



Snape Wood Primary and Nursery School  
Excellence for All

## Remote Learning Policy



**Approved by:** Shewley Choudhury **Date:** 19.10.20

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## **Contents**

1. Aims of the policy
  2. National context
  3. Roles and responsibility
  4. Who to contact for support 5. Safeguarding
  6. Access to free school meals
  7. Links to other policies
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### **1. Aims**

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't school
- Set out expectations for all members of the school community with regards to remote learning

### **2. National Context**

In line with government guidance, pupils, staff and families should self-isolate if they have the following symptoms

- New continuous cough
- High temperature over 37.8 degrees
- Loss of taste/ smell
- Have had access to a test and have received a positive result for Covid-19

The UK government expects schools to operate normally for the vast majority of time during the covid-19 pandemic. However, there is now a tiered approach to explain the different levels of restrictions on the wide variety of educational settings.

**Tier 1:** all schools open as normal

**Tier 2:** secondary schools to operate a rota system of lessons

**Tier 3:** secondary schools are open to children of critical workers, eligible year groups and vulnerable pupils whilst other types of schools remain open as normal

**Tier 4:** all schools are open for only the children of critical workers and vulnerable pupils.

This remote learning policy will be followed within the following scenarios

- Tier 4 national lockdown
- Class bubble isolation due to a positive covid-19 test result of a child or staff member
- An individual child within a class isolating due to a family member receiving a positive covid19 result or as a result of being traced by contact tracers by NHS Test and Trace

### **3. Roles and responsibilities**

#### **3.1 Teachers**

When providing remote learning, teachers must be available between 8.30 and 3.30pm

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. The procedure at Snape Wood Primary and Nursery School is to contact the SBM/Headteacher of the establishment on the first day of absence before 7.15 and by phone call rather than text. For any subsequent days of absence please contact the SBM/Headteacher by 3:30/4pm on the day before the day of absence.

When providing remote learning for an entire class bubble, teachers- unless they are symptomatic with covid19 and are unwell- are responsible for:

- Uploading on the school website via the year group pages a daily Maths, English and Reading lesson. These lessons will be following the current planning and will not take the form of revision and repeat lessons.
- In KS1 and EYFS, a daily phonics lessons will also be uploaded via the school website.
- A lesson from the wider curriculum will also be uploaded on a daily basis and this will be based on current planning linked to the topic that children are currently studying.
- DOJO messages will be sent in the morning/ afternoon to parents every time new material is uploaded to year group pages
- A weekly overview will be published on the school website within the year group pages giving an overview of what should be taught and when by parents during the bubble's isolation or during a Tier 4 lockdown

- Daily videos will be uploaded for Maths and English onto the class pages or onto the video resource centre where larger videos can be hosted. One video for English and Maths each week must include the teacher modelling the lesson, however the rest of the videos may describe a snapshot of the content of the lesson.
- Daily tasks will be set on the website/DOJO and should be linked to the taught curriculum. These could form a direct part of the daily English and Maths lessons or they could be in addition to these lessons. Pupils will need to have DOJO app and access to the school website.
- On working day 4 and day 9 a Teams session will be made available for children to have story-time with the teacher, TA and other children in their bubble – this could also be pre-recorded.
- Pupils will be encouraged to use TTRS on a daily basis (Y2-Y6)
- Teachers will be expected to give feedback to tasks that have been set on DOJO/Website. This feedback can be given via DOJO, via email or via the weekly well-being call. Parents can also email examples of work that teachers can provide feedback for. Feedback might include: a positive comment plus an improvement. For example, a spelling correction, up levelling sentences, a further challenge in maths or a more open ended investigation/ project.
- To respond within working hours promptly to parent requests for help with supporting their child/ children in their learning
- Weekly well-being call to check how children are coping during their bubble lockdown will be shared between the teacher and TA. This phone call will be recorded on a log. Should the class teacher be unwell, this responsibility will then pass to the teaching assistant and vice versa. If there were any safeguarding concerns to result from these calls, then these should be recorded on the welfare call log and emailed to [dsl@snapewood.nottingham.sch.uk](mailto:dsl@snapewood.nottingham.sch.uk)
- It is the responsibility of year group teaching teams to ensure that planning and resources are easily available on the server or staff secure area on the website, and that planning/ resources for English/ Maths/ Curriculum are always available for at least 2 weeks in advance.
- If an individual child is isolating due to a family member with a positive covid-19 test then work packs will be produced and contact will be made via email/ phone call to discuss the most appropriate form of support for the individual child

- On a Monday morning, staff are to leave a master copy of worksheets for the week at reception to send to pupils in the immediate event of a bubble isolation – this can be sent to JS or on the staff secure area on the website. An email to JS must be sent to notify. Staff may need to do an explanation sheet in order to support the parent/carers in supporting learning at home.

### **3.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available between 8.00am and 3:30/4.00pm

If teaching assistants and support staff are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. The procedure at Snape Wood Primary and Nursery School is to contact the SBM/Head-teacher of the establishment on the first day of absence before 7.15 and by phone call rather than text.

For any subsequent days of absence please contact the SBM/Head-teacher by 3:30/4pm on the day before the day of absence.

When assisting with remote learning, teaching assistants- unless unwell with covid19- are responsible for:

#### **Level One and SNA**

- Wellbeing phone calls including listening to readers on the phone
- Reading a story daily and uploading it to the school video resource centre
- Preparing display and classroom/bespoke resources

#### **Level Two**

- Wellbeing phone calls including listening to readers on the phone
- Reading a story daily and uploading it to the school video resource centre
- Wellbeing activity uploaded daily to the website
- Preparing display or bespoke resources for children in your class or year group

#### **Level Three**

- Wellbeing phone calls including listening to readers on the phone
- Reading a story daily and uploading it to the school video resource centre
- Wellbeing activity uploaded daily to the website
- Preparing display or bespoke resources for children in your class or year group

- Planning, preparing and emailing the work to identified SEND children within the class or year group. This will be daily following direction and discussion with the class teacher.
- If you have an area of responsibility to work on activities linked to this area and upload these to the website or email to staff in school to support children.

#### **Level Four (if applicable)**

- Wellbeing phone calls including listening to readers on the phone
- Reading a story daily and uploading it to the school video resource centre
- Wellbeing activity uploaded daily to the website
- Preparing display or bespoke resources for children in your class or year group
- Planning, preparing and emailing the work to identified SEND children within the class or year group. This will be daily following direction and discussion with the class teacher.
- Planning and preparing additional activities for identified PP children
- If you have an area of responsibility to work on activities linked to this area and upload these to the website or email to staff in school to support children.

#### **Pastoral Care Officer**

- Continue working with the children on their timetable by arranging TEAMS/phone calls with children who are still in school and speak to those children who are isolating.
- Upload a well-being based story each day to the video resource centre
- To provide well-being work for children who are isolating on the class page linked to PSHE/mental health

#### **Attendance Officer**

- Continue to monitor attendance for whole school and those isolating – TEAMS/Dojo or doorstep visit
- Continue to liaise with parents of those children that are persistent absentees and late
- Continue to update the COVID spreadsheet – attendance comparison form previous year to current year

### **3.3 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Communicating with parents clearly and in a timely fashion via letter and Class Dojo that a bubble within school has had a confirmed case of Covid-19 and will need to isolate
- Ensuring that provision matches the expectations set out in the remote learning strategy
- Ensuring that parents receive adequate communication about the provisions that will be put in place for their child/ children when their child's class is isolating.
- Ensuring that parents know who to communicate with in the event that a class bubble is isolated for 14 days or during a Tier 4 national lockdown
- If the class teacher is unwell with covid-19 then there will be an expectation for the phase leader (SLT) within the phase where the bubble is self-isolating to fulfil the duties outlined within the teacher responsibilities. If this is the case then there may be a small delay in the uploading of teaching videos depending on their teaching responsibilities
- If the phase leaders are unable to fulfil the duties of the class teacher then this responsibility will move to the Deputy Head in charge of EYFS/ KS1 or KS2. The DHT/ SENCO will assume responsibility for SEND pupils identified as needing a bespoke curriculum provided for them remotely if class teacher/ phase leader are unavailable.
- Ensuring that pupils within class bubbles that are isolating have adequate access to the materials including technology that are required to access remote learning, as set out in this policy, in a fair and equitable manner

### **3.4 Designated Safeguarding Lead**

A member of the DSL team will be onsite at all times during a partial or full closure.

Alongside any teaching responsibilities, the DSLs are responsible for:

- Ensuring that risk assessments are in place for any child classed as vulnerable
- Home visits to vulnerable children, either once or twice weekly
- Communicating with allocated social workers
- Providing access to laptops for vulnerable children to ensure that home learning can take place
- Organising food packages known as 'well-being' bags to families who may be struggling financially

- Liaising with support agencies and social care to ensure the right support is given to vulnerable families
- Contacting parents on the DSL phoning list on a weekly basis

### **3.5 Governing Body**

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 for support**

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

- Issues in setting work – talk to the relevant subject lead, phase leader, deputy head or SENCO
- Issues with their own workload or wellbeing – talk to their line manager, school business manager, welfare officer or head-teacher
- Concerns about safeguarding – contact a DSL. Mrs Shewley Choudhury- Head Teacher, Mrs Susie Graham- Deputy Head Teacher, Miss Mags Williams ADHT, KS1/EYFS) Mrs Alison Howarth- School Business Manager
- Mr Meese – pastoral care officer
- Issues with IT then please contact the IT co-ordinator or Schools IT

## **5. Safeguarding**

In the event of a national lockdown children with an allocated social worker will be offered a place in school and will be encouraged and supported to attend regularly.

If a child with a social worker is not attending school, either due to a Tier 4 lockdown or bubble isolation, the following safeguards will be put in place

- Home visits by a DSL, twice weekly for children on a child protection plan and once for children at Child in Need. Staff will conduct visits in pairs to reduce any potential risks or allegations. Staff will make best endeavours to see the children through a window. If a child is not seen during a home visit their social worker will be contacted that day.



- A risk assessment will be completed and updated weekly. The risk assessment will be shared with the allocated social worker and will reflect the view of school, parents and social workers.
- If a child is expected to attend school but is not present a DSL will phone parents/carers. If no contact can be made a home visit will be completed on the same day.

If necessary a part time or full time school place may be offered to pupils whom, we as a school, deem as vulnerable but do not fall into the government definition of 'vulnerable'.

If a child who has a named social worker is isolating DSLs will complete home visits. It is the responsibility of the DSLs to inform social care if a child is not attending school due to isolating.

## **6. Access to Free School Meals**

Snappe Wood Primary School's Pastoral Care Officer – Mr Meese, will be responsible for ensuring pupils who are eligible for benefits related free school meals will continue to be supported with food packages (if available or advice of foodbanks – Bulwell and Broxtowe Foodbank) during a period of absence due to covid-19 and rules over self-isolation.

The Pastoral Care Officer will continue to work with other agencies such as the local church and food bank to ensure vulnerable families are supported during this challenging period and that they have adequate supplies of food.

The Pastoral Care Officer will liaise daily with the school office team to identify pupils eligible for benefits related free school meals who will need support.

## **7. Links with other policies**

This policy is linked to our:

- Covid-19 risk assessment
- Safeguarding policy including safeguarding addendum