feedback

As the children will still be receiving their curriculum entitlement, the class staff and parents/carers will work together, so that the school can accurately assess the learning and plan the next steps for the pupils. This will be done during all online Teams meetings by the staff observing the pupils during the session, parents/carers completing a simple feedback sheet and also through a conversation with parents/carers each week. In some classes, staff may complete the feedback sheet with parents/carers over the telephone, for others we will ask that parents/carers complete it electronically and return to the school. Parents/carers will be asked to keep any work which their child has created and either take a photograph and email it back to school (or through class Dojo and Seesaw) or return it after the isolation period. Photographs and/or short video clips, where possible, will be hugely beneficial for sharing the ongoing work. The class team will provide feedback and next steps for each child and all work will be added to the pupils' books in readiness for their return to school. At Langley, the feedback sheet will be pinned to the Seesaw page.

Resources

Pupils will have access to the following resources when learning at home:

- Parent letter (please see appendix 2)
- Pupil letter (Please see Appendix 3)
- Resources sent home, where required, to support learning
- A home learning pack, which focusses on the pupils' IEP targets for the first 2 days of isolation (Appendix 4)
- Weekly work set by the teacher accessible via email, dojo or mail delivery
- Online lessons through Teams
- Curriculum and lesson notes and lesson slides
- Online safety advice

Teaching & Learning: Roles and Responsibilities

The role of staff:

- To provide new learning as well as reinforcement and consolidation of prior learning and IEP target work.
- To provide a balance of online learning (where pupils and teacher interact in a specific virtual space, through a specific online medium e.g. Pre-recorded lessons, live chatting, live streaming lesson); and independent and home led learning.
- To offer learning which is inclusive, and upholds, respect, fairness and equality.

- To ensure that cyber resilience and internet safety is central to all digital technology.
- To provide support and guidance for pupils and their families to enable them to engage in the school's home and blended learning approach.
- To engage with effective learning and teaching resources.
- To foster an open pathway of communication between the school and home where appropriate.
- To adhere to government Health and Safety guidelines.

The role of the pupils:

- To show respect in relation to the rights of others.
- To contribute their views during direct and remote learning.
- To engage in Home learning and online lessons
- To try their best to complete the tasks.

The role of parents:

- To support the school values.
- To foster an open pathway of communication between the school and home where appropriate.
- To encourage and support their child to complete their work
- To complete feedback sheets or attend feedback/review meetings via telephone or Microsoft Teams
- To promote online safe and positive behaviour
- To attend and engage with weekly planning and monitoring meetings to maximise their child's learning

The role of the Governors:

- Monitoring the school's approach to providing remote learning to ensure education remains high quality.
- Ensuring that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.
- Providing support to the SLT
- Pupil wellbeing
- Staff wellbeing

Guidelines for Teaching and Learning

Home Learning Procedure

Parents/Carers/Pupils will:

- Log in to their Seesaws account to access the 2 Day IEP learning pack and further information about when weekly lessons and planning will be shared *(Some resources may have also been sent home in a Home Learning Pack)*
- Through Seesaw *(email or mail at Beaufort)*, on Day 3, access the weekly time table and any Lesson notes/planning sent by the teacher- you will find planning and the times of any Teams meetings and Telephone calls you will be required to attend
- Log into TEAMS account, when required, in order for teachers to communicate through Teams, access live lesson and/or Teacher progress meetings.
- Complete remote learning tasks online or if practical, photograph and upload, ensuring all tasks are submitted using Seesaws.
- Complete 'Weekly Learning Log' in Seesaws as an opportunity for communicating parental and pupil feedback, issues, concerns-these can be discussed further in your weekly phone call
- For support in using Teams see the Parent Guide on the website.
- Inform school if your child does not have the equipment to access remote learning

Staff will:-

- Provide a time table for the week on Day 2 and then each Monday thereafter *(Timetables & Feedback Sheets are stored on SharePoint)*
- Upload a weekly timetable and planning overview on Day 3
- Provide online teaching each day in accordance with the suggested timetable.

- Complete lessons, lesson introductions and set tasks for children to complete whilst working online.
- Provide follow up work and Health and Wellbeing tasks
- Feedback to pupils in response to questions or requests via Feedback Sheets on Seesaw and Teams where applicable when working offline.

Guidance for Parents

The following are suggestions for parents:

- ❖ On the days that your child is engaging with remote learning, plan the day out in advance with your child, doing this will help to reduce pressure or anxiety.
- ❖ Not all activities should require direct adult support, therefore plan so that your child can undertake some activities independently in order to ensure that you can continue to work at home, if necessary. Depending on your child's individual needs, you may need to be close by to support on task engagement
- ❖ It is important to make sure that your child isn't working all day-factor in time for sensory and movement breaks, lunch, shared activities, time outdoors and fresh air.
- ❖ A variety of different activities such as games, puzzles or outdoor games can help your child to further develop skills such as problem solving, turn taking, cooperating with others and resilience. **Data protection**

Accessing personal data

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

- Connect to the school network using only a school remote desktop connection ➤ Ensure that no personal data leaves the school premises.
- Avoid the use of a personal device that shares their personal contact details e.g. a private phone or email address.
- Use Seesaw, school email or Class Dojo to communicate with parents (telephone for those who do not access this).

Processing personal data

Staff members do not need to collect and/or share personal data such as emails, phone number as part of the remote learning system.

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

The school's Child Protection Policy has been updated to reflect the current situation. The safety and wellbeing of our children and staff are a priority. A My Concern log will be recorded and the DSL will be contacted if there are any concerns regarding any pupil working from home.

Live lessons and meetings will be recorded, to protect staff and pupils should a safeguarding concern arise and to monitor the quality of teaching and learning. These will be permanently deleted after two weeks and stored securely on the school network. Only SLT will have access to the saved video.

Monitoring arrangements

This policy will be reviewed following the self-isolation of a bubble and fortnightly during Leadership meetings. The Governing Body will review and approve it annually.

Links with other policies and Guidelines

This policy is linked to our:

- Behaviour for Learning policy
- Child protection policy and coronavirus addendum
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

Date approved by the Governing Board: **28.03.2022**

To be reviewed: **27 March 2023**

Appendix 1

Appendix 1: Home learning Time Table

The lessons will be related to the current planning. This is so children do not fall behind with their learning due to selfisolation. The mode of delivery differs depending on whether the whole class is self-isolating or only one or two children or staff. Each scenario is detailed below.

Core curriculum entitlement to be delivered in the event of 14-day isolation:

Staff will share the current week's planning on Day 2. Any parents/carers who will find it helpful to discuss this with the class teacher can request either a telephone call or a Teams meeting. If there are high numbers of parents/carers, then the Teacher may choose to hold a Teams meeting or conference call with multiple parents/carers.

IEP Targets: For the first two days of self-isolation, all children will access activities out of their 2-Day Home learning pack. Not all activities have to be done during one period of self-isolation. It is to be used during all periods of selfisolation during the coming months. If children demonstrate that they are secure in any of their targets, then please feedback to the teachers who can update their targets.

Maths x 3 and Literacy/communication lessons, including phonics, will be shared each week. When delivered remotely, these will be pre-recorded with Teacher commentary/teaching included through using the 'Stream' app. They can be accessed at any point during a day from children. This will allow the lesson to be paused and to viewed more than once to support home learning. As some children will be unable to fully attend to the remote delivery, they will be presented in a manner which allows the parents/carers to deliver the key learning content. There may be links to number songs, which teachers will ask them to sing along with or demonstrations of how to practise phonics. The key learning will be included and they will complement the planning/activity notes which will be shared with parents/carers.

Foundation Subjects/Topic lessons: There will be 3 x topic lessons each week: Me and My World; Creative Arts and Independent life skills. Parents/carers will receive a combination of lesson slides and clear activity outlines for their child to complete. The teacher will not be included routinely in any electronic lesson slides but they may choose to include a short clip modelling an activity if they think it will be of benefit.

PSHE/Story time: Each class will either upload a story each week for children to access-staff will let parents/carers know whether the story is linked to work in one of the lessons or not. Support staff will also lead a PSHE lesson with either small

groups or the whole class (This will be the Recovery curriculum content). The second Recovery curriculum lesson will be shared in the planning sent home and not streamed or pre-recorded.

Exceptions (KS2): In classes where we know that the children will find it difficult to attend to a live lesson due to their SEN, the 1x literacy/maths group work session will not be included. Teachers will provide planning overviews and will support any parents/carers through either telephone or Teams as required. Where we also know that the prerecorded lessons will also be difficult to children to access, staff may link video clips, websites, home resources or short instructional/modelled tasks to support parents/carers with home learning. These classes will deliver two sessions per day and provide interventions to be delivered at discretion of parents/carers at a time of the day which suits their child and the activity best.

Where appropriate, those classes which feature a significant holistic timetable to meet the greater complex SEN of pupils (*Gross motor skills lessons, social skills lessons etc.*) will have timetables reflective of this as children. IEP packs will feature any interventions specific to individual children in all classes.

KS1 and EYFS: As KS1 and EYFS follow the Foundation stage curriculum, lessons delivered will be different and focus on the Prime and Specific areas.

Prime areas: For learning in the Prime areas (Personal, Social and Emotional Development, Physical Development and Communication and Language) the teacher will send the lesson planning through. This will be an activity which they will ask you to set up at home. There will be flexibility to adapt it to the toys and resources which you have at home. The activity sessions will be built around the current class topic/theme. The teacher will suggest some directed activities for parents/carers to incorporate and either one or two key targets to work towards. These may be reflective of those in their IEPs. There will be 2 activities set for each day. One to be delivered in the morning and one for the afternoon.

Specific areas: Specific areas of learning (Literacy, Mathematics, Understanding the World and Expressive Arts and Design). The Prime areas lay the foundations for the Specific area and these specific areas are not taught in isolation. Teacher's build in activities learning in the specific areas when the children are developmentally ready. The teacher will decide which specific areas to include (*as they would have done, if the child was not self-isolating*) for individual children. Some children will be working on all of the specific areas and some on just one or two or even none, particularly if they are new to the school. At least one of the daily sessions will incorporate activities which focus on one of the specific areas. Teachers will prerecord a video to support with the delivery of at least two of these sessions each week. The aim is to model the activity to parents/carers to help them support their child at home. It may include songs to share with their child e.g. a counting song. It may also include phonics.

Holistic interventions: As the children in EYFS and KS1 are working towards development milestones, there are many sessions in the school week which are aimed at developing the children in a range of areas. Some of these activities are included in the IEP 2-Day pack. Your teacher may ask children in EYFS/KS1 to complete some of these throughout the week as well as during the first two days-this will be indicated on the weekly timetable. The teacher will also provide task/activity outlines to work on key skills including fine and gross motor skills or Speech and language targets. You may be asked to use symbols and photographs during a morning snack time at home or spend up to 10 minutes each day practising exercises which will support the children in preparing to hold a pencil etc. The Teacher's planning will outline these interventions in the weekly planning.

Stories: Two stories will be available each week for the children to access either remotely or by an internet link. If children cannot access the story remotely, then they should contact the school. The aim is to not only share a joy of reading and teach early skills, like holding a book and reading left to right but to also still feel a connection to their class team to maintain positive relationships. These stories will be read by the class support staff.

PSHE: To focus on maintaining positive relationships and supporting the children with being away from school, a member of the class team will either call by telephone or talk to each pupil on Teams once a week, even if it is just a

quick hello. During the same contact the team will be able to discuss any concerns and also share the good work of the children.

Marking and Feedback: Parents/carers will complete the daily log to support the class teacher and their child. Staff will mark all work. The support staff will provide short daily comments, including praise and the Teacher will provide detailed feedback once each week. Teachers will use feedback and marking to inform their planning and the pupils' engagement.

Feedback will be via Teams where work is uploaded there or telephone calls for those children who will find accessing and completing online tasks more challenging.

If only the Teacher is self-isolating: The teacher will continue to plan for the class and complete all lesson slides. Delivery will be through a blended approach (depending on a class' SEN profile), with the Teacher prerecording maths and literacy lessons which feature them. Foundation subjects will be delivered by the class team. In classes where children will not be able to sustain the required attention to access a full lesson through the class white board, the teacher will share at least 2 stories remotely (or pre-recorded) to maintain positive relationships within their class. The school may decide that a replacement teacher may be required for some classes. The class team will communicate this to parents/carers.

When only one or 2 children in a class or Bubble isolate for 14 days:

The planning and lesson slides will be shared with all children working from home on day 3. This will include the lessons which would have been missed on day 1 and 2 when they would have been accessing their 2-Day IEP packs. The teacher will be given an extra PPA session to add commentary to the 3 maths and literacy lessons as well as preparing planning outlines. If the class can facilitate it, the class team will still provide 2x group/independent Teams sessions (One each for maths and literacy-these may be live streamed from the same lesson in class). If this is not possible, then a second telephone/Teams call/meeting will be provided to support the child and their Parents/carers. This will be after the end of the school day. Marking and feedback will be the same as for when the whole class is self-isolating for 14 days.

Example Time Tables:

KS2:

Date	Session 1	Break	Session 2	Lunch	Session 3
Monday	Literacy	Communication Targets	Maths		PSHE (Recovery Curriculum)
Tuesday	Maths		Topic/Intervention		Intervention
Wednesday	Literacy		Intervention		PSHE (Recovery Curriculum)
Thursday	Literacy	Communication Targets	Topic		Story
Friday	Maths		Topic		Teams meeting/Phone call with Parents

KS1 Beaufort:

Date	Session 1	Lunch	Session 2	Intervention (<i>Fit in as appropriate</i>)
Monday	Communication & Language/Literacy		Expressive Arts and Design	Story
Tuesday	Personal, Social & Emotional Development		Understanding the World/IEPs	Interventions/IEPs
Wednesday	Physical Development		Literacy	Online Story/Interventions

Thursday	Communication and Literacy		Expressive Arts and Design	Interventions/IEPs
Friday	Mathematics/IEPs		Understanding the World	PSHE-Contact with Home

Beaufort KS2:

Date	Session 1	Lunch	Session 2	Intervention <i>(Fit in as appropriate)</i>
Monday	Me and My World		Creative Arts and Design	Interventions
Tuesday	Language & Literacy	Communication Books	Maths	Interventions/IEPs
Wednesday	Independent Life Skills		Language & Literacy	Online Story/Interventions
Thursday	Language & Literacy	Communication Books	PSHE/Recovery Curriculum	Interventions/IEPs
Friday	Maths		Maths	PSHE-Contact with Home

Appendix 2

Dear Parents and Carers,

The Government have produced guidelines regarding COVID for self-isolation and home learning which we are following. Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home children must continue with their education. In receiving this letter and home learning pack, we appreciate your child is now self-isolating. It is important that your child continues to carry out learning tasks at home each day. The home learning pack contains key Maths and English booklets. There is also a further letter for your child. The information in the letter will help your child to understand:

- the key expectations for home learning
- key activities
- information for how to stay physically and mentally well
- tips for helping them stay safe online

The home learning information can also be found under the 'home learning' page on the school website.

For Reception and KS1 children it is important to practise their phonics, daily. There are specific Letters and Sounds videos available daily. These lessons are designed to cover the teaching that children would receive this term. There are three sets of lessons available. One set for Reception, a set for Year 1, and a third set of lessons focusing on blending and areas children find the most challenging. After watching each lesson, we encourage you to read aloud to your child and, if your child has reading books from school, listen to your child read. All children have access to specific online programmes and website links. Please also click here for other useful learning websites that may support home learning. Your child's username and passwords for all the programmes are in the back of their reading or homework diary. If you are worried that you will be unable to access remote learning, please contact the school office or email your class teacher as soon as possible.

At Little Sutton being part of our school community remains a strong ethos of our school and we want to ensure we stay in regular contact with you. Please keep yourself updated with the latest school news via our weekly bulletin, on the school website. Do not hesitate to contact the school for any questions or concerns. Please update the class teacher on the daily work they have completed using the 'daily learning logs'.

Our priority as a school family is to continue to stay safe. Please make sure that you also continue to remain updated with the latest facts regarding coronavirus symptoms and how to look after yourselves and your family by accessing the NHS and PHE websites: <https://111.nhs.uk/covid-19/>

When your child returns to school, please be assured we will adapt our teaching accordingly to take into consideration the areas of the curriculum which they have not covered in school.

We look forward to seeing your child return back to school soon.

Kind regards,

Mrs J Ashwin

Executive Headteacher

Appendix 2

Letter to Pupils

(A PDF version, written using Communicate and Print is available on both the school website & SharePoint-Staff are to send the PDF version, which includes symbols, to children when required) Dear Children,

Your teachers and class friends have to stay at home. This is to keep everyone safe. When you are at home, you can do your school work on Seesaw. You can see your teachers by joining in with the slides. You can do school work away from the computer.

It is important to follow the school timetable so you can relax between doing your work.

To stay well, you need to,

- do exercise

- eat three meals a day at regular times
- have sensory and movement breaks and rewards for your hard work and join in with Wake up Shake up sessions.

To stay safe when using a computer

- must not use technology when eating
- not have a tablet or mobile phone in my bedroom
- only speak to family and friends if your adults say that it is ok
- tell an adult if someone says or does something that you don't like.

Your teachers will stay in touch with you whilst you are at home. If your computer or tablet does not work properly, ask your adults to tell your teacher. You will go back to school soon. Your teachers and friends will be happy to see you.

Mrs Ashwin

Executive Headteacher